FOOTHILL COLLEGE

2023 INSTITUTIONAL SELF-EVALUATION REPORT

In Support of an Application for Reaffirmation of Accreditation

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SUBMITTED BY *Foothill College 12345 El Monte Rd, Los Altos Hills, CA 94022*

SUBMITTED TO *Accrediting Commission for Community and Junior Colleges*
Western Association of Schools and Colleges on December 15, 2023

CERTIFICATION

TO

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

FROM

Kristina Whalen
Foothill College
12345 El Monte Road
Los Altos Hills, California 94022

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Patrick Ahrens, **MPA**, President of the Board, Foothill-De Anza Community College District   Date

Lee Lambert, **J.D.**, Chancellor, Foothill-De Anza Community College District   Date

Kristina Whalen, **Ph.D.**, President, Foothill College   Date

Stacy Gleixner, **Ph.D.**, Vice President, Instruction, Foothill College   Date

Votaire Villanueva, **Ed.D.**, President, Academic Senate, Foothill College   Date

Adiel Velasquez, **B.A.**, President, Classified Senate, Foothill College   Date

Joshua Agupugo, President, Associated Students of Foothill College   Date

Elaine Kuo, **Ph.D.**, Accreditation Liaison Officer, Foothill College   Date

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A. INTRODUCTION

College History

Founded in 1957, Foothill College is one of two accredited institutions in the Foothill-De Anza Community College District. The College emerged from the post-World War II era, during a time of growth when urban centers and suburbs grew rapidly. Neighboring school superintendents and Board members came together to support the formation of a junior college. Backed by community support and with the passage of a $10.4 million bond, the first Board of Trustees purchased a 122 rolling acre site in Los Altos Hills as the permanent location of Foothill College.

Dr. Calvin Flint, the first superintendent and president of the new district was quoted as saying, "The College must convey an atmosphere of its being friendly, personalized, and informal. Offices of faculty, counselors, and administrators must be readily accessible to students." Ernest J. Kump and Matsen and Hurd were engaged as the architects and planners to design a campus from the ground up. By the time Foothill formally opened in 1961, the campus was the recipient of multiple architectural accolades and design awards from around the nation. Even with the addition of new buildings, the campus continues to be nestled in a bucolic suburban setting.

Located 40 miles south of San Francisco and 20 miles north of San Jose in the heart of California's Silicon Valley, Foothill College prides itself in serving students and the surrounding community. Along with its sister college, De Anza, the Foothill-De Anza Community College District service area encompasses the Santa Clara County communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, along with parts of Sunnyvale, Saratoga, and west San Jose representing more than 400,000 residents. From the first graduating class of 37 students in 1960, Foothill conferred more than 2,200 certificates and degrees in 2021-2022. The College has grown to serve more than 23,000 students in 2021-2022 and employed more than 600 administrators, classified staff, full and part-time faculty in fall 2022.

As of spring 2023, Foothill College offers one Bachelor in Science (BS) degree, 30 Associate Degrees for Transfer (ADT), 26 Associate in Arts (AA) degrees, 28 Associate in Science (AS) degrees, 86 credit certificate programs, and 10 non-credit certificate programs. The College began convening the Dental Hygiene baccalaureate in 2017-2018 as one of the pilot institutions participating in the California community colleges' baccalaureate degree program that began in 2016. Fully online programs can be completed for 22 ADTs, 23 AA degrees, five AS degrees, and 59 credit certificates. Foothill maintains a strong Career and Technical Education (CTE) presence, supporting multiple programs in apprenticeship trades and in the allied health sector.

Foothill continues to be regarded as a successful and innovative community college in the United States. As one of the first California community colleges to offer online education, Foothill was effectively resourced to pivot to a fully virtual instructional format in March 2020 when the shelter-in-place directive occurred. Online course success rates remained stable during this time. Foothill also maintains a 50,000 square-foot education facility in Sunnyvale near Moffett Business Park. The Sunnyvale Center focuses on CTE and houses programs such as Emergency Medical Technician and Paramedics. Ongoing improvement efforts in program review, student learning outcomes processes, and the participatory governance structure recognize that College facilitation of student learning and achievement cannot be static.

Another innovation enhancing student learning is Foothill's annual Research and Service Leadership Symposium (RSLS) that provides students an extended opportunity to develop research and creative arts projects, participate in community-based activities, and share their newfound knowledge, insights, and experiences with the College community. Students submit a proposal or project description and, if accepted, they engage with a campus mentor who facilitates the student's and project's development, provides subject expertise and experience, and coaches students through challenges. All project experiences are shared in a professional conference setting through student presentations, poster sessions, performances, and discussions. This symposium event, now in its sixth year, is a full-day celebration, involving a keynote speaker, an awards ceremony, and opening/closing ceremonies. During the shelter-in-place period, the RSLS successfully pivoted online and is now scheduled as a hybrid event. The May 18, 2023, program opened with Dr. Camilla Hawthorne, Associate Professor of Sociology and Critical Race and Ethnic Studies, UC Santa Cruz.

The College's focus on sustainability emphasizes resource stewardship. This commitment is demonstrated through the construction of the Physical Sciences and Engineering Center (PSEC) and Sunnyvale Center, which were recognized with a LEED silver rating and LEED gold rating respectively. Charging stations for electric vehicles are available, and as of 2018, no single-use plastic water bottles are sold on campus. Student research and subsequent advocacy led to water being sold in box containers or aluminum bottles. Water fountains and fill stations are available for reusable water bottles.

Foothill continues its ongoing efforts to lessen disparities among its student population groups. Building on the California Community Colleges Chancellor's Office's mandated student equity plan template, the institution extended its equity effort and vision in a sustainable, systemic approach, one aimed at dismantling structural, cultural, and individual systems of oppression to create a community where success

is not predictable by race. After a yearlong campus effort, Foothill's Strategic Vision for Equity documents this vision, which identifies 13 issues and 55 goals to move this work forward in a collaborative and interconnected manner. The Collective Impact Model frames this 13-55 implementation effort, and units from across the campus and at all levels of the institution identify equity action projects for implementation and assessment.

The District also benefits from ongoing community support. In March 2020, voters passed an $898 million general obligation measure (Measure G) to upgrade and repair facilities, equipment, and sites. Beginning in November 2022, the District adopted trustee area elections, where voters in five areas of roughly equal population size elected their own trustee (Figure 1). Two area trustees were elected under this new model, while the three remaining at-large trustee positions will be up for area elections in fall 2024.

FIGURE 1: Trustee Area Election Map
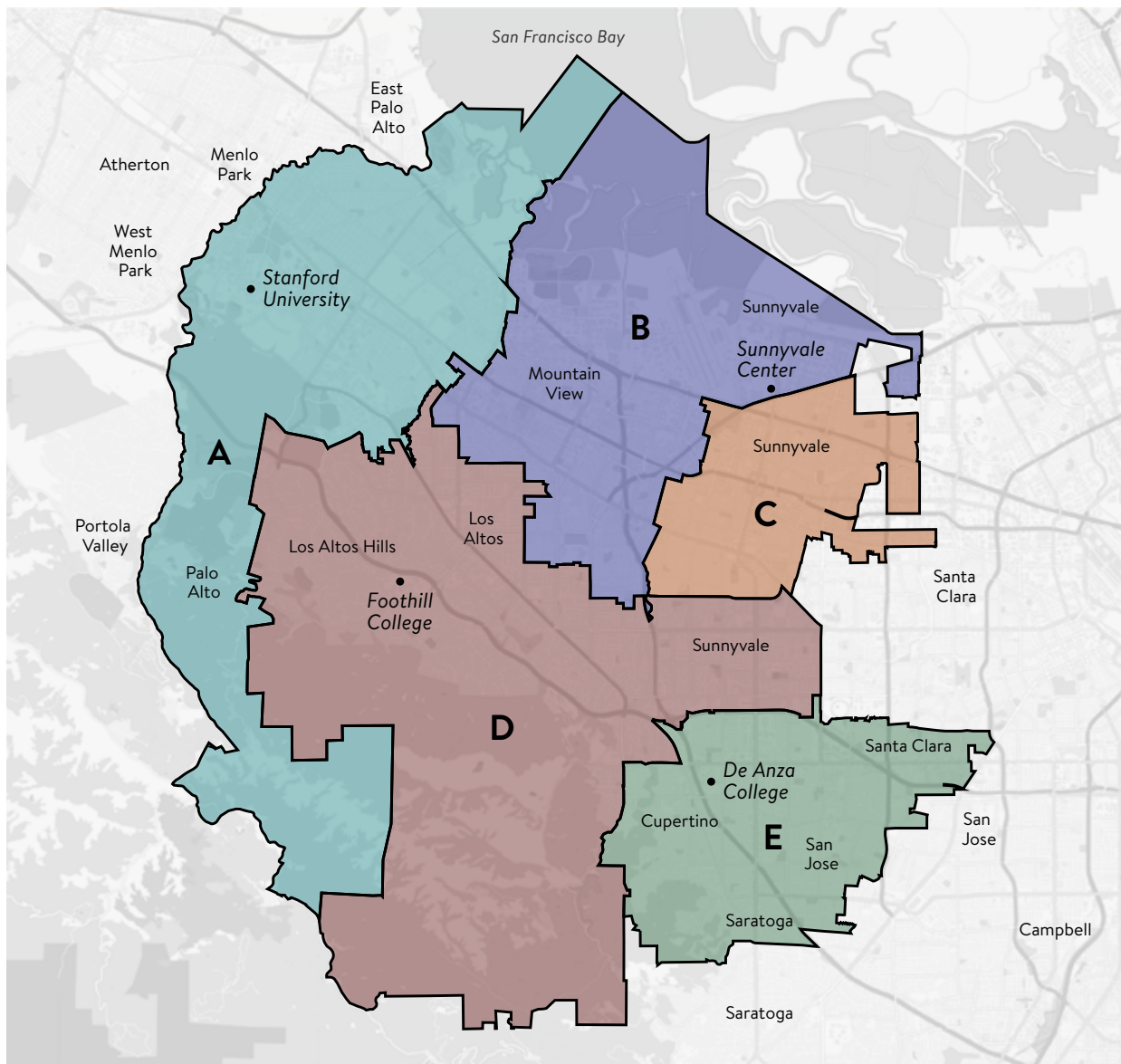
The College welcomed its eighth president in April 2023 and, with their leadership, the institution continues its strategic planning during this initial post-pandemic period with emphasis on growth in enrollment, continuing integration of Guided Pathways efforts, implementation of CA AB 1705 (ensuring gateway transfer-level English and math enrollment), and ongoing implementation of its Strategic Vision for Equity.

Foothill's forward-looking perspective is met with acknowledgment that its success is on land located within the Puichon Thámien Ancestral Muwekma Ohlone Territory. The College's land acknowledgment is as follows:

Horše túuxi! (Hor-sheh troo-hee)

*Foothill College recognizes that it is located on the ethnohistoric territory of the ancestral and traditional land of the **Puichon Thámien** Ohlone-speaking People, and the successors of the historic sovereign Verona Band of Alameda County, presently identified as the Muwekma Ohlone Tribe of the San Francisco Bay Area. This land was and continues to be of great importance to the Muwekma Ohlone Tribe and other familial descendants of the Verona Band.*

We recognize that every member of the greater Foothill College/Los Altos Hills community has, and continues to benefit from, the use and occupation of this land, since the institution's founding in 1957. Consistent with our values of community, inclusion, and diversity, we have a responsibility to acknowledge and make known through various enterprises Foothill College's relationship to Native peoples. As members of the Foothill College/Los Altos Hills community, it is vitally important that we not only recognize the history of the land on which we live, work, and learn, but also, we recognize that the previously federally recognized Muwekma Ohlone Tribal People are alive and flourishing members of the Foothill College/Los Altos Hills and broader Bay Area communities today. Aho!

Student Enrollment Data

Foothill College students reside throughout the California Bay Area region, as well as outside the state (Figure 2). While less than one-third of students (29%) enroll from within the service area, slightly more than half of the student body live within Santa Clara County (55%). Almost one-fifth enroll from San Mateo County and together both counties account for almost three-fourths of the student population the last few fall quarters.

FIGURE 2: Fall Headcount by Zip Code Grouping

ZIP CODE GROUPING	FALL 2020		FALL 2021		FALL 2022	
	HC	%	HC	%	HC	%
Service Area[1]	3,709	28%	3,293	29%	3,198	29%
Other Santa Clara County	3,398	26%	3,014	27%	2,928	26%
San Mateo County	2,178	17%	1,931	17%	1,990	18%
Alameda County	867	7%	690	6%	646	6%
San Francisco County	227	2%	170	1%	160	1%
N Santa Cruz County[2]	98	1%	92	1%	82	1%
Other CA Bay Area Region[3]	437	3%	359	3%	329	3%
CA Outside Bay Area Region	1,937	15%	1,508	13%	1,545	14%
Outside CA	334	3%	293	3%	296	3%
TOTAL	**13,185**	**100%**	**11,350**	**100%**	**11,174**	**100%**

Headcount at census date. | Apprenticeship not included.

SOURCE: FH IRP, Census Enrollment Dashboard

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1   **SERVICE AREA:** Los Altos, Los Altos Hills, Mt. View, Palo Alto, Stanford, Cupertino, Sunnyvale, Santa Clara (part of), San Jose (part of), Saratoga (part of)

2   **N SANTA CRUZ COUNTY:** Ben Lomond, Boulder Creek, Felton, Los Gatos (part of), Santa Cruz, Scotts Valley

3   **OTHER CA BAY AREA REGION:** Contra Costa County, Marin County, Napa County, Solano County, Sonoma County

Between fall 2018 and fall 2022, Foothill experienced a decrease in enrollment, headcount, and full-time equivalent student (FTES) count (Figure 3). Enrollment declined from 37,199 to 28,669 between these fall terms. As enrollment is declining at a higher rate compared to headcount, it shows that students are registering for fewer classes compared to pre-pandemic. The fall 2021 to fall 2022 data suggest that enrollment metrics may be stabilizing as the College begins to update its Educational Master Plan (EMP) in 2023-2024.

FIGURE 3: Fall Enrollment, Headcount, Full-Time Equivalent Student (FTES)
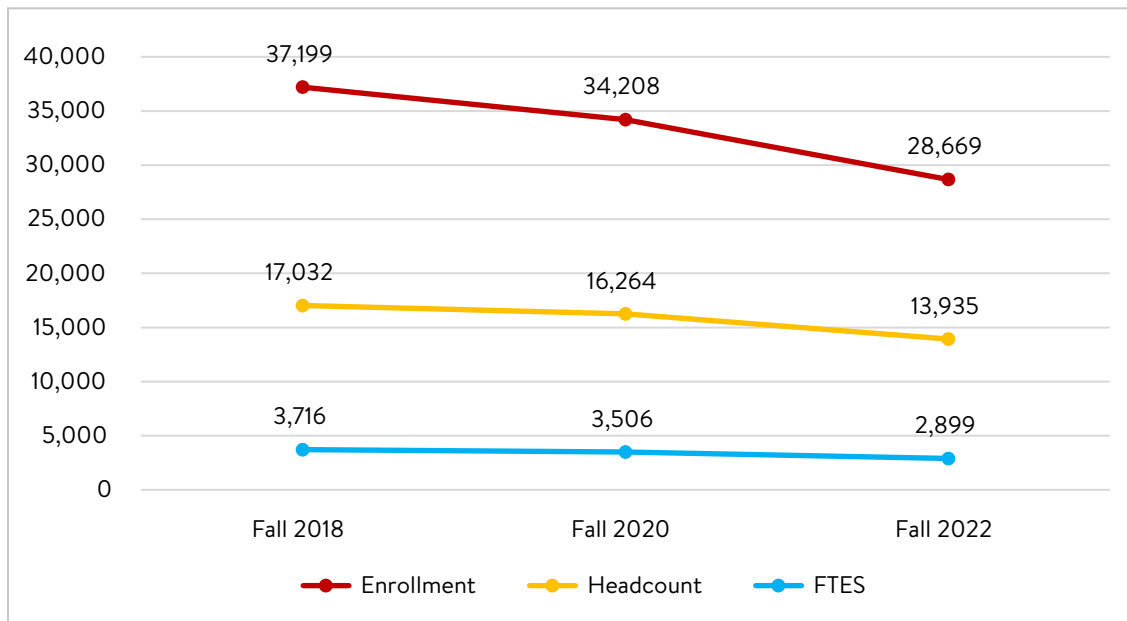
End of term data. | Includes all credit and non-credit sections.

SOURCE: FH IRP, Enrollment and Course Success Dashboard

From fall 2018 to fall 2022, Foothill enrolled a plurality of students by race/ethnicity (Figure 4). While there was no dominant majority group, students who identify as Asian, Latinx, and White together represented at least 80% of the student population. Over the five fall terms, the proportion of Latinx students continued to increase, even during and after the pandemic period. The proportion of White and Asian students experienced the opposite trend and declined during the same time period. All other ethnicities remained relatively stable in proportion.

FIGURE 4: Fall Headcount by Ethnicity

Fall 2022	24%	5%	4%	33%		28%	5%
Fall 2020	25%	4%	5%	31%		30%	4%
Fall 2018	26%	5%	5%	28%		32%	4%

Legend: Asian, Black, Filipinx, Latinx, Native American, Pacific Islander, White, Unknown ethnicity
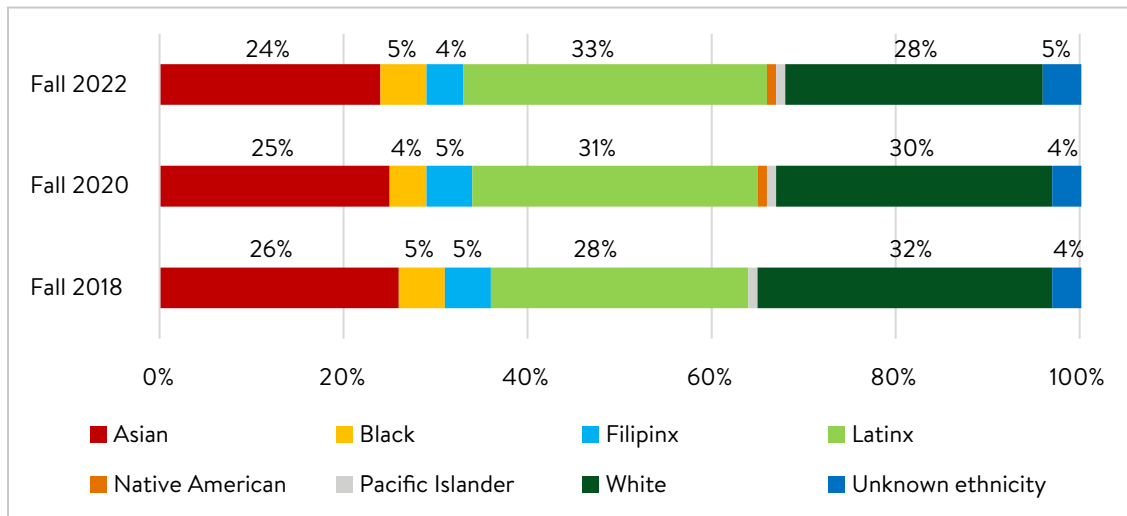
SOURCE: FH IRP, Enrollment and Course Success Dashboard

The gender enrollment trend at Foothill between fall 2018 to fall 2022 remained stable year-to-year (Figure 5).

FIGURE 5: Fall Headcount by Gender

Fall 2022	47%	51%	3%
Fall 2020	49%	49%	1%
Fall 2018	49%	50%	1%

Legend: Female, Male, Non-Binary and unknown gender
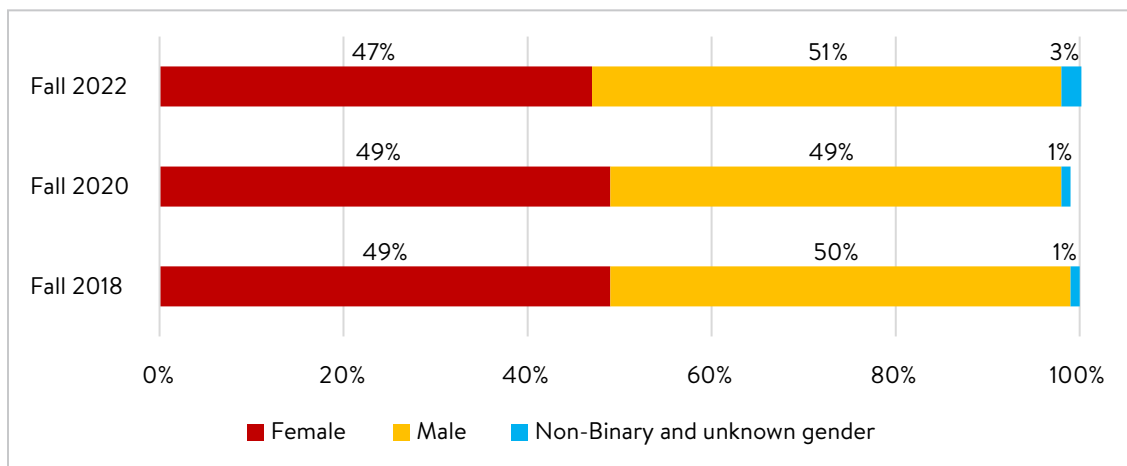
SOURCE: FH IRP, Enrollment and Course Success Dashboard

Enrollment by age between fall 2018 and fall 2022 shows an increasing rate of enrolling students who are ages 19 or younger, while those between ages 20 to 39 enrolled at decreasing rates (Figure 6). This trend appears to reflect the College's efforts to increase dual enrollment participation and the pandemic impact on overall enrollment.

FIGURE 6: Fall Headcount by Age
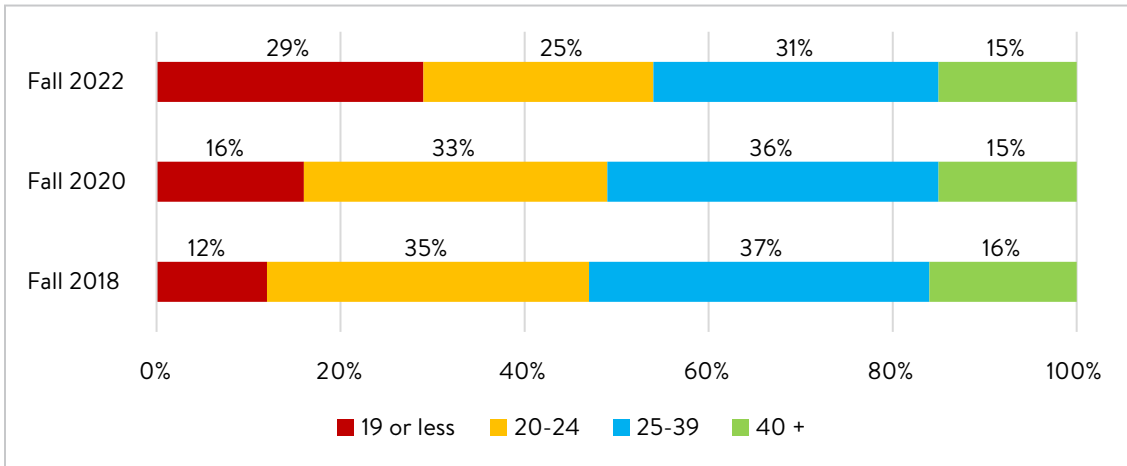
SOURCE: FH IRP, Enrollment and Course Success Dashboard

More than one-fourth (29%) of students are the first in their family to attend college (Figure 7). The proportion of students who are first generation has remained consistent since fall 2019, despite overall enrollment decline.

FIGURE 7: Fall Headcount by First Generation Status
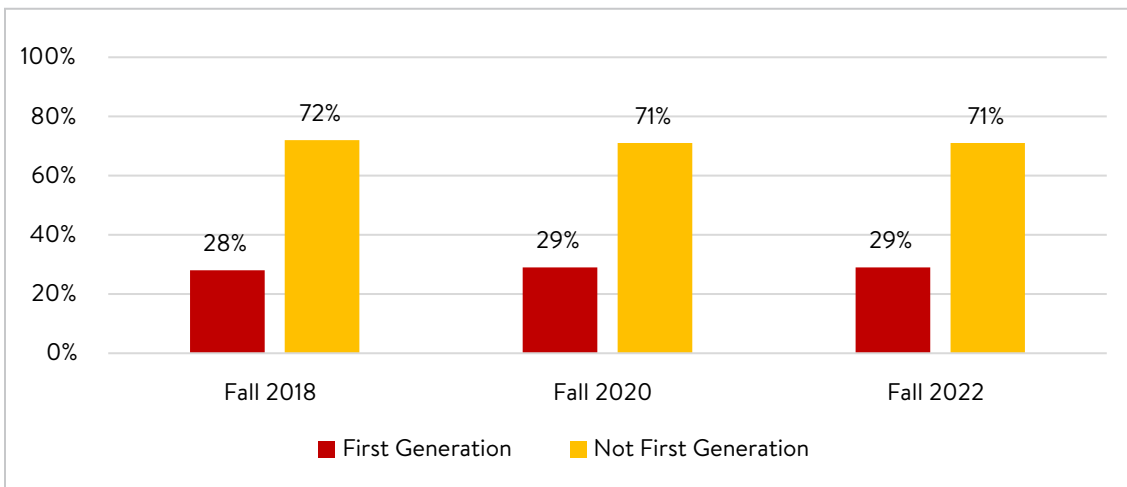
First generation students are those whose parents/legal guardians' highest educational attainment is high school or less.
SOURCE: FH IRP, Enrollment and Course Success Dashboard

Beginning in fall 2018, Foothill experienced a decline in non-resident student rate (Figure 8). The non-resident rate decreased in fall 2018, influenced by the enrollment of fewer F1 visa international students during this time period.

FIGURE 8: Fall Headcount by Residency

Resident ■ Non-Resident

SOURCE: FH IRP, Enrollment and Course Success Dashboard

Beginning in 2021-2022, Foothill redefined the low-income definition from an annual income of $25,000 or less to $50,000 or less to better reflect the pandemic impact and the more recent inflation impact on the service area's cost of living. This change facilitates the College's ability to be more strategic and effective in support of student learning and achievement. Figure 9 shows that using this updated definition of low-income, this population now comprises around 40% of the student body.
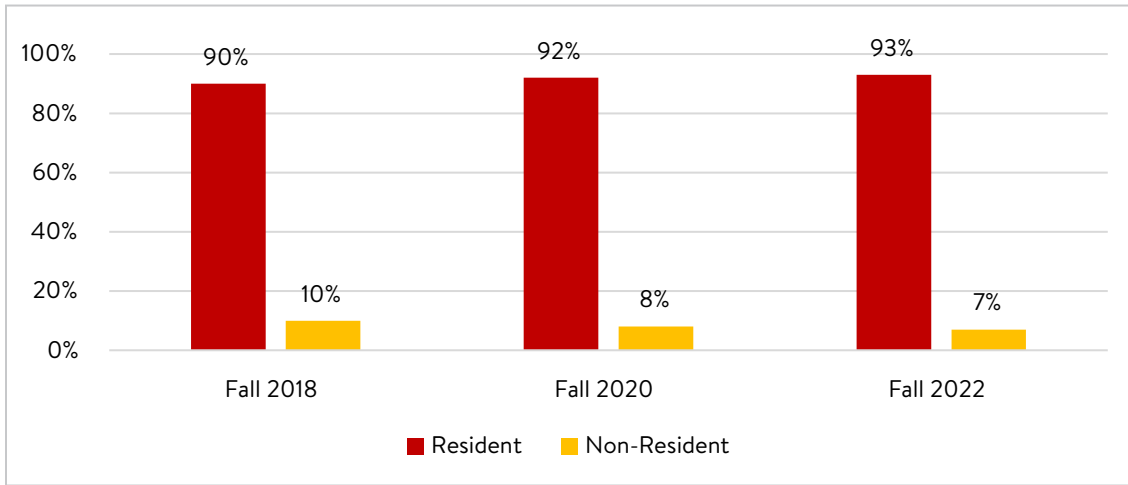
FIGURE 9: Fall Headcount by Low Income Status

Low Income ■ Not Low Income
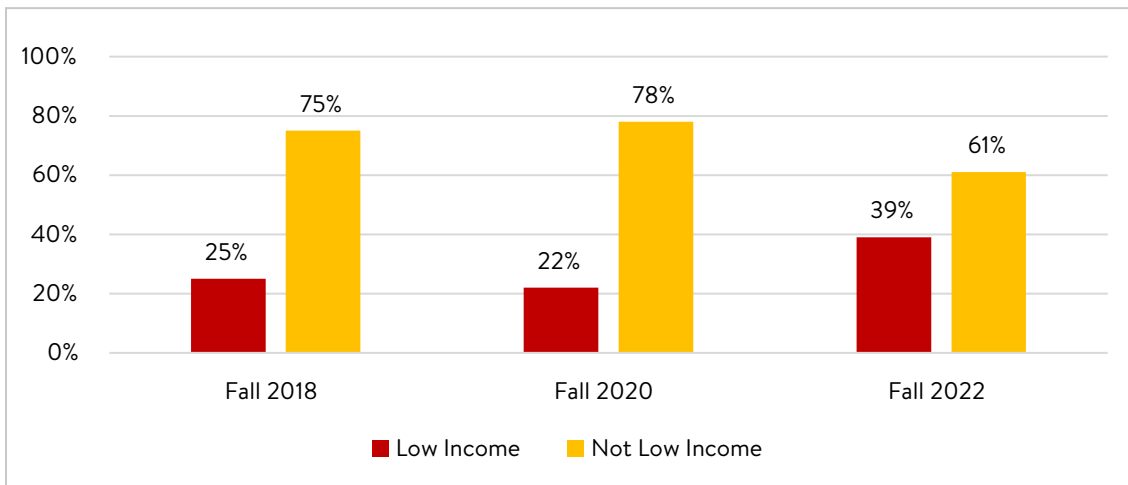
Low income defined as $25,000 or less annual income prior to fall 2021 and $50,000 or less beginning Fall 2021.

SOURCE: FH IRP, Enrollment and Course Success Dashboard

Foothill experienced steady increasing enrollment in fully online sections prior to fall 2018. This trend line jumped after the pandemic (Figure 10). From fall 2020 to fall 2022, roughly half of all enrollment was from online fully asynchronous sections. As of fall 2022, face-to-face instruction represented about one-third of

total enrollment. Since the pandemic, the College tracks all variations in instructional modality in hybrid and online formats.

FIGURE 10: Fall Enrollment by Instructional Modality
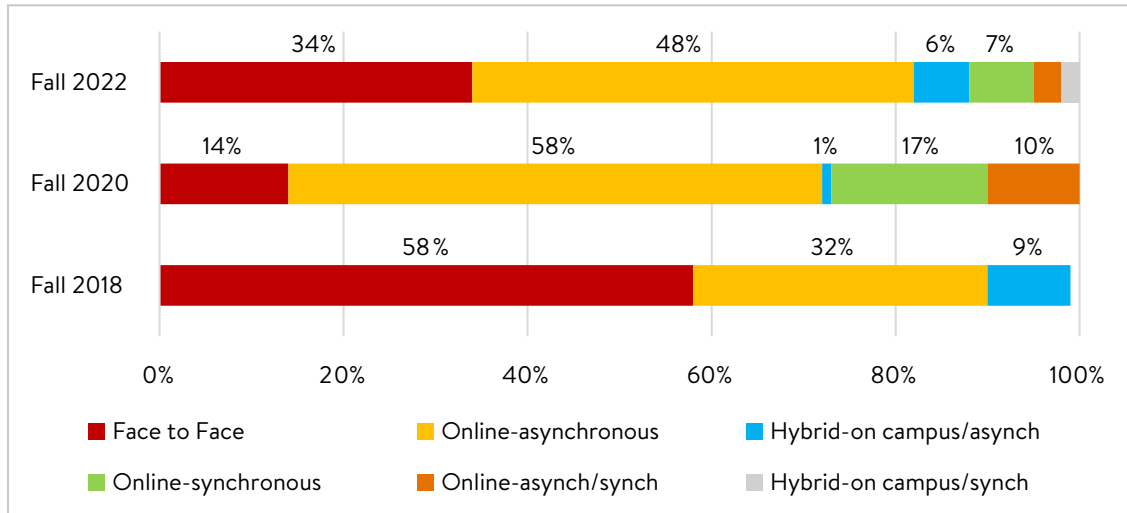
Hybrid-on campus/asynchronous/synchronous modality not shown as those sections comprise <1% enrollment.

SOURCE: FH IRP, Enrollment and Course Success Dashboard

The percent of enrollment from CTE courses continued to increase from fall 2018 to fall 2022, including during the pandemic (Figure 11). Despite a decline in overall CTE enrollment between fall 2020 to fall 2022, CTE now represents more than 40% of total enrollment.

FIGURE 11: Fall Enrollment in Career & Technical Education (CTE)
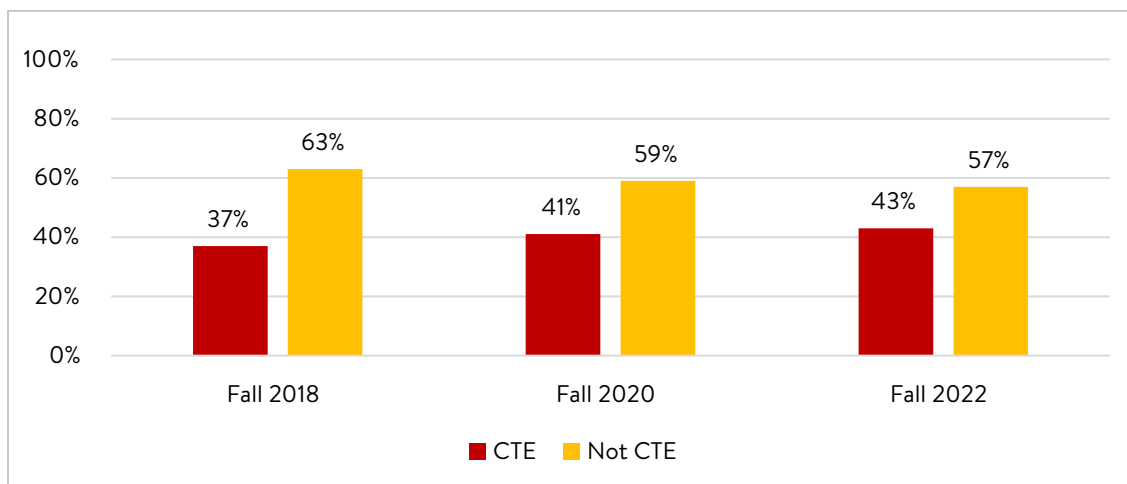
SOURCE: FH IRP, Enrollment and Course Success Dashboard

While the percent of enrollment from credit courses increased from fall 2018 to fall 2020, non-credit now continues to represent 10% of total enrollment (Figure 12).

FIGURE 12: Fall Enrollment by Course Credit Status
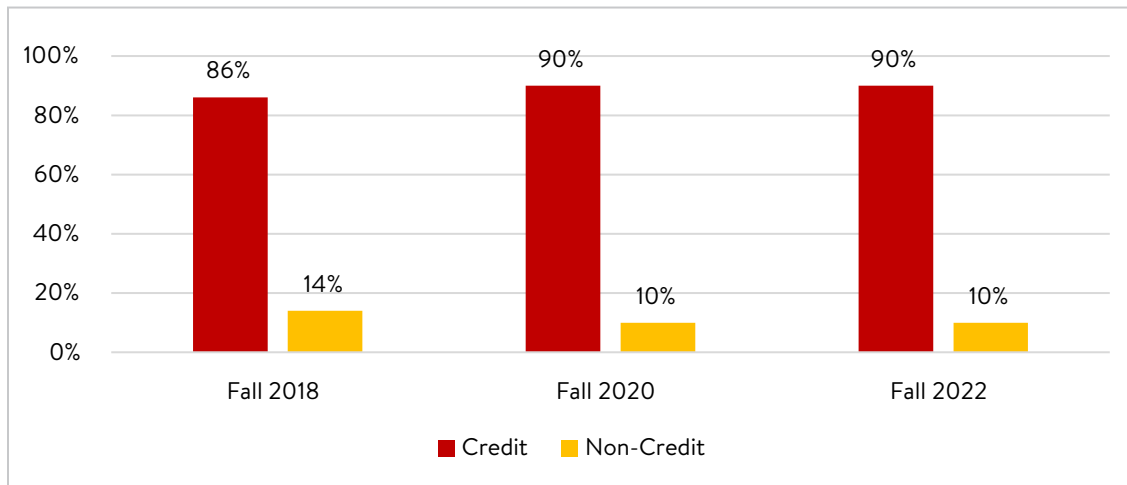
During this recent accreditation cycle, the California state legislature adopted AB 705 (Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment) where community colleges could no longer require students to enroll in remedial English or Math coursework. The intent of this legislation was to increase access to transfer-level English and math, subjects viewed as gatekeepers to educational outcomes such as degree and transfer attainment.

Foothill began to provide all incoming students with access to transfer-level English beginning fall 2019, and as of fall 2021, almost all students began their English coursework at the transfer level (Figure 13). As of fall 2022, Foothill no longer enrolls any students in pre-transfer level English.

FIGURE 13: First English Attempt at Transfer-Level by Ethnicity
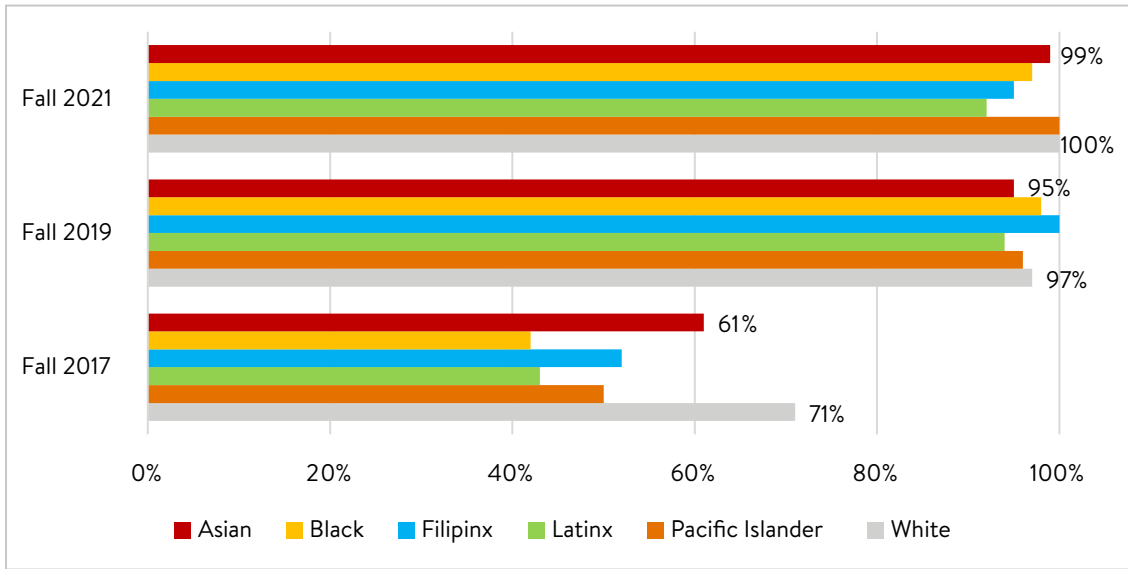
First ENGL enrollment in fall term at transfer-level.

SOURCE: FH IRP

Foothill implemented AB 705 for Math a year early, and as of fall 2018, all incoming students were given access to transfer-level Math. While equity gaps still existed, the percent of students who began their Math coursework at the transfer level jumped between fall 2017 and fall 2019 (Figure 14). Among Black and Latinx students, the rate of first attempt at the transfer-level more than doubled between fall 2017 and fall 2021. As of fall 2022, Foothill no longer enrolls any students in pre-transfer level Math.

FIGURE 14: First Math Attempt at Transfer-Level by Ethnicity
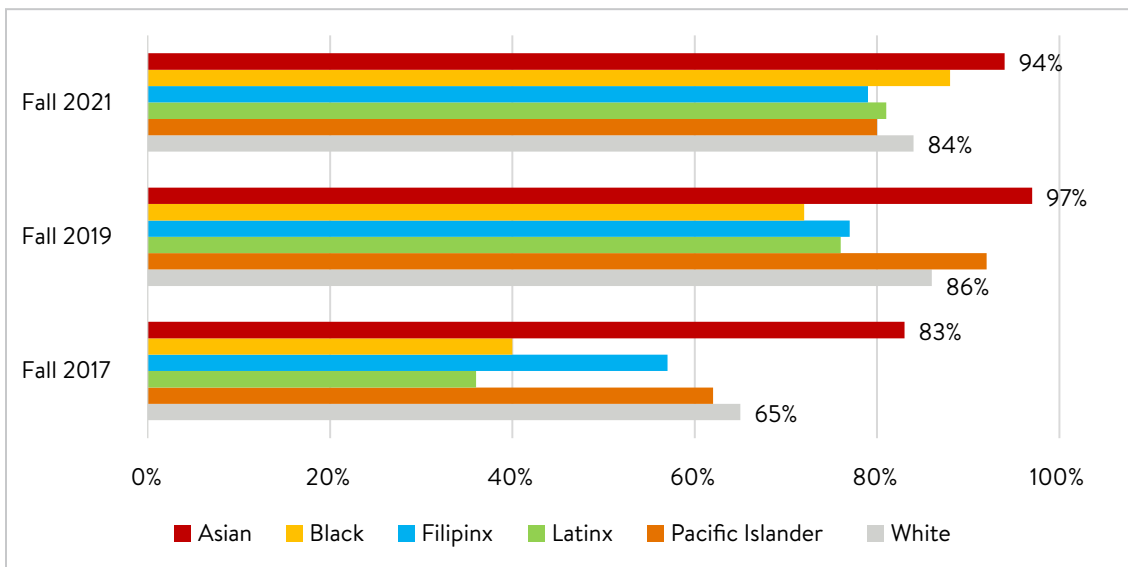
First MATH enrollment in fall term at transfer-level.

SOURCE: FH IRP

Labor Market Data

The labor market information (LMI) in top occupations trends between 2018 and 2023 include occupations primarily in the technology sector (Figure 15). While software and web developers, programmers, and testers represent the largest growth area in terms of job numbers, together with computer and information managers and analysts, computer support specialists, and other miscellaneous computer occupations, these occupations represent half of the top 10 occupations. Between 2018 and 2023 the number of jobs decreased among secretaries and administrative assistants, building cleaning workers, fast food and counter workers, and computer support specialists –all occupations that were impacted by the pandemic shelter-in-place order.

FIGURE 15: Top 10 Occupations within the District Service Area

Occupation	2018 Jobs	2023 Jobs	Change in Jobs (2018-23)	% Change	2021 Median Hourly Earnings
Software & Web Developers, Programmers, & Testers	55,164	62,190	7,027	13%	$75.37
Secretaries & Administrative Assistants	14,007	11,158	(2,849)	(20%)	$28.66
Building Cleaning Workers	12,505	12,111	(394)	(3%)	$17.76
Miscellaneous Computer Occupations	9,931	12,130	2,199	22%	$62.72
Postsecondary Teachers	9,869	11,709	1,840	19%	$50.13
Fast Food & Counter Workers	9,598	8,327	(1,271)	(13%)	$17.47
Computer Support Specialists	9,204	6,101	(3,102)	(34%)	$35.40
Laborers & Material Movers	9,106	10,777	1,671	18%	$18.49
Computer & Information Systems Managers	8,971	13,437	4,466	50%	$105.38
Computer & Information Analysts	8,956	10,046	1,090	12%	$65.35

Occupations based on 4-digit Standard Occupational Classification (SOC) codes.

SOURCE: Lightcast Q2 2023 Dataset (2023.2 - QCEW Employees, Non-QCEW Employees, and Self-Employed)

LMI projections for the next five years anticipate that software and web developers, programmers, and testers will continue to be the dominant occupations within the District service area (Figure 16). Other occupations projected to increase are also in the technology sector and include computer and information analysts and computer and information systems managers. Home health and personal care aides are anticipated to be an emerging and growing occupation despite having the lowest median hourly earnings (in 2021).

FIGURE 16: Top 10 Fastest Growing Occupations within the District Service Area

Occupation	2023 Jobs	2028 Jobs	Change in Jobs (2023-28)	% Change	2021 Median Hourly Earnings
Software & Web Developers, Programmers, & Testers	62,190	69,585	7,394	12%	$75.37
Home Health & Personal Care Aides	12,520	15,373	2,853	23%	$14.43
Computer & Information Analysts	10,046	11,254	1,208	12%	$65.35
Computer & Information Systems Managers	13,437	14,557	1,119	8%	$105.38
Postsecondary Teachers	11,709	12,802	1,093	9%	$50.13
Registered Nurses	10,391	11,418	1,027	10%	$76.89
Fast Food & Counter Workers	8,327	9,238	911	11%	$17.47
Market Research Analysts & Marketing Specialists	7,592	8,411	819	11%	$55.16
Computer Support Specialists	6,101	6,882	781	13%	$35.40
Cooks	6,312	7,043	731	12%	$18.03

Occupations based on 4-digit Standard Occupational Classification (SOC) codes.

SOURCE: Lightcast Q2 2023 Dataset (2023.2 - QCEW Employees, Non-QCEW Employees, and Self-Employed)

Demographic Data

Recent population counts of Santa Clara County show that the largest number of residents is older than 40, and the smallest number is between ages 15 and 17 (Figure 17). These data suggest an aging population over the next 20-30 years, as almost two-thirds of the population are 30 years or older.

FIGURE 17: Santa Clara County Adult Population Projections

Age Group	2023	2024	2025	2026	2027	2028	2023 to 2028 % Diff
15 to 19	134,468	135,083	134,620	133,800	131,322	129,807	-3%
20 to 29	256,070	259,612	264,186	268,608	274,160	279,507	9%
30 to 39	256,037	254,469	253,530	255,625	258,060	261,163	2%
40 to 49	283,727	285,524	286,140	284,236	282,211	278,852	-2%
50 to 59	267,984	267,508	267,684	268,911	269,844	270,353	1%
60+	467,997	483,524	498,448	511,714	524,440	537,758	15%
TOTAL	1,666,283	1,685,720	1,704,608	1,722,894	1,740,037	1,757,440	5%

SOURCE: US Census Bureau, 2021 ACS 1-Year Estimates Subject Tables

The population in Santa Clara County is anticipated to increase over the next five years across all ethnicities (Figure 18). The largest population groups continue to be represented by Whites, Asians, and Latinx. The Asian population is expected to become the largest demographic group by 2028 while the Latinx population is expected to increase at a rate faster than any other group.

FIGURE 18: Santa Clara County Population Projections by Ethnicity

2028
682,188
680,863

2026
672,167
675,257

2024
662,353
669,423

American Indian or Alaska Native
Asian
Black
Latinx
Multiracial
Native Hawaiian or Pacific Islander
White
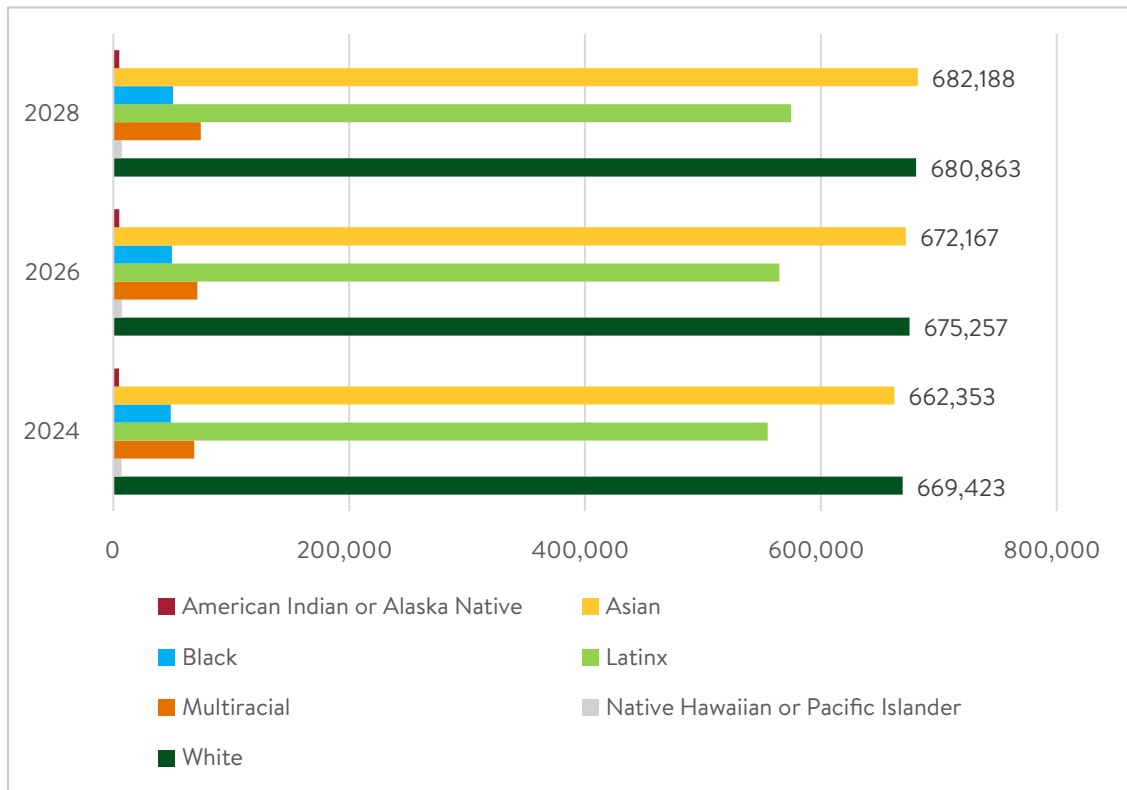
SOURCE: California Department of Finance, Demographic Research Unit (Report P-2D: Population Projections by Total Hispanic and Non-Hispanic Race, California Counties, 2010-2060 (Baseline 2019 Population Projections; Vintage 2020 Release). March 2021.

The number of Santa Clara County public high school graduates is expected to decrease between 2020-2021 and 2026-2027 (Figure 19). This decrease will likely affect the first-time to college pipeline.

FIGURE 19: Santa Clara County Projected Public High School Graduates

19,396   19,165   19,143   18,557   17,661   17,331   15,903

2020-21   2021-22   2022-23   2023-24   2024-25   2025-26   2026-27
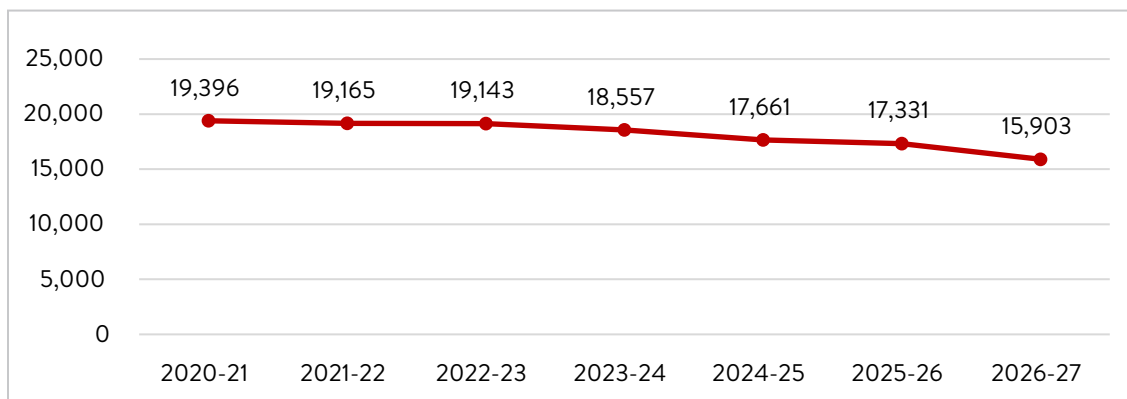
SOURCE: California Department of Finance, 2022 Series (California Public K-12 Graded Enrollment and High School Graduate Projects by County)

Socio-economic Data

The Foothill-De Anza Community College District is located in a region that is highly educated, demonstrates high income earnings, and has an increased cost of living compared to other parts of California. According to the US Census, almost all residents 25 and older within Santa Clara County graduated from high school (89%) and more than half earned a bachelor's degree or higher (54%).

Between 2010 and 2021, Asian and White residents of Santa Clara and San Mateo counties are more likely than other groups to have a bachelor's degree or higher (Figure 20). Less than half of Black and Latinx residents have attained a bachelor's degree or higher.

FIGURE 20: Percentage of Silicon Valley Adults with a Bachelor's Degree or Higher by Ethnicity

	SANTA CLARA COUNTY				SAN MATEO COUNTY			
ETHNICITY	2010	2015	2020	2021	2010	2015	2020	2021
Asian	59.00%	62.30%	66.40%	68.70%	54.50%	57.60%	61.30%	60.60%
Black	29.50%	36.10%	40.70%	43.70%	25.60%	29.00%	34.00%	27.30%
Latinx	13.90%	14.60%	19.10%	20.80%	15.70%	15.90%	22.20%	23.70%
Multiple & Other	16.80%	17.10%	22.20%	43.30%	19.10%	18.90%	25.80%	41.60%
White	52.00%	55.90%	60.90%	61.70%	52.40%	58.00%	61.50%	61.10%

Silicon Valley includes Santa Clara and San Mateo Counties. | Includes adults ages 25+. | Multiple and Other includes American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, Some Other Race, and Two or More Races.

SOURCE: Silicon Valley Institute for Regional Studies (US Census Bureau, 2021 ACS 1-Year Estimates; 2010, 2015, 2020 ACS 5-Year Estimates)

White residents of Santa Clara and San Mateo Counties continue to out-earn other ethnicities over time with the greatest disparity when compared with Latinx median income (Figure 21). Asian residents earn less than White residents but more than the other population groups.

FIGURE 21: Silicon Valley Per Capita Income by Ethnicity

Ethnicity	2011	2016	2021
Asian	$55,752	$56,090	$71,667
Black	$39,269	$38,207	$44,606

Ethnicity	2011	2016	2021
Latinx	$26,936	$25,746	$32,252
Multiple & Other	$27,193	$25,593	$33,291
White	$78,850	$79,075	$91,842
Total	$55,777	$54,937	$66,429

Silicon Valley includes Santa Clara and San Mateo Counties. | Multiple and Other includes American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, Some Other Race, and Two or More Races.

SOURCE: Silicon Valley Institute for Regional Studies (US Census Bureau, ACS 5-Year Estimates)

In Santa Clara and San Mateo Counties, there is a significant wage gap between white workers and workers of color, even when educational attainment is considered. Among workers with a graduate or professional degree, white workers earn the highest average wage, followed by Asian, Latinx, then Black workers respectively (Figure 22). White workers with a graduate or professional degree earn an average of $193,630, while Black workers with the same level of education earn an average of $123,923.

FIGURE 22: Average Wage for Full-Time Workers in Silicon Valley by Ethnicity and Educational Attainment

Educational Attainment	Asian	Black	Latinx	White
Less than high school graduate	$41,992	$39,878	$37,986	$64,598
High school graduate (or equivalent)	$45,148	$44,176	$43,962	$68,943
Some college or associate's degree	$63,496	$56,390	$56,808	$88,590
Bachelor's degree	$114,982	$89,074	$88,933	$145,516
Graduate or professional degree	$172,773	$123,923	$139,275	$193,630

Silicon Valley includes Santa Clara and San Mateo Counties.

SOURCE: Silicon Valley Institute for Regional Studies (US Census Bureau, ACS 5-Year Estimates, includes full-time workers (35+ hours/week over age 15))

For a four-person household in Santa Clara County, the federal poverty threshold is set at $26,200, while the median family income (MFI) for the county is $151,300 (2020-2021). Therefore, even as the Bureau of Labor Statistics reported in 2022 an average earned income for all occupations of $61,900 nationwide, this amount would reflect very low income in Santa Clara County. These data suggest that median family incomes continue to skew in the service area, widening income disparities.

More than half of Black and Latinx Santa Clara County residents are living at very low-income levels, with earnings less than 50% of median family income for a four-person household (Figure 23). Among White and Asian populations, residents appeared to cluster at very low or very high median family income levels.

FIGURE 23: Income Status in Santa Clara County by Ethnicity
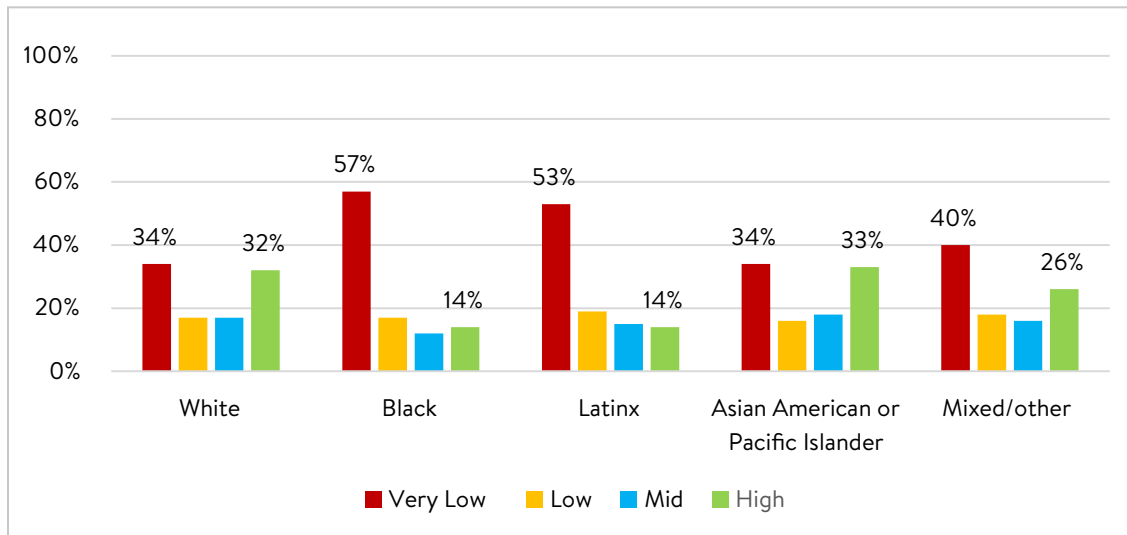
Very low income is <50% MFI | Low income is 50%-80% MFI | Mid income is 80%-120% MFI | High is 120%+ MFI

Federal poverty threshold is $26,200 and median family income (MFI) in Santa Clara County is $151,300 (2020-21).

SOURCE: Bay Area Equity Atlas (US Census Bureau, 2020 ACS 5-Year Estimates)

Sites

Foothill College includes two locations, the main campus in Los Altos Hills and Sunnyvale Center.

Foothill College
Main Campus
12345 El Monte Road
Los Altos Hills, CA 94022

Foothill College
Sunnyvale Center
1070 Innovation Way
Sunnyvale, CA 94089

Specialized or Programmatic Accreditation

The following list includes the programmatic accreditations held by the institution (Figure 24).

FIGURE 24: Specialized Accreditation by Program and Program Accreditor

Program	Program Accreditor
Dental Assisting	Commission on Dental Accreditation (CODA)
Dental Hygiene	Commission on Dental Accreditation (CODA); Dental Hygiene Board of California (DHBC)
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Programs (CAAHEP); Joint Review Committee – Diagnostic Medical Sonography (JRC-DMS)
Emergency Medical Services	Commission on Accreditation of Allied Health Programs (CAAHEP); Committee on Accreditation of Educational Programs for the Emergency Services Professionals (CoA-EMSP)
Pharmacy Technology	American Society of Health-System Pharmacists (ASHP)
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)
Respiratory Therapy	Commission on Accreditation for Respiratory Care (CoARC)
Veterinary Technology	American Veterinary Medical Association, Committee on Veterinary Technical Education Activities (AVMA-CVTEA)

B. STUDENT ACHIEVEMENT DATA & INSTITUTION-SET STANDARDS

Foothill College continues its commitment to student achievement through ongoing review of its student data and institutional targets/goals. These metrics define student achievement and prioritize planning efforts.

Student Achievement Data

Course success rates remain steady at roughly 80% from fall-to-fall (Figure 25). These rates are calculated based on the number of students who received a passing grade of A, B, C, or P divided by all students who were enrolled.

FIGURE 25: Fall Course Success Rates
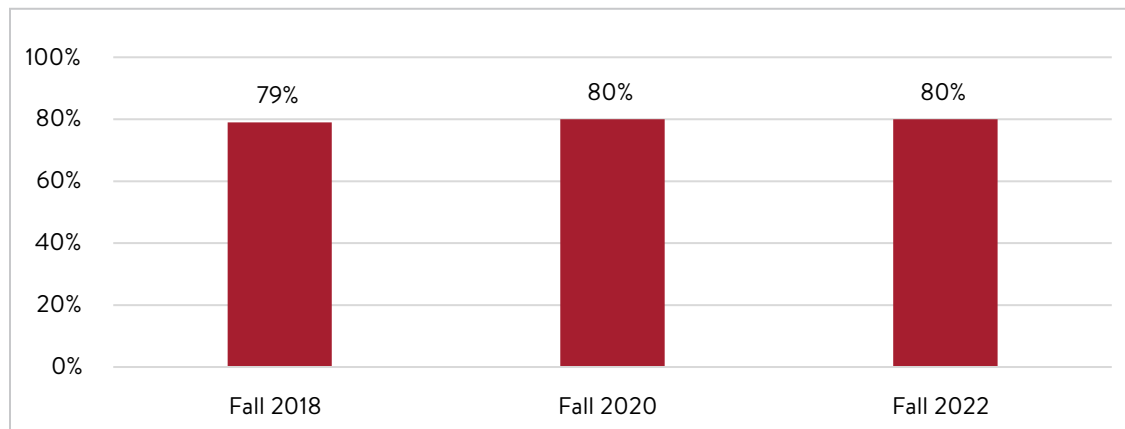
Credit courses only.

SOURCE: FH IRP, Program Review Dashboard

When course success is disaggregated by ethnicity, there is variation in completion rates (Figure 26). Asian students successfully complete their courses at a higher rate compared to their Black, Latinx, and Pacific Islander peers, and this pattern persisted through this recent accreditation cycle.

FIGURE 26: Fall Course Success Rates by Ethnicity
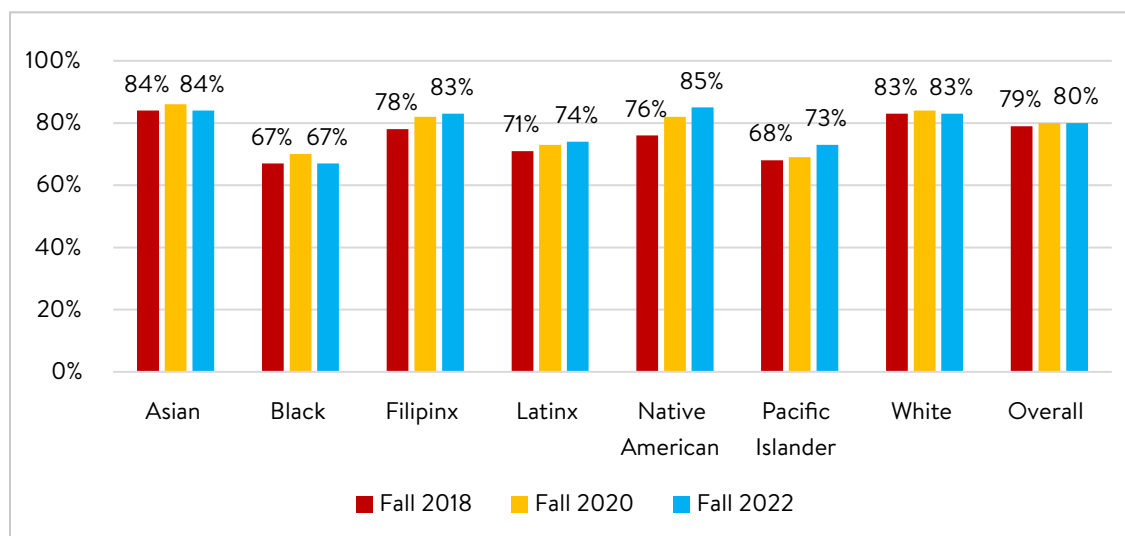
Credit courses only.

SOURCE: FH IRP, Program Review Dashboard

Disaggregation by instructional modality also reflects variation in course success rates (Figure 27). The success rates in face-to-face sections are usually higher compared to online asynchronous and hybrid settings. While these three instructional modalities account for the majority of instruction, Foothill began offering other modality variations in response to the COVID-19 pandemic. Generally speaking, about three-fourths of students successfully complete their courses regardless of modality.

FIGURE 27: Fall Course Success Rates by Instructional Modality

MODALITY	FALL 2019		FALL 2020		FALL 2021		FALL 2022	
	Grades	Success Rate	Grades	Success Rate	Grades	Success Rate	Grades	Success Rate
Face-to-Face	15,939	84%	4,574	98%	5,798	92%	8,166	88%
Online-asynchronous	12,235	73%	18,909	76%	14,417	75%	13,341	75%
Online-synchronous	--	--	3,609	80%	1,585	76%	898	75%

MODALITY	FALL 2019		FALL 2020		FALL 2021		FALL 2022	
	Grades	Success Rate	Grades	Success Rate	Grades	Success Rate	Grades	Success Rate
Online-asynch/synch	--	--	3,490	80%	1,905	75%	761	71%
Hybrid-on campus/asynch	3,658	77%	203	86%	1,148	74%	1,862	77%
Hybrid-on campus/synch	--	--	14	100%	904	90%	634	91%
Hybrid-on campus/ asynch/synch	--	--	89	99%	43	84%	--	--

Credit courses only.

SOURCE: FH IRP, Program Review Dashboard

Roughly two-thirds of students who enroll in the fall quarter register again the following winter term (Figure 28). This trendline remained consistent throughout the pandemic.

FIGURE 28: Fall to Winter Persistence
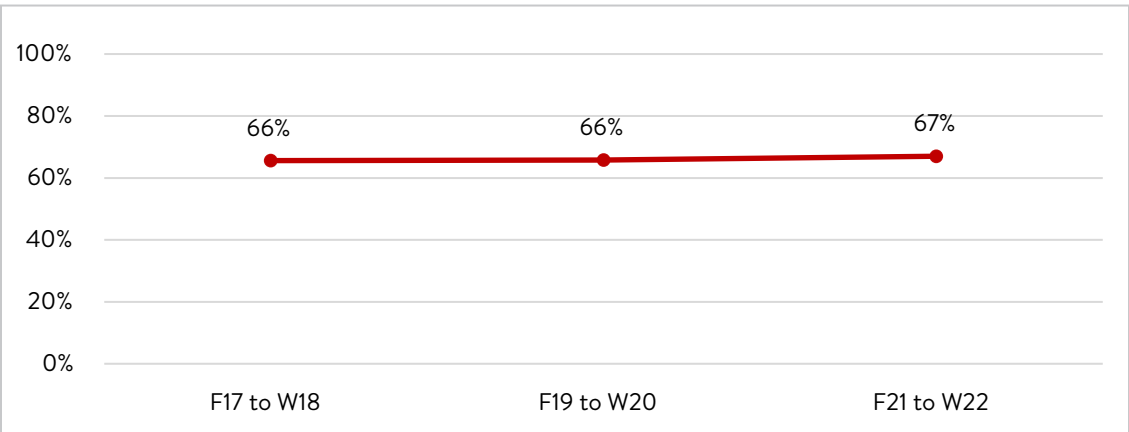
Percent of students from fall term who enrolled in the following winter term.

Excludes students who completed an award or transferred.

SOURCE: CCCCO Student Success Metrics Dashboard

Students demonstrated an increasing throughput rate in transfer-level English and math from fall 2017 to fall 2021 (Figure 29). Throughput is calculated based on the cohort of students who enrolled in English or Math in fall quarter. Out of these students, the throughput rate is the percent who pass a transfer-level course in these respective subjects by the end of the academic year (spring quarter).

FIGURE 29: Transfer-Level English and Math Throughput
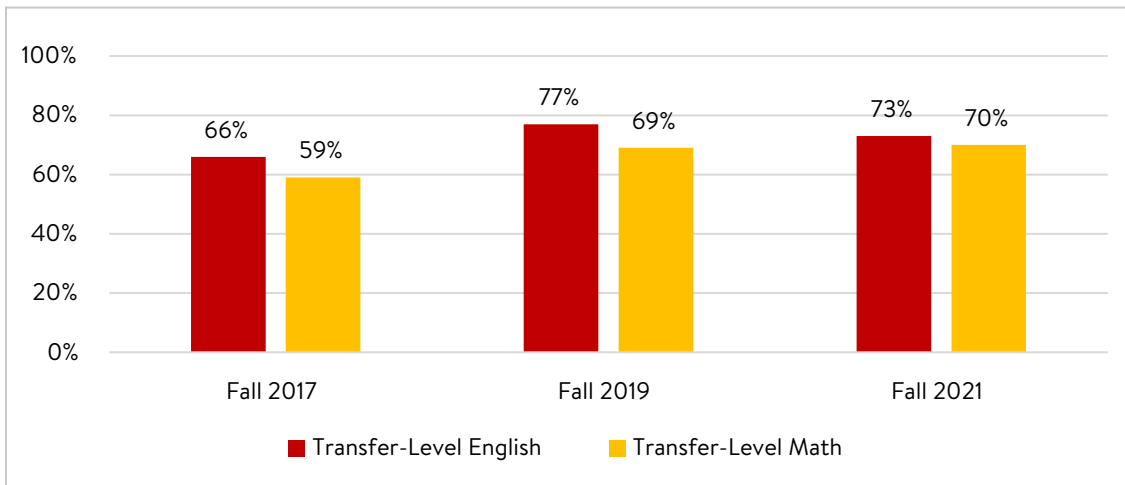
First ENGL (did not begin with ESLL) or first MATH enrollment in fall term with successful completion of transfer-level ENGL or MATH by the following spring term.

SOURCE: FH IRP

When English throughput is disaggregated by ethnicity, it shows an increasing rate among Black and Latinx students who are successfully achieving throughput or completion of transfer-level English in one academic year or three primary quarters (Figure 30).

FIGURE 30: Transfer-Level English Throughput by Ethnicity
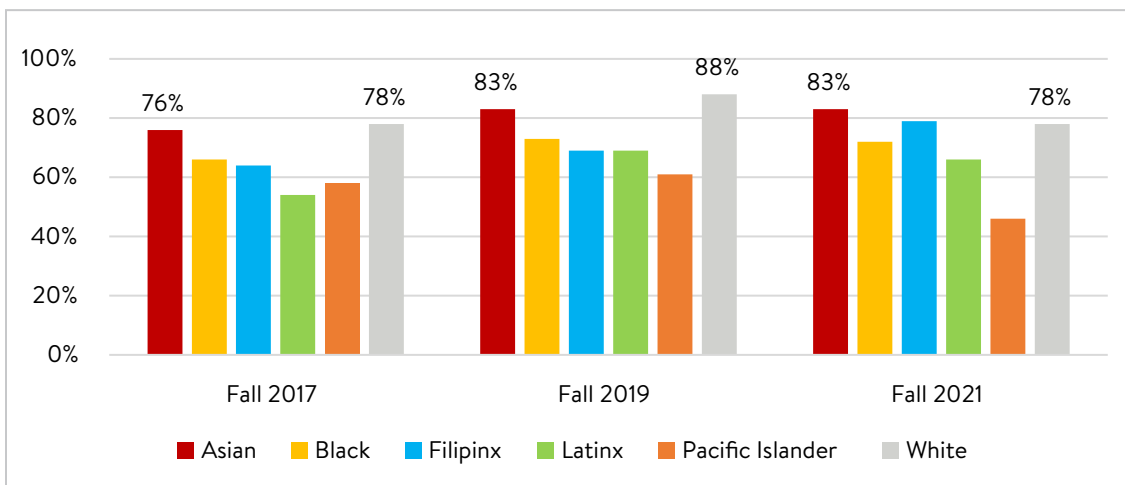
First ENGL (did not begin with ESLL) enrollment in fall term with successful completion of transfer-level ENGL by the following spring term.

SOURCE: FH IRP

When Math throughput is disaggregated by ethnicity, it also shows an increasing rate among Black and Latinx students who are successfully achieving throughput or completion of transfer-level Math in one academic year or three primary quarters (Figure 31).

FIGURE 31: Transfer-Level Math Throughput by Ethnicity
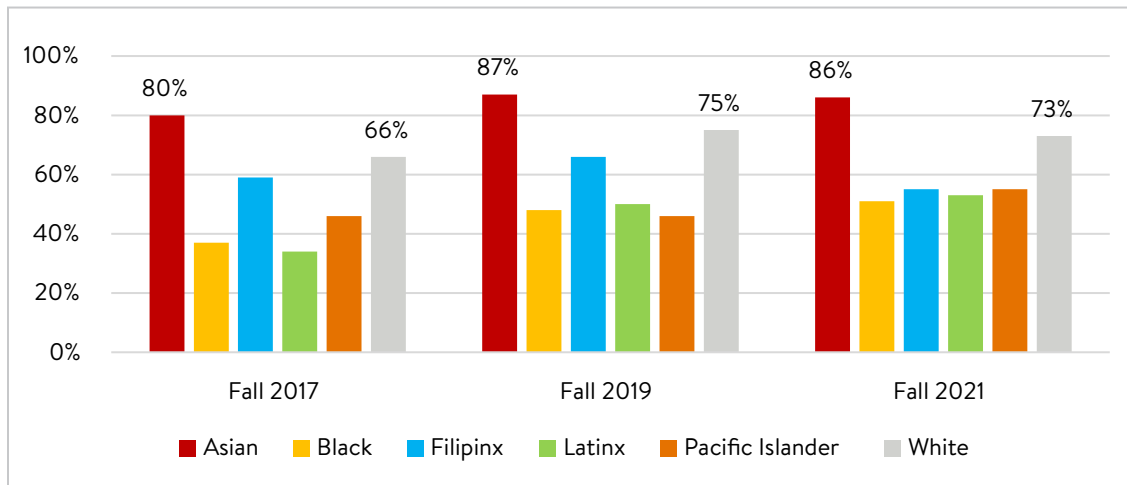
First MATH enrollment in fall term with successful completion of transfer-level MATH by the following spring term.
SOURCE: FH IRP

The number of degrees and certificates awarded by Foothill College fluctuates annually. The most conferred degree is the Associate in Arts for Transfer degree followed by the local Associate in Arts degree. There appears to be a declining trend in the number of local Associate in Science degrees and Associate in Science for Transfer degrees awarded. The number of Bachelor in Science degrees awarded increased over time with the successful launch of a second track for the Associate in Science to Bachelor in Science completion (in addition to the entry-level track) (Figure 32).

FIGURE 32: Degree and Certificates Awarded

Award	2017-18	2018-19	2019-20	2020-21	2021-22
Associate in Arts	297	291	224	324	264
Associate in Arts-Transfer	323	383	375	410	312
Associate in Science	246	257	222	206	183
Associate in Science-Transfer	207	267	300	296	244
Bachelor in Science	23	45	60	73	76
Certificate of Achievement	931	821	812	1,063	1,145
TOTAL	2,027	2,064	1,993	2,372	2,224

SOURCE: FH IRP, Degrees and Certificates Dashboard

While most associate degrees were conferred to Latinx, White, and Asian students, their award trendlines varied. The number of associate degrees awarded to Latinx students increased over the past five years, while the number awarded to White students decreased from year-to-year, and fewer White students received associate degrees. The number of associate degrees awarded to Asian students fluctuated with a marked decrease beginning in 2019-2020. Associate degrees awarded to Black students increased steadily until 2021-2022 (Figure 33).

FIGURE 33: Associates Degrees Awarded by Ethnicity

Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22
Asian	292	412	387	353	254
Black	43	50	54	67	45
Filipinx	65	64	53	66	47
Latinx	291	285	264	347	319
Native American	6	6	9	2	3
Pacific Islander	10	8	13	15	12
White	320	345	325	363	294
Unknown	46	28	16	23	29

SOURCE: FH IRP, Degrees and Certificates Dashboard

The number of bachelor's degrees awarded to Asian and White students increased steadily between 2017-2018 and 2021-2022, while the number of bachelor's degrees awarded to Latinx students has fluctuated, and the number awarded to Black, Filipinx, Native American, and Pacific Islander students has remained relatively unchanged (Figure 34).

FIGURE 34: Bachelor's Degrees Awarded by Ethnicity

Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22
Asian	11	10	10	17	19
Black	0	2	2	0	0
Filipinx	4	7	3	5	6

Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22
Latinx	0	11	14	19	17
Native American	0	0	0	1	1
Pacific Islander	0	1	0	0	0
White	7	13	31	30	33

Bachelor in Science (Dental Hygiene) first awarded 2017-2018.

SOURCE: FH IRP, Degrees and Certificates Dashboard

White, Latinx, and Asian students were awarded the most certificates annually between 2017-2018 and 2021-2022. The number of certificates awarded annually tended to fluctuate within student ethnicity groups (Figure 35).

FIGURE 35: Certificates Awarded by Ethnicity

Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22
Asian	256	330	254	295	274
Black	40	32	28	56	39
Filipinx	36	55	34	47	50
Latinx	244	186	226	308	359
Native American	4	3	5	1	12
Pacific Islander	8	5	7	14	12
White	302	200	243	322	370

SOURCE: FH IRP, Degrees and Certificates Dashboard

The total number of students transferring to a four-year institution remained relatively stable between 2016-2017 and 2020-2021 (Figure 36). While the number of Foothill College transfers to the California State University (CSU) system increased from 2016-2017 to 2020-2021 (397 to 496), it is a decrease from the high count of 546 in 2019-2020. Meanwhile, the University of California (UC) system enrolled fewer Foothill College transfers during the same time period, although the numbers seemed to be stabilizing in 2019-2020 and 2020-2021. Between 2016-2017 and 2020-2021, there was a 41% decline in students transferring to

in-state private colleges and universities. A much smaller decline of 8% is seen among those transferring to an out-of-state institution.

FIGURE 36: Transfers by Institutional Type

Institutional Type	2016-17	2017-18	2018-19	2019-20	2020-21
California State University	397	508	407	546	496
University of California	519	488	483	445	443
In-State Private	87	79	65	48	51
Out of State	190	203	177	168	175
TOTAL	1,193	1,278	1,132	1,207	1,165

SOURCE: CSU Analytics; UCOP Infocenter; CCCCO DataMart

Asian, Latinx, and White students represent 75% of the transfers to the CSU system in recent years. Latinx transfers are the largest group, surpassing the number of Asian transfers in 2020-2021. The number of Black, Native American, Pacific Islander, and multi-ethnic students transferring to the CSU system remains relatively unchanged in this five-year period (Figure 37).

FIGURE 37: California State University (CSU) System Transfers by Ethnicity

Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21
Asian	83	114	105	156	122
Black	11	16	12	15	15
Latinx	79	131	109	139	146
Native American	1	0	0	1	1
Pacific Islander	1	5	7	1	4
White	110	108	71	112	106
Multi-ethnic	22	32	15	28	20

Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21
Unknown	17	18	16	34	22
Non-Res Alien	73	84	72	60	60

Filipinx is included in the Asian ethnicity grouping.

SOURCE: CSU Analytics

Roughly half of the Foothill College transfers to the University of California (UC) system are Asian or White students (2020-2021). The transfer numbers for these two populations remained relatively stable from 2016-2017 to 2020-2021. Fewer Latinx and Black students transferred to the UC system in 2019-2020 and 2020-2021, suggesting their transfer numbers peaked in 2018-2019 (Figure 38).

FIGURE 38: University of California (UC) System Transfers by Ethnicity

Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21
Asian	128	146	141	144	136
Black	9	9	16	9	6
Latinx	38	59	60	44	48
Native American	4	0	0	0	0
White	109	96	106	100	93
Unknown	17	16	13	12	16
International	214	162	147	136	144

Filipinx and Pacific Islanders are included in the Asian ethnicity grouping.

SOURCE: UCOP Infocenter

Institution-Set Standards

Foothill College's institution-set standards represent acceptable levels of student achievement. Goals are aspirational and set a higher bar than the actual reported counts or rates (Figures 39, 40, 41). In 2020-2021, CTE program directors were engaged to develop aspirational goals for licensure pass rates and job employment rates. These conversations included Academic Senate representatives and were facilitated by Institutional Research and Planning (IRP). The methodology used to identify the institution-set standards and goals are regularly reviewed through participatory governance processes, ensuring all constituencies are informed of the College's continuous efforts to increase student outcomes.

Annual course success rates remain stable at 81%. Increasing numbers of certificates and bachelor's degrees are being conferred from year-to-year, while associate degrees awarded have fluctuated over the past five years. Transfer counts remain relatively stable with slight variations from year-to-year.

FIGURE 39: Institution-Set Standards

		MOST RECENT PERFORMANCE	PRIOR YEARS			
	METRICS	2021-22	2020-21	2019-20	2018-19	2017-18
COURSE COMPLETION	Standard	61%	61%	61%	61%	60%
	Goal	82%	82%	82%	82%	79%
	Actual	81%	81%	81%	81%	81%
CERTIFICATES	Standard	751	662	600	537	472
	Goal	1,260	1,169	864	864	N/A
	Actual	1,145	1,063	794	790	816
ASSOCIATE DEGREES	Standard	793	795	727	727	711
	Goal	1,103	1,360	1,018	1,018	N/A
	Actual	1,003	1,236	932	1,012	965
BACHELOR'S DEGREES	Standard	52	45	32	26	17
	Goal	84	80	75	25	N/A
	Actual	76	73	60	45	23
TRANSFER	Standard	849	866	867	885	897
	Goal	1,123	1,383	1,383	1.383	N/A
	Actual	1,021	1,165	1,127	1,087	1,255

The most recent annual report based on 2021-22 data was submitted to the ACCJC in April 2023.

SOURCE: FH IRP, Enrollment and Course Success & Degrees and Certificates Dashboards; CCCCO Datamart, CSU Analytics, UCOP Infocenter

Foothill College's licensure examination pass rates remain high. The majority of programs experience a 100% pass rate each year, meeting the identified aspirational goal (Figure 40). Students enrolled in these programs must pass these examinations to work in their field.

FIGURE 40: Licensure Examination Pass Rates

METRICS	MOST RECENT PERFORMANCE 2021-22	PRIOR YEARS 2020-21	2019-20	2018-19	2017-18
Apprenticeship: General Electrician (State)					
Standard	69%	67%	60%	54%	54%
Goal	100%	100%	N/A	N/A	N/A
Actual	90%	92%	90%	85%	64%
Apprenticeship: Plumbing (Other)					
Standard	75%	73%	74%	75%	75%
Goal	100%	100%	N/A	N/A	N/A
Actual	100%	98%	100%	95%	100%
Dental Assisting (State)					
Standard	75%	69%	69%	75%	75%
Goal	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	75%	100%
Dental Hygiene (National)					
Standard	75%	75%	75%	75%	75%
Goal	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%

	MOST RECENT PERFORMANCE	PRIOR YEARS			
METRICS	2021-22	2020-21	2019-20	2018-19	2017-18

Dental Hygiene (State)

Standard	75%	75%	75%	75%	75%
Goal	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%

Dental Hygiene (Other)

Standard	75%	75%	75%	75%	75%
Goal	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%

Diagnostic Medical Sonography (National)

Standard	N/A	N/A	75%	75%	75%
Goal	N/A	N/A	N/A	N/A	N/A
Actual	N/A	N/A	100%	100%	100%

Emergency Medical Technician (National)

Standard	60%	59%	66%	66%	66%
Goal	100%	100%	N/A	N/A	N/A
Actual	79%	60%	87%	87%	89%

Emergency Medical Technician - Paramedic (National)

Standard	75%	75%	75%	75%	75%
Goal	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%

METRICS	MOST RECENT PERFORMANCE 2021-22	PRIOR YEARS 2020-21	2019-20	2018-19	2017-18
Pharmacy Technology (National)					
Standard	75%	75%	75%	75%	75%
Goal	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%
Radiologic Technology (National)					
Standard	75%	75%	75%	75%	75%
Goal	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%
Respiratory Therapy (National)					
Standard	66%	67%	68%	73%	73%
Goal	100%	100%	N/A	N/A	N/A
Actual	91%	92%	80%	96%	96%
Veterinary Technology (National)					
Standard	69%	71%	70%	67%	67%
Goal	100%	100%	N/A	N/A	N/A
Actual	84%	95%	96%	93%	89%

Aspirational goals were set beginning in 2020-21. | Diagnostic Medical Sonography (DMS) program was on hiatus beginning 2020-21. DMS courses were scheduled again beginning winter 2023.

SOURCE: FH CTE Programs

Apprenticeship and allied health programs consistently experience higher job placement rates. All program rates exceed their institution-set standard (Figure 41).

FIGURE 41: Job Placement Rates

METRICS	MOST RECENT PERFORMANCE	PRIOR YEARS			
	2021-22	2020-21	2019-20	2018-19	2017-18
Accounting					
Standard	67%	63%	63%	63%	62%
Goal	91%	85%	N/A	N/A	N/A
Actual	89%	84%	91%	84%	86%
Apprenticeship: Electrician					
Standard	75%	75%	75%	75%	73%
Goal	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%
Apprenticeship: Plumbing, Pipefitting & Steamfitting					
Standard	75%	75%	75%	75%	75%
Goal	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%
Apprenticeship: Sheet Metal					
Standard	75%	75%	75%	75%	73%
Goal	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%
Business Administration					
Standard	52%	54%	54%	54%	50%
Goal	70%	76%	N/A	N/A	N/A
Actual	66%	72%	72%	87%	66%

METRICS	MOST RECENT PERFORMANCE 2021-22	PRIOR YEARS 2020-21	2019-20	2018-19	2017-18
Child Development/Early Care & Education					
Standard	56%	60%	57%	57%	58%
Goal	76%	76%	N/A	N/A	N/A
Actual	62%	68%	85%	68%	78%
Dental Assisting					
Standard	69%	69%	69%	69^	66%
Goal	93%	93%	N/A	N/A	N/A
Actual	100%	95%	96%	95%	94%
Dental Hygiene					
Standard	72%	72%	72%	72%	71%
Goal	97%	97%	N/A	N/A	N/A
Actual	91%	94%	100%	94%	97%
Diagnostic Medical Sonography					
Standard	N/A	72%	72%	72%	72%
Goal	N/A	96%	N/A	N/A	N/A
Actual	N/A	92%	85%	92%	94%
Educational Technology					
Standard	71%	75%	75%	N/A	N/A
Goal	96%	100%	N/A	N/A	N/A
Actual	93%	100%	100%	N/A	N/A

METRICS	MOST RECENT PERFORMANCE	PRIOR YEARS			
	2021-22	2020-21	2019-20	2018-19	2017-18

Emergency Medical Technician

Standard	64%	60%	N/A	N/A	N/A
Goal	86%	81%	N/A	N/A	N/A
Actual	100%	100%	N/A	N/A	N/A

Emergency Medical Technician - Paramedic

Standard	75%	74%	745	74%	72%
Goal	100%	99%	N/A	N/A	N/A
Actual	100%	97%	98%	97%	97%

Environmental Horticulture & Design

Standard	50%	50%	50%	50%	50%
Goal	55%	56%	N/A	N/A	N/A
Actual	50%	56%	57%	56%	50%

Geographic Information Systems

Standard	56%	65%	65%	65%	63%
Goal	76%	87%	N/A	N/A	N/A
Actual	75%	71%	78%	100%	93%

Graphic & Interactive Design

Standard	50%	50%	50%	50%	50%
Goal	60%	64%	N/A	N/A	N/A
Actual	64%	60%	54%	59%	64%

METRICS	MOST RECENT PERFORMANCE	PRIOR YEARS			
	2021-22	2020-21	2019-20	2018-19	2017-18
Music Technology					
Standard	54%	50%	N/A	N/A	N/A
Goal	73%	56%	N/A	N/A	N/A
Actual	62%	56%	N/A	N/A	N/A
Pharmacy Technology					
Standard	71%	64%	64%	64%	66%
Goal	95%	86%	N/A	N/A	N/A
Actual	100%	82%	94%	82%	90%
Radiologic Technology					
Standard	74%	73%	73%	73%	72%
Goal	100%	98%	N/A	N/A	N/A
Actual	100%	100%	96%	100%	92%
Respiratory Therapy Technology					
Standard	63%	71%	71%	71%	67%
Goal	85%	95%	N/A	N/A	N/A
Actual	86%	91%	87%	91%	100%
Veterinary Technology					
Standard	69%	70%	70%	70%	70%
Goal	93%	95%	N/A	N/A	N/A
Actual	89%	97%	94%	97%	98%

Aspirational goals were set beginning in 2020-21. | Only programs with >9 students completing each year are reported. | Diagnostic Medical Sonography (DMS) program was on hiatus beginning 2020-21. DMS courses were scheduled again beginning winter 2023.

SOURCE: CCCCO Core Indicator Trend Reports, Core 4 - Employment
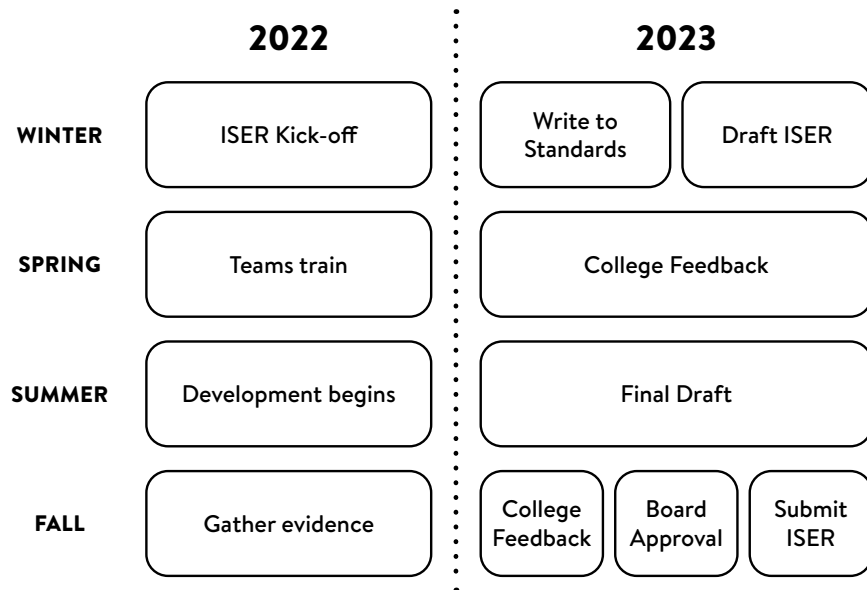
C. ORGANIZATION OF THE SELF-EVALUATION PROCESS

Beginning fall 2021, Foothill College's Accreditation Steering Committee (ASC) began preparing for the Institutional Self-Evaluation Report (ISER). The ASC oversees the College's accreditation planning process and had just concluded its work on the fall 2021 Midterm Report.

The ASC represents all constituent groups and includes the following:
- Vice President of Instruction;
- Associate Vice President of Instruction;
- Associate Vice President of College and Community Relations, Marketing, and Communications;
- Academic Senate President;
- Classified Senate President;
- Associated Students of Foothill College (ASFC) President;
- Accreditation Liaison Officer (ALO), and
- Executive Assistant, Office of Instruction

For this accreditation cycle, the committee approached the ISER development by structuring a collaborative and engaging process, dividing up the work into specific tasks to be accomplished quarter by quarter between winter 2022 and fall 2023 (Figure 42).

FIGURE 42: Self-Evaluation Timeline

	2022	**2023**
WINTER	ISER Kick-off	Write to Standards / Draft ISER
SPRING	Teams train	College Feedback
SUMMER	Development begins	Final Draft
FALL	Gather evidence	College Feedback / Board Approval / Submit ISER

Key events in the ISER development process:

ONBOARDING/TRAINING *(Fall 2021-Summer 2022)*
- October 21, 2021: ISER Training Session by College's ACCJC Liaison
- February 11, 2022: College ISER Kick-Off
- February-May 2022: ISER Organizational Structure/Process at Academic Senate, Classified Senate, ASFC
- May 20, 2022: ISER Training Retreat I
- May 27, 2022: ISER Training Retreat II
- September 8, 2022: ISER Team Leads Kick-Off

EVIDENCE GATHERING/WRITING *(Fall 2022-Spring 2023)*
- October 12, 2022: Quality Focused Essay (QFE) Town Hall I
- November 2, 2022: Quality Focused Essay (QFE) Town Hall II
- November 18, 2022: ISER Update at Governance
- January 31, 2023: ISER Teams Leads Complete Evidence Gathering
- January-May 2023: ISER Lead Writers Complete Rough Draft

FEEDBACK/REVISIONS *(Spring 2023-Fall 2023)*
- May 22 to June 26, 2023: Rough Draft Review
- September 18 to November 17, 2023: Polished Draft Review

SUBMISSION *(Fall 2023)*
- December 11, 2023: ISER Submitted for Board Approval
- December 15, 2023: ISER Submitted to the ACCJC

In May 2022, the ALO facilitated two retreats to train administrators, faculty, and classified staff about the ISER document components, evidence, and review processes. The ALO and the Instruction Office executive assistant serve as project managers, providing structured support, overseeing the process, guiding team leads, and monitoring team progress.

Team members were recruited from across campus and responsible for identifying the evidence for each of the four Standards. Teams were encouraged to reach out to individual units and related positions whose responsibilities overlapped with the Standard statement. Administrator and faculty co-leads served as each Standard area's team leads (Figure 43). Their responsibilities included planning and facilitating team meetings, driving the evidence-gathering process, and outlining the assigned Standard sections. Faculty writers were engaged to draft and review the ISER. Evidence and documentation were collected in Canvas. After the initial feedback round, where the draft was publicly posted and comments gathered through the ISER feedback webpage, edits were made and a polished draft was disseminated through participatory governance for final review [C_01].

A Quality Focused Essay (QFE) lead was responsible for facilitating college dialogue to identify the QFE action projects. The QFE lead led two all-college town halls. These sessions were structured to promote conversation and dialogue and culminated in two recommendations from the ASC to the Mission Informed Planning Council (MIPC), the College's main governance body, for formal approval.

FIGURE 43: Foothill College ISER Team Leads

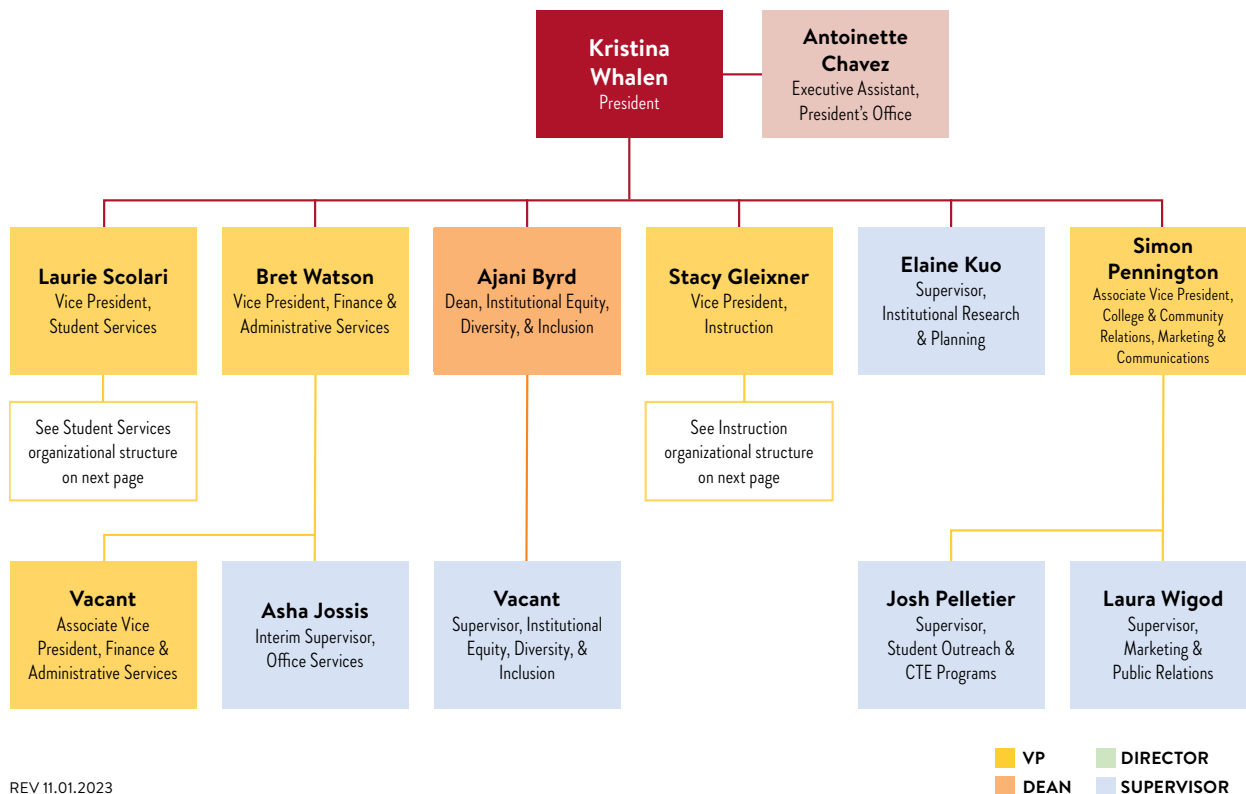| Team	Name	Role
STANDARD I	Kurt Hueg	Administrator
	Rosa Nguyen	Faculty
STANDARD II	Micaela Agyare	Faculty
	Laurie Scolari	Administrator
	Voltaire Villanueva	Faculty
	Ram Subramaniam	Administrator
STANDARD III	Jordan Fong	Faculty
	Bret Watson	Administrator
STANDARD IV	Dolores Davison	Faculty
	Simon Pennington	Administrator
QUALITY FOCUSED ESSAY	Ajani Bryd	Administrator

All documentation regarding the ISER organization and development can be found on the College's reaffirmation of accreditation 2024 website [C_02].
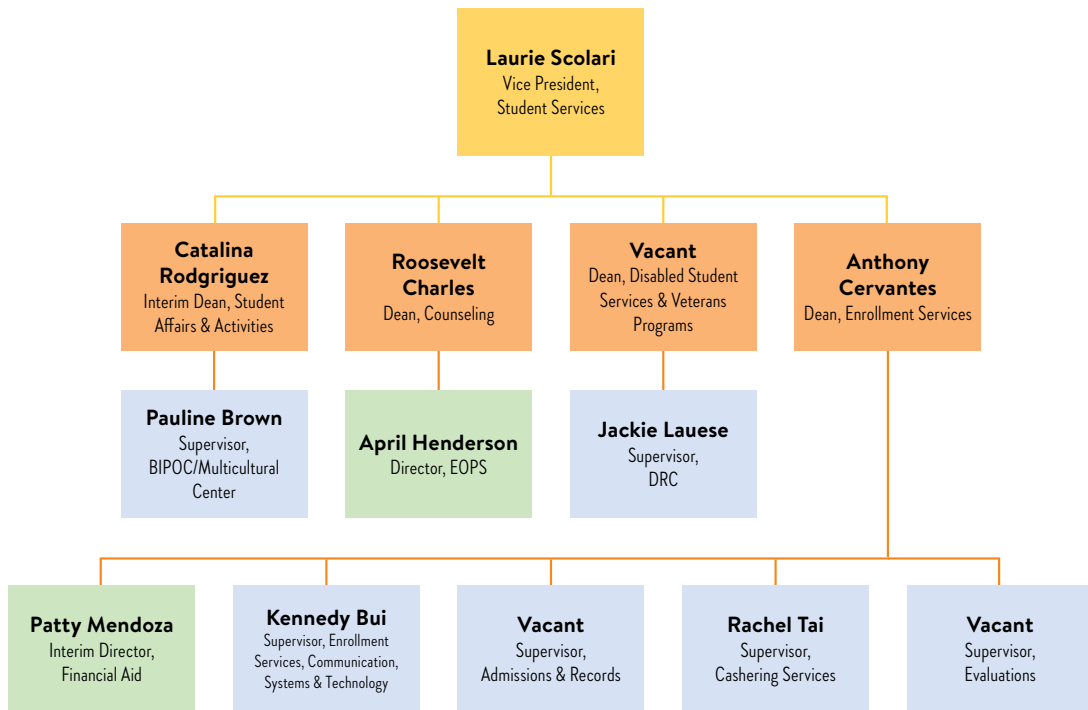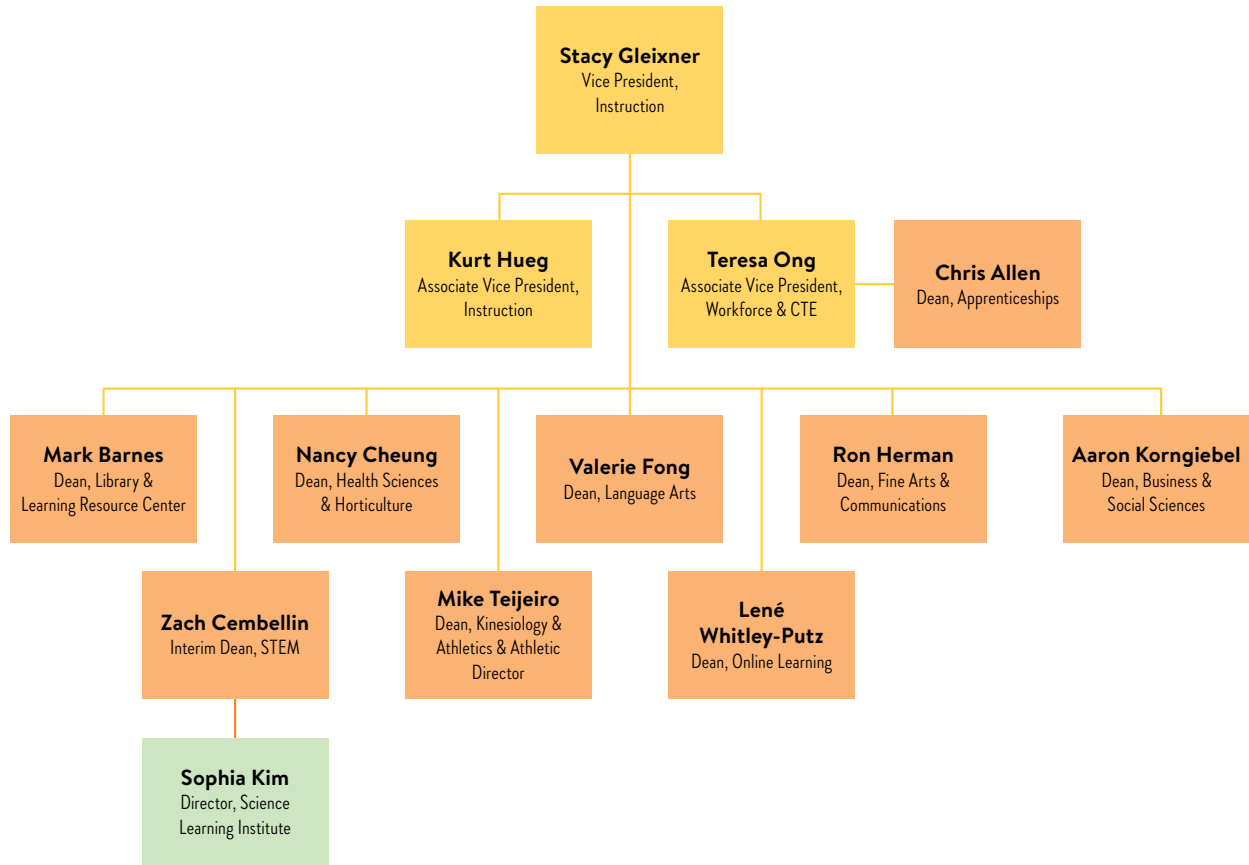
D. ORGANIZATIONAL INFORMATION

Outlined in Figure 44 is the College administrative organizational structure.

FIGURE 44: College Administrative Organizational Structure

REV 11.01.2023

Legend:
- VP (yellow)
- DEAN (orange)
- DIRECTOR (green)
- SUPERVISOR (blue)

Org chart:

Kristina Whalen — President

Antoinette Chavez — Executive Assistant, President's Office

Reporting to President:
- **Laurie Scolari** — Vice President, Student Services
  - See Student Services organizational structure on next page
  - **Vacant** — Associate Vice President, Finance & Administrative Services
- **Bret Watson** — Vice President, Finance & Administrative Services
  - **Asha Jossis** — Interim Supervisor, Office Services
- **Ajani Byrd** — Dean, Institutional Equity, Diversity, & Inclusion
  - **Vacant** — Supervisor, Institutional Equity, Diversity, & Inclusion
- **Stacy Gleixner** — Vice President, Instruction
  - See Instruction organizational structure on next page
- **Elaine Kuo** — Supervisor, Institutional Research & Planning
- **Simon Pennington** — Associate Vice President, College & Community Relations, Marketing & Communications
  - **Josh Pelletier** — Supervisor, Student Outreach & CTE Programs
  - **Laura Wigod** — Supervisor, Marketing & Public Relations

Stacy Gleixner
Vice President, Instruction

Kurt Hueg
Associate Vice President, Instruction

Teresa Ong
Associate Vice President, Workforce & CTE

Chris Allen
Dean, Apprenticeships

Mark Barnes
Dean, Library & Learning Resource Center

Nancy Cheung
Dean, Health Sciences & Horticulture

Valerie Fong
Dean, Language Arts

Ron Herman
Dean, Fine Arts & Communications

Aaron Korngiebel
Dean, Business & Social Sciences

Zach Cembellin
Interim Dean, STEM

Mike Teijeiro
Dean, Kinesiology & Athletics & Athletic Director

Lené Whitley-Putz
Dean, Online Learning

Sophia Kim
Director, Science Learning Institute

Laurie Scolari
Vice President, Student Services

Catalina Rodrgriguez
Interim Dean, Student Affairs & Activities

Roosevelt Charles
Dean, Counseling

Vacant
Dean, Disabled Student Services & Veterans Programs

Anthony Cervantes
Dean, Enrollment Services

Pauline Brown
Supervisor, BIPOC/Multicultural Center

April Henderson
Director, EOPS

Jackie Lauese
Supervisor, DRC

Patty Mendoza
Interim Director, Financial Aid

Kennedy Bui
Supervisor, Enrollment Services, Communication, Systems & Technology

Vacant
Supervisor, Admissions & Records

Rachel Tai
Supervisor, Cashering Services

Vacant
Supervisor, Evaluations

Legend:
- VP
- DEAN
- DIRECTOR
- SUPERVISOR

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The following tables provides a delineation of District and College responsibilities (Figure 45).

FUNCTIONAL RESPONSIBILITY

P   *Primary Responsibility:*
Leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement.

S   *Secondary Responsibility:*
Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility.

SH   *Shared Responsibility*
The district and the college are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function—district and college mission statements.

FIGURE 45: Foothill-De Anza Community College District-Foothill College Functional Map

Standard I: Mission, Academic Quality & Institutional Effectiveness, & Integrity

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

I.A: MISSION

		Functional Responsibility	
		College	District
I.A.1	The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	P
I.A.2	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	P
I.A.3	The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	P
I.A.4	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	P

I.B: ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

	Academic Quality	Functional Responsibility	
		College	District
I.B.1	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
I.B.3	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
I.B.4	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S

	Institutional Effectiveness	Functional Responsibility	
		College	District
I.B.5	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
I.B.6	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
I.B.7	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	P
I.B.8	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S

	Institutional Effectiveness	Functional Responsibility	
		College	District
I.B.9	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	P

I.C: INSTITUTIONAL INTEGRITY

		Functional Responsibility	
		College	District
I.C.1	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
I.C.2	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	P	S
I.C.3	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S
I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
I.C.5	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	P
I.C.6	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S

		Functional Responsibility	
		College	District
I.C.7	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	P	P
I.C.8	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
I.C.9	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
I.C.10	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	P	P
I.C.11	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
I.C.12	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	P
I.C.13	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	SH	SH
I.C.14	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	SH	SH

Standard II: Student Learning Programs & Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A: INSTRUCTIONAL PROGRAM

		Functional Responsibility	
		College	District
II.A.1	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
II.A.2	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	S
II.A.3	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline	P	S
II.A.4	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
II.A.5	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S

			Functional Responsibility	
			College	District
II.A.6	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)		P	S
II.A.7	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.		P	S
II.A.8	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.		P	S
II.A.9	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)		P	S
II.A.10	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)		P	S
II.A.11	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.		P	S
II.A.12	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)		P	S

		College	District
II.A.13	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
II.A.14	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	S
II.A.15	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
II.A.16	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career- technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S

II.B: LIBRARY AND LEARNING SUPPORT SERVICES

		College	District
II.B.1	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
II.B.2	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S

		College	District
II.B.3	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
II.B.4	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	S

II.C: STUDENT SUPPORT SERVICES

		College	District
II.C.1	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S
II.C.2	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
II.C.3	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
II.C.4	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S

		College	District
II.C.5	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S
II.C.6	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
II.C.7	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
II.C.8	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A: HUMAN RESOURCES

Functional Responsibility

		College	District
III.A.1	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH

		Functional Responsibility	
		College	District
III.A.2	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
III.A.3	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
III.A.4	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	P	S
III.A.5	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
III.A.6	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
III.A.7	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S
III.A.8	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
III.A.9	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	P	P

		College	District
III.A.10	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	P	P
III.A.11	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
III.A.12	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
III.A.13	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
III.A.14	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	P
III.A.15	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH

III.B: PHYSICAL RESOURCES

Functional Responsibility

		College	District
III.B.1	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH
III.B.2	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	SH	SH

		College	District
III.B.3	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
III.B.4	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH

III.C: TECHNOLOGY RESOURCES

Functional Responsibility

		College	District
III.C.1	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
III.C.2	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	SH
III.C.3	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	S	P
III.C.4	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	P
III.C.5	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH

III.D: FINANCIAL RESOURCES

	Planning	Functional Responsibility	
		College	District
III.D.1	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	SH	SH
III.D.2	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	SH	SH
III.D.3	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH

	Fiscal Responsibility and Stability	Functional Responsibility	
		College	District
III.D.4	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
III.D.5	To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH
III.D.6	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
III.D.7	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
III.D.8	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	SH	SH

	Fiscal Responsibility and Stability	Functional Responsibility	
		College	District
III.D.9	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	SH	SH
III.D.10	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH

	Liabilities	Functional Responsibility	
		College	District
III.D.11	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
III.D.12	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
III.D.13	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
III.D.14	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	P	P
III.D.15	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	P	S

Contractual Agreements	Functional Responsibility	
	College	District
III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	P	P

Standard IV: Leadership & Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A: DECISION-MAKING PROCESSES

	Functional Responsibility	
	College	District
IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	P
IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	P	P
IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	P
IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S

		College	District
IV.A.5	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	P	P
IV.A.6	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	P
IV.A.7	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	P

IV.B: CHIEF EXECUTIVE OFFICER

Functional Responsibility

		College	District
IV.B.1	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
IV.B.2	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
IV.B.3	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; 1) ensuring the college sets institutional performance standards for student achievement; 2) ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; 3) ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; 4) ensuring that the allocation of resources supports and improves learning and achievement; and 5) establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	P	S

		College	District
IV.B.4	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
IV.B.5	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
IV.B.6	The CEO works and communicates effectively with the communities served by the institution.	P	S

IV.C: GOVERNING BOARD

		College	District
IV.C.1	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
IV.C.2	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	N/A	P
IV.C.3	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	S	P
IV.C.4	The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	N/A	P
IV.C.5	The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P

		Functional Responsibility	
		College	District
IV.C.6	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
IV.C.7	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	S	P
IV.C.8	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
IV.C.9	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
IV.C.10	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	S	P
IV.C.11	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	N/A	P
IV.C.12	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	S	P
IV.C.13	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	S	P

IV.D: MULTI-COLLEGE DISTRICTS OR SYSTEMS

		Functional Responsibility	
		College	District
IV.D.1	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
IV.D.2	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	P
IV.D.3	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P
IV.D.4	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	S	P
IV.D.5	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
IV.D.6	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	S	P
IV.D.7	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

E. CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Foothill College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, and is authorized to operate as a degree-granting institution. The ACCJC approved the College's 2021 Midterm Report, demonstrating the institution's progress is appropriate as it continues to improve on student achievement outcomes.

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Foothill College has continuously operated as a post-secondary institution since its founding in 1957. In 2021-2022, the headcount was 25,000 and 2,224 degrees and certificates were conferred. Both credit and non-credit course offerings are available leading to degree and certificate completion, career and technical education training, and basic skills education instruction. Students can also enroll in fee-based community classes. Instruction is offered through multiple instructional modalities, including face-to-face, hybrid, and online. The complete lists of offered classes and available degree and certificate programs can be found in the 2022-2023 College Catalog.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Foothill College offers associate degrees (Associate in Arts and Associate in Science), associate degrees for transfer (ADT), credit certificates, non-credit certificates, and one bachelor's degree. In 2021-2022, the College conferred 1,003 associate degrees and 76 bachelor's degrees. The 2022-2023 College Catalog lists all degrees and certificates available, including programs that can be completed fully online. Program maps show that degrees, including general education courses, can be completed in two years by full-time students and three years by part-time students.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Foothill College has a Chief Executive Officer, Dr. Kristina Whalen, who began their tenure in April 2023. President Whalen was appointed by the Chancellor of the Foothill-De Anza Community College District and confirmed by the Board of Trustees. Her primary responsibility is to direct institutional operations and provide leadership to meet the College's mission through strategic planning. Additionally, they are responsible for maintaining policies, rules, and regulations set forth by the chancellor, the Board, the California Education Code, and the Board of Governors of the California Community Colleges. During this current accreditation cycle, the College had three CEOs. The ACCJC was immediately notified of each leadership change.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

As a Title IV eligible institution, Foothill College is compliant with all federal requirements. The College adheres to all Board-approved policies and procedures that govern the responsible allocation of funds to support its instructional programs and support services. Annual audits of financial statements, including federal awards, ensure compliance with all federal and state regulations and identify any issues for immediate remediation. Independent auditors LLP (CLA) found no issues with the District's financial statements for the 2021-2022 fiscal year. Their report was presented to the Board of Trustees and publicly posted.

F. COMPLIANCE WITH COMMISSION POLICIES & FEDERAL REGULATIONS

Foothill College certifies that it continues to be in compliance with the federal regulations noted below and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

The Foothill College accreditation website posts all information regarding the accreditation process [F_01]. Documentation about the Institutional Self Evaluation Report (ISER) organizational structure and development process are accessible through the College's Reaffirmation of Accreditation 2024 webpage [F_02]. The ISER timeline, including when the evaluation team visit is scheduled (week of September 30, 2024), is also publicly posted on that webpage. An accreditation update was provided to the Board of Trustees at the September 12, 2022 public meeting, which included a review of the formative and summative stages of the reaffirmation process [F_03]. The College encourages the public to submit comments about Foothill by completing the third-party comment form [F_04].

Reference Standard I.C.12

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Foothill College sets and regularly reviews its institution-set standards to evaluate the progress made toward the aspirational goals for student achievement metrics. The College's Annual Report to the ACCJC featuring the institution-set standards are publicly posted on the Accreditation Annual Reports webpage [F_05], and the related discussions occur in participatory governance [F_06]. Discussions of other student achievement metrics also occur in the governance process [F_07].

Reference Standard I.B.3

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Foothill College follows procedures for determining a credit hour as determined by the California Community Colleges Chancellor's Office that are published in its Program and Course Approval Handbook. Board Policy 4020/Administrative Procedure 4020 provide guidance on establishing a credit hour that meet commonly accepted academic expectations where one unit of credit shall require a minimum of 33 quarter hours to total student work [F_08; F_09]. The College conforms to a commonly accepted minimum program length of 90 quarter units awarded for achievement of student learning for an associate degree. The College Curriculum Committee has written policies and procedures to review all new degree proposals as well as degree revisions and confirms that these degrees meet the minimum unit requirement. All programs and courses are approved under the California Education Code (Title 5).

The California legislature sets the tuition for California state residents. Nonresident tuition is identified according to Board Policy 5020/Administrative Procedures 5020 in accordance with the California Community College Budget and Accounting Manual as well as applicable state guidelines and regulations [F_10; F_11]. These tuition costs are consistently applied across all programs, and the total cost of education is communicated through the Enrollment Services website and the College Catalog [F_12; F_13].

Reference Standard I.C.6, II.A.5, II.A.9

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

Foothill College publishes in its catalog a transfer of credit policy and process for transcript review [F_14]. Additional information regarding the transcript evaluation process is accessible on the Evaluations Office's website and posts a list of institutions with defined articulation agreements [F_15]. Transfer of credit extends to Credit for Prior Learning, Advanced Placement, International Baccalaureate, foreign transcripts, and College Level Examination Program [F_16; F_17]. Articulation of Foothill courses to four-year institutions such as the California State University and University of California systems is regularly maintained by the College's articulation officer [F_18; F_19]. The College also relies on the California State Chancellor's Office

Course Identification Numbering System (C-ID) to facilitate course articulation. Information regarding articulation agreements with private and out-of-state institutions are also available [F_20]. New requests for articulation are reviewed as part of the curriculum development and approval process.

Reference Standard II.A.10

Distance Education and Correspondence Education

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

Foothill College offers robust distance education options, including programs that can be completed exclusively online. These courses and programs meet the same rigor and follow the exact course outline of record as those taught in a face-to-face modality. Distance education policies and processes are developed in consultation with the College Curriculum Committee, Academic Senate, and faculty. Any course to be offered online must have an approved Distance Learning Addendum on file [F_21]. The Committee on Online Learning (COOL), an Academic Senate subcommittee, seeks to promote quality online education for all students and focuses on promoting student learning outcomes in the digital environment. The Online Learning Office provides professional development for faculty and information for online student support [F_22]. Orientation and training on Canvas, the learning management system, is required for faculty and promoted through professional development newsletters. Accessibility information and requirements are documented and maintained to ensure compliance. Students can access comparable student support services, including online counseling, library resources, student events, and tutoring. All students, including those enrolled in distance education classes, are authenticated using a single sign-on process, which provides student access to Canvas and Microsoft Office 365. The District's Educational Technology Services (ETS) provide appropriate and adequate infrastructure support to sustain the College's distance education offerings.

Reference Standards II.A.1, II.A.2, II.A.7 and III.C.1

Student Complaints

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

Foothill College's policy and procedures regarding student complaints are guided by Board Policy 5500, Administrative Procedures 5520 and 5530 that describes students' rights and responsibilities as well as the procedures to resolve student grievances. The College Catalog outlines the complaint and grievance process [F_23]. The Student Affairs and Activities Office maintains student complaint files for the duration of each accreditation review cycle and retains documentation of the accurate implementation of these policies and procedures [F_24; F_25]. The College's accreditation webpage posts the name and contact information of institutional and program-specific accreditation agencies, along with links to file a third party complaint [F_26].

Reference Standards I.C.2, I.C.12

Institutional Disclosure and Advertising and Recruitment Materials

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

Foothill College's website serves as the primary tool to communicate with the public. Information about instructional programs and student services, as well as application and enrollment processes, are regularly maintained to provide accurate information in an accessible format. The College Catalog and schedule of classes, also accessible through the institution's website, are additional tools for outreach and information dissemination. The College's Marketing and Public Relations Office is responsible for print publications, including brochures, postcards, and fliers, as well as news releases and digital communication including e-newsletters and social media posts, ensuring that the information has currency and recency. All accreditation documentation, including information about the accrediting commission are publicly available and accessible through the College accreditation website.

Reference Standards I.C.1, I.C.2

Title IV Compliance

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

Foothill College complies with Title IV of the Higher Education Act. The Financial Aid Office monitors student loan default rates, revenue streams, and assets, and works with the District to manage any results of financial aid audits and ensure compliance with federal requirements. Regular audits are conducted and archived on a publicly accessible webpage, including a report to the Board of Trustees [F_27]. Board Policy 3140 requires all contracts and MOUs to be in writing and are reviewed by the Board. A Purchasing and Payment Grid provides guidance by providing bid and authorization requirements for contracts [F_28].

Reference Standard III.D.15

G. INSTITUTIONAL ANALYSIS

STANDARD I

MISSION, ACADEMIC QUALITY & INSTITUTIONAL EFFECTIVENESS, & INTEGRITY

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.

A. MISSION

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 statement describes the College's educational purposes as offering continuous learning opportunities for all populations, undergraduate courses for career and technical education, and general education. These offerings include certificates, local and transfer degrees, and a baccalaureate program in Dental Hygiene. The College states its commitment to student equity and the achievement and improvement of learning outcomes for all populations. The mission statement underlies the commitment that administrators, classified staff, faculty, and students have towards student success and academic achievement.

The mission statement is as follows:

> "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." [I.A.1_01]

Baccalaureate Degree Program

The Dental Hygiene program aligns with the institutional mission in that it "...empowers students to achieve their goals as members of the workforce." The program mission states:

> "The mission of the Foothill College Dental Hygiene Program is in accord with the mission of the Foothill-De Anza Community College District. The purpose of the Dental Hygiene program is to educate students who will positively impact the oral health status of the community. This education will include courses in the basic, social and dental sciences, liberal arts and public health with emphasis on the clinical aspect of the Dental Hygiene practice. This education will provide the student with a foundation to pursue life-long learning." [I.A.1_02]

ANALYSIS AND EVALUATION Foothill College's mission is clear in defining the College's educational purpose, intended student population, and in explaining the college values.

EVIDENCE LIST

I.A.1_01 Mission and Values Statement

I.A.1_02 Dental Hygiene Mission Statement

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 Foothill College frequently and regularly analyzes data to assess how effectively the institution is serving its mission of teaching and learning. The Institutional Research and Planning (IRP) Office reports to the Instruction Office and is responsible for the oversight and maintenance of on-demand dashboards that display student achievement data. These data are available to all employees.

The College uses application software such as Precision Campus and the Faculty Inquiry Tool to provide access to student success, enrollment, and student demographic data down to the course level [I.A.2_01; I.A.2_02; I.A.2_03; I.A.2_04]. The data dashboards default to providing a five-year trend, but users have the option to select any time period beginning in 2011-2012 [I.A.2_05]. In addition, the College uses internal

tools such as Active Division to analyze enrollment and scheduling data, and has adopted tools to assist in survey collection and dissemination [I.A.2_06].

Student achievement data is at the heart of evaluation efforts to determine if the College is meeting its mission and achieving its goals. The institution's efforts to eliminate achievement gaps are informed by ongoing and continuous measurement of student data. IRP posts their completed reports and evaluation on its website, along with course success, retention, and equity dashboards and a student achievement data webpage that provides access to a variety of reports, student success metrics, and fact sheets to help the College community evaluate its mission and success in meeting its goals. [I.A.2_07]

Other examples of how the institution uses data to determine its effectiveness include reflections on program-level data trends as part of the program review process and in new program development. While program review data focuses on student enrollment and achievement outcomes, labor market data are identified to verify the demand for a proposed career program, demonstrating whether the new program will support sufficient enrollment and job and salary growth by graduates [I.A.2_08].

Baccalaureate Degree Program
Dental Hygiene follows the same processes in support of the mission as a guiding priority for baccalaureate students. The success of the baccalaureate degree program in Dental Hygiene allowed the College to propose a new baccalaureate degree in Respiratory Therapy based on data, including employability and labor market trends [I.A.2_09]. This program received California Community College Chancellor's Office approval and is expected to begin in the 2024-25 academic year.

ANALYSIS AND EVALUATION Foothill College uses data as the primary method of determining the effectiveness and viability of academic programs, student services, and administrative functions. The College has a fully-staffed IRP Office that helps inform decision making across academic programs, participatory governance, and student service functions. Foothill relies on a comprehensive set of data tools to draw conclusions about resource allocation decisions, program success, and student achievement.

EVIDENCE LIST
I.A.2_01 Precision Campus Program Review Dashboard

I.A.2_02 Precision Campus Student Equity Dashboard

I.A.2_03 Precision Campus Degrees and Certificates Dashboard

I.A.2_04 Faculty Inquiry Tool Dashboard

I.A.2_05 Precision Campus Dasboard Year Range

I.A.2_06 Active Division Dashboard

I.A.2_07 Student Achievement Data Webpage

I.A.2_08 LaunchBoard Labor Market Dashboard

I.A.2_09 Respiratory Therapy Workforce Needs Assessment, January 2022

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 The Foothill College mission guides instructional programs, student success programs, governance structures, and resource allocation processes. All instructional and student success programs are evaluated on a five-year cycle that includes comprehensive and annual program reviews. Programs must review program, course, and student-level data related to learning and achievement, and feedback is provided from the division and college-levels. The College institutionalized the Program Review Committee to increase accountability within its process and to link program goals with resource requests. Programs are asked to identify action plans as part of the continuous improvement process in support of the mission statement. More information about the program review process is found in Standard I.B.5.

The participatory governance structure is designed to place the mission at the center of College planning and resource prioritization. The Mission Informed Planning Council (MIPC), the institution's primary governance body, seeks to involve all constituencies in decision making that advances the institutional goals for student learning and achievement. Resource requests are submitted by specific categories and reviewed by the Finance Allocation Team. Faculty positions are approved based on their alignment with College mission priorities, program growth and development and student demand [I.A.3_01].

The College mission is also reflected in the Strategic Vision for Equity that guides and informs institutional goals for learning and achievement [I.A.3_02]. Through the participatory governance process, the Equity, Diversity, and Inclusion Office identified 13 issues and 55 goals based on constituency dialogue and review of student achievement data. The resulting document is intentionally aligned with the mission with its focus on building a well-educated population in a democratic and just society and its emphasis on centering race and eliminating inequity among groups. The Strategic Vision for Equity mission statement is operationalized through the 13-55 implementation plan, an effort where 21 teams from across the College implement and assess equity action plans that are intentionally aligned with one of the 13 identified issues [I.A.3_03].

Baccalaureate Degree Program
The Dental Hygiene program is explicitly aligned with the College mission. The program mission statement guides the Dental Hygiene program's efforts to improve its academic quality and student learning experiences [I.A.3_04]. Dental Hygiene participates in the campuswide 13-55 implementation

plan that serves to actualize the Strategic Vision for Equity and, by extension, the College mission statement [I.A.3_05].

ANALYSIS AND EVALUATION The institution's programs, resource allocation, and planning are derived from the College mission, vision, values and goals. Institutional-set goals for student achievement inform College planning, including the Strategic Vision for Equity, and are reviewed through campuswide dialogue on a consistent basis using data. The participatory governance process is directly aligned with mission priorities, helping to set priorities for program review and resource allocation. The 13-55 implementation plan extends the mission statement as it attempts to actualize the College mission.

EVIDENCE LIST

I.A.3_01 Resource Allocation Guidelines, pg 1-3

I.A.3_02 Strategic Vision for Equity 2021-25

I.A.3_03 13-55 Implementation Teams

I.A.3_04 Dental Hygiene Mission Statement

I.A.3_05 Health Science and Horticulture 13-55 Action Plan

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 The Foothill College mission statement is updated through a college wide review process and adopted formally by the Foothill-De Anza Community College District Board of Trustees [I.A.4_01]. The mission statement is widely displayed in College meeting rooms, publications, and websites [I.A.4_02].

The College mission statement and related vision, values, and purpose are reviewed through a participatory governance process that involves the entire campus community. Regular review of the mission statement is included on the seven-year planning calendar [I.A.4_03]. The College is currently reviewing the mission statement as part of its regular planning processes [I.A.4_04]. In fall 2022, the College's main participatory governance body, Mission Informed Planning Council (MIPC), appointed a subcommittee to review and update the mission statement, with the goal of approving a new mission statement by fall 2023 [I.A.4_05; I.A.4_06]. Drafts of a revised mission statement were circulated for feedback in spring 2023. Additional revisions are being made before MIPC can review and recommend a final revision for adoption to the College president [I.A.4_07].

ANALYSIS AND EVALUATION Foothill College's mission statement is approved by the Board of Trustees, widely publicized in multiple locations and formats, and updated as part of the planning calendar. The College is in the process of updating its mission statement and anticipates receiving Board approval in fall 2023.

EVIDENCE LIST

I.A.4_01 Board Meeting Minutes, May 1, 2017

I.A.4_02 College Catalog, pg 145-147

I.A.4_03 7-Year Planning Calendar

I.A.4_04 Mission Review Update #2 presentation, January 20, 2023

I.A.4_05 MIPC Meeting Minutes, October 7, 2022

I.A.4_06 Mission Statement Revise Webpage

I.A.4_07 MIPC Meeting Minutes, March 17, 2023

Conclusions on Standard I.A: Mission

The Foothill College mission statement defines the institution's broad educational purposes, the student populations it serves, and the types of programs, degrees, and certificates it offers. The mission establishes the College's commitment to student learning and achievement, and the institution utilizes data to determine the effectiveness of its programs and services. All programs and services are aligned with the mission, which informs College planning, goals, and resource allocation.

B. ASSURING ACADEMIC QUALITY & INSTITUTIONAL EFFECTIVENESS

Academic Quality

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

EVIDENCE OF MEETING THE STANDARD Foothill College regularly and intentionally maintains a sustained, substantive, and collegial dialogue to ensure the continuous improvement of academic quality, institutional effectiveness, and student learning and achievement. The College demonstrates an ongoing focus on student equity through its participatory governance structure, including Academic Senate and Classified Senate, and division and program meetings. Evidence of this is observed in the program review process, Strategic Vision for Equity/13-55 implementation effort, and Career and Academic Pathways (CAPs), including the adoption of meta-majors and program maps.

The College's program review process allows for a comprehensive evaluation process for programs to evaluate goals and objectives to ensure learning [I.B.1_01]. Additionally, a thorough examination of data amongst governance groups, departments, and divisions ensures that institutional goals, indicators, and targets set are met. Programs will provide a summary of their comprehensive program review and present to College governance where dialogue and discussion on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occurs [I.B.1_02]. The governance committee discusses the presentations and provides feedback to the programs [I.B.1_03].

Through the participatory governance process, the Equity, Diversity, and Inclusion Office facilitated conversation and reviewed student achievement with all campus stakeholders, resulting in the Strategic Vision for Equity. The 13-55 implementation effort asks cross-campus teams to identify and implement strategies to achieve those goals and to evaluate its efforts [I.B.1_04; I.B.1_05]. Each unit uses disaggregated data to work towards and reflect on their continuous improvement efforts.

Another ongoing college wide effort sought to provide students with clear and documented career preparedness and academic pathways information. These program maps seek to ensure equity, continuous learning, student retention, and institutional effectiveness while supporting students in their academic pathways and career preparedness. The organizational structure designed to facilitate these conversations demonstrates a cross-campus collective effort comprised of instruction, student services, administrators, and students [I.B.1_06].

Conversations about improving student learning are regular and public. Opening Day workshops, facilitated by faculty, staff, and administrators, provide opportunities for the District and College to convene around learning and institutional and state initiatives [I.B.1_07]. Two new Learning Outcomes (Foothill Inquires) coordinator positions were established in 2022–2023 to support the campus community in defining learning and identifying when and how learning best occurs [I.B.1_08]. These conversations occur at the College and division/department level [I.B.1_09; I.B.1_10].

Faculty, with support from administration, drives discussions of student learning and achievement. A full-time release faculty position was created as the faculty professional development coordinator [I.B.1_11]. The professional development newsletter communicates both internal and external opportunities to engage in structured dialogue on student outcomes and academic quality[I.B.1_12; I.B.1_13; I.B.1_14].

ANALYSIS AND EVALUATION Foothill College demonstrates wide-ranging and continuous faculty, staff, student, and community conversation and collaboration in support of student success through a process that is iterative, substantive, and collegial. As these are sustained efforts, there are also ongoing efforts to improve processes and initiatives to enhance student learning and achievement.

EVIDENCE LIST
I.B.1_01 Program Review Manual

I.B.1_02 Dental Assisting Program Review presentation, 2020

I.B.1_03 Advisory Council Meeting Minutes, May 28, 2021

I.B.1_04 Strategic Vision for Equity 2021-25

I.B.1_05 13-55 Year End Feedback-Survey

I.B.1_06 Guided Pathways Webpage

I.B.1_07 FH Opening Day Agenda 2022

I.B.1_08 Learning Outcomes Coordinator Job Description

I.B.1_09 Fall 2022 Flex Day Workshop Sessions

I.B.1_10 Foothill Inquires Canvas Site

I.B.1_11 Faculty Professional Development Coordinator Job Description

I.B.1_12 Professional Development Newsletter, November 6, 2020

I.B.1_13 Professional Development Newsletter Winter 2023, March 10, 2023

I.B.1_14 Professional Development Newsletter Winter 2023, March 24, 2023

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

EVIDENCE OF MEETING THE STANDARD Student learning outcomes are defined in course outlines that are updated regularly through the curriculum process [I.B.2_01]. All programs and units require continuous evaluation, from course creation to local and state curriculum processes and later evaluation in program review [I.B.2_02; I.B.2_03]. Academic Senate, with Instruction Office support, is responsible for defining and assessing student learning outcomes. Learning Outcome (Foothill Inquires) coordinators lead these conversations among their faculty colleagues. They operate within an iterative cycle of development, assessment, and revision so that effective practices can be identified and shared with the College [I.B.2_04].

Student support services have defined outcomes that are documented and assessed within program review. The Institutional Research and Planning (IRP) Office and Instruction Office provide support around outcomes and evaluation. [I.B.2_05; I.B.2_06]. The division/department reflects on their evaluation efforts and the Program Review Council provides additional feedback.

Baccalaureate Degree Program

The Dental Hygiene program follows a similar process as other instructional units in defining and assessing student learning outcomes. Dental Hygiene faculty identify and assess the learning outcomes for each course they teach every quarter and complete a reflection worksheet [I.B.2_07; I.B.2_08]. The upper-division courses comply with the Commission on Dental Accreditation (CODA) standards and the Dental Hygiene Board of California regulations for curricular content [I.B.2_09]. This curriculum plan reflects higher levels of depth and rigor beyond the lower division coursework [I.B.2_10].

ANALYSIS AND EVALUATION Foothill College has processes in place to define student learning outcomes. Faculty play a leadership role as coordinators of this effort. Student support services lead their units' student learning outcome efforts, relying on the program review process to document and assess, as well as track and record these outcomes. Instructional learning outcomes are housed and catalogued in Canvas. Academic Senate is leading an effort to improve the regular assessment of these outcomes.

EVIDENCE LIST

I.B.2_01 Catalog Course Outlines of Records Sample

I.B.2_02 Biology Program Review 2022

I.B.2_03 Admissions & Records Program Review 2020

I.B.2_04 Foothill Inquires Canvas Site

I.B.2_05 Strategic Alignment presentation, October 29, 2020

I.B.2_06 Program Review Workshop Part 1, February 1, 2023

I.B.2_07 Dental Hygiene Master Curriculum Planning Reflection 2022-23

I.B.2_08 Dental Hygiene Student Learning Outcomes Curriculum Map

I.B.2_09 Dental Hygiene Curriculum Management Plan

I.B.2_10 Dental Hygiene Degree Plan 2023-24

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 Foothill College has institutional-set standards for student achievement, and these metrics are regularly monitored for progress. Annual reports and the federal College scorecard are posted publicly on the College's accreditation website [I.B.3_01]. Institutional-set standards

are discussed regularly at participatory governance meetings to promote dialogue around goal–setting and the continuous improvement of student achievement [I.B.3_02; I.B.3_03]. The College works collaboratively towards setting standard goals and targets [I.B.3_04; I.B.3_05]. Other student achievement metrics at the institutional and program levels are reviewed to ensure relevance and effectiveness [I.B.3_06].

Baccalaureate Degree Program
Institutional-set standards for Dental Hygiene are reviewed and included in the annual reports to Accrediting Commission of Community and Junior Colleges (ACCJC). These metrics are discussed at the program and college level as part of the overall efforts toward student learning and achievement. Student program outcomes, such as graduation and licensure pass rates, are publicly accessible and regularly updated [I.B.3_07].

ANALYSIS AND EVALUATION Foothill College establishes institution-set standards for achievement and publicly posts these metrics, along with regular updates about whether the campus is attaining these goals. Presentations about these annual figures occur through participatory governance, ensuring broad and inclusive engagement.

EVIDENCE LIST
I.B.3_01 Accreditation ACCJC Annual Reports Webpage

I.B.3_02 Institutional Metrics presentation, March 5, 2021

I.B.3_03 Advisory Council Meeting Minutes, March 5, 2021

I.B.3_04 Aspirational Goals Setting presentation, May 7, 2021

I.B.3_05 Aspirational Goals Setting presentation, June 4, 2021

I.B.3_06 Enrollment and Course Success presentation, September 8, 2021

I.B.3_07 Dental Hygiene Program Brochure

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

EVIDENCE OF MEETING THE STANDARD Foothill College uses assessment data to support and guide institutional processes. Data are disaggregated, disseminated, and used as a foundation for robust dialogue and strategic planning. Key planning documents, including the Strategic Vision for Equity and Educational Master Plan, identify key performance metrics to prioritize college activities that support student learning and achievement [I.B.4_01; I.B.4_02]. These data points are monitored and reviewed through the participatory governance process [I.B.4_03].

Program review demonstrates ongoing and continuous review of student data as a component of the comprehensive reporting process. Course success rates are one data point that prompts reflections about student learning from instructional and student support services units. The revised rubrics applied by the Program Review Council engages the larger campus community in organizing and documenting feedback about program-level data and action plans for improvement [I.B.4_04].

All employees have access to student achievement data through on-demand dashboards [I.B.4_05]. Public-facing data explicitly focuses on anonymized section level data to facilitate reflection and conversation within and around the local college community [I.B.4_06]. These dashboards also allow for manipulation through multiple filtering features. Employees can also upload student IDs and track those students over time.

Data helped center the initial onboarding and kick-off events that sought to document the lifecycle of students from application to graduation (Guided Pathways) [I.B.4_07]. These data, along with student focus groups, contributed to the efforts the College adopted around student onboarding/communication, program mapping, and meta-majors (including the Career and Academic Pathways).

Implementation of AB 705, where students would no longer be placed into foundation level English, Math, and English as a Second Language (ESL) courses, relied on data in understanding existing student behavior and experience in these gateway programs [I.B.4_08]. Disaggregation of these data, along with regular reporting and assessment of these programs' efforts are regularly reported out. The demonstration of the limitations of stretch course sequences over time contributed to the discontinuance of such classes [I.B.4_09; I.B.4_10; I.B.4_11]. Such analysis guides the continuing effort to ensure student achievement improves for all population groups, so that increased access to transfer-level courses also leads to increased completion rates in these same classes.

ANALYSIS AND EVALUATION Foothill College applies data as the driving force behind all plans and processes to support student learning and achievement at an institutional level. Opportunities to engage with data and support institutional processes occur at the individual and campus levels, from on demand dashboards to institutional planning efforts.

EVIDENCE LIST

I.B.4_01 Strategic Vision for Equity 2021-25

I.B.4_02 Educational Master Plan 2016-22

I.B.4_03 Institutional Metrics presentation, March 5, 2021

I.B.4_04 Revised Instructional Program Review Rubric 2023

I.B.4_05 Precision Campus Landing Page

I.B.4_06 Student Success Dashboards Webpage

I.B.4_07 Guided Pathways Data presentation, November 9, 2020

I.B.4_08 AB705 Update on Math Performance presentation, November 16, 2021

I.B.4_09 English Throughput presentation, October 18, 2018

I.B.4_10 AB705 Update on English presentation, November 3, 2021

I.B.4_11 AB705 Improvement Plan Requirements presentation, January 18, 2022

Institutional Effectiveness

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 Foothill College assesses the accomplishment of its mission through a five–year program review cycle through which the College evaluates its goals and objectives as related to student learning and achievement [I.B.5_01]. All instructional and student success programs complete a comprehensive program review (formerly the self–study) every five years and an annual program review in the alternate years [I.B.5_02]. The templates ask programs to list their unit mission (in support of the College mission statement) and programs are asked to reflect on their five-year data trends, data which are also disaggregated to encourage in-depth assessment [I.B.5_03; I.B.5_04]. Based on these data-informed analysis, programs identify action plans that seek to improve student learning and achievement. Institution-level review of these program plans occur through the Program Review Council, who work as a group to provide substantive and constructive feedback. Each program is asked to provide an annual update on their action plans until their next comprehensive program review. Figures 46 and 47 demonstrate the comprehensive program review process and outcomes.

FIGURE 46: Comprehensive Program Review Process

START

Program

Comprehensive
Program Review

Program
Review
Council

Feedback

VPI &
VPSS

Summary
Presentation

MIPC

Discussion

Recommendations

President
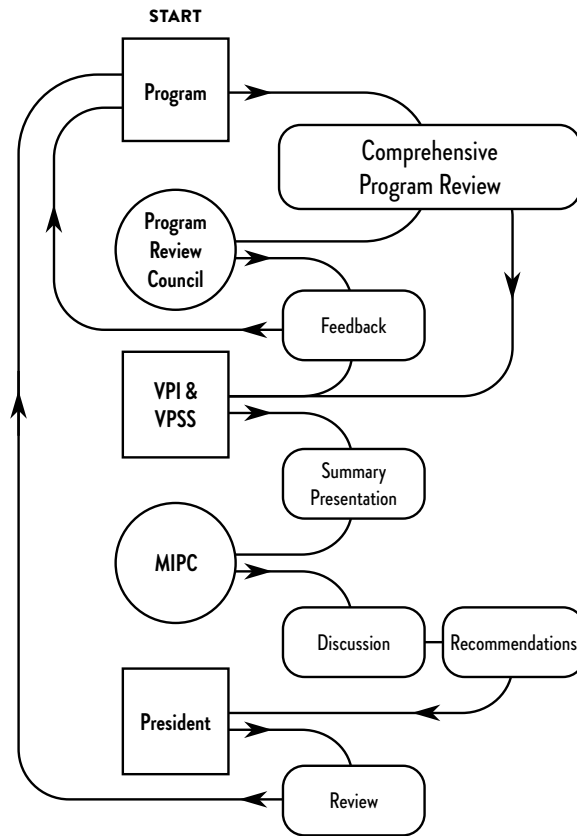
Review

FIGURE 47: Comprehensive Program Review Outcomes

Comprehensive
Program Review

Meets
Standard

Needs
Improvement

YEAR 1

Follow up or
remediation plan

YEAR 2

Annual
Program Review

Comprehensive
Program Review
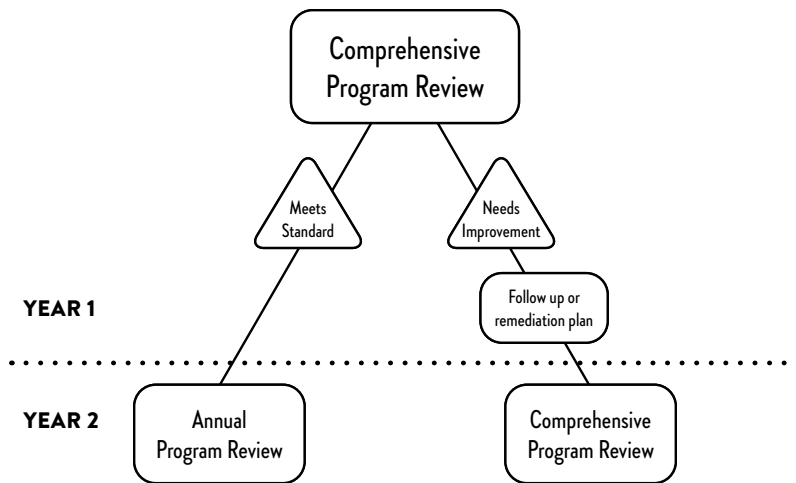
The College continues to make improvements to its program review process. In spring 2023, the program review cycle shifted to a spring to winter from a fall to spring timeline to better align the process with resource allocation. This revised timeline also allows programs to view their data mid-year. Additional

changes, informed by writer and reader feedback, will have program review reader teams (members who compose the Program Review Council) provide feedback based on their group review on the established rubrics [I.B.5_05; I.B.5_06]. Previously, individual program review readers provided their feedback independently and separately. College-level reflections about program review occur in participatory governance, when the vice presidents report out the evaluation of program goals and objectives in their support of the College mission.

The annual program reviews will continue to be evaluated by the respective program administrator, typically a dean or vice president [I.B.5_07]. As with all program review documentation, this feedback is publicly posted [I.B.5_08]. Figures 48 and 49 outline the annual program review process and outcomes.

FIGURE 48: Annual Program Review Process
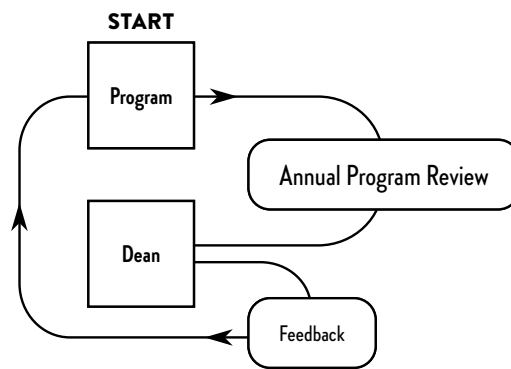
FIGURE 49: Annual Program Review Outcomes
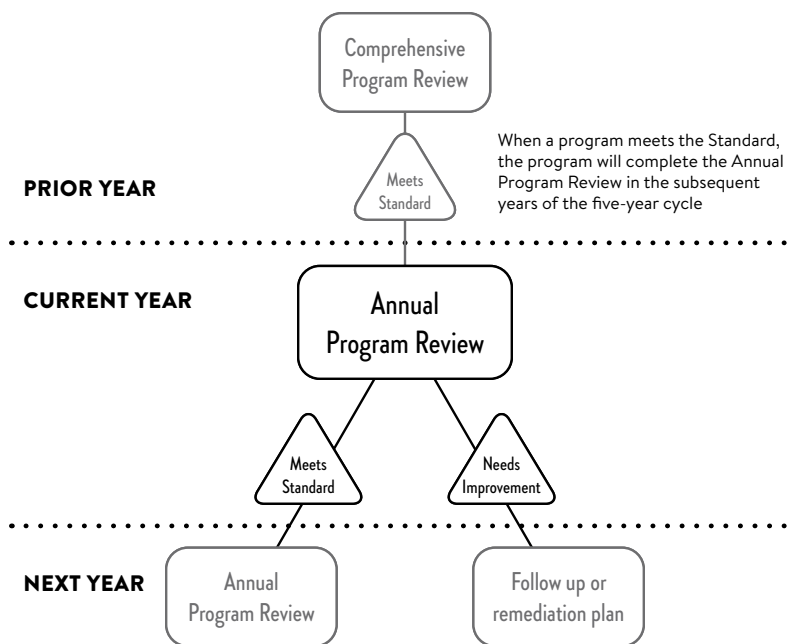
ANALYSIS AND EVALUATION Foothill College assesses the accomplishment of its mission through the program review process and continues to reflect on its process through regular evaluation led by an integrated planning/institutional effectiveness committee (formerly known as Integrated Planning and Budget Committee) [I.B.5_09; I.B.5_10]. The College demonstrates continuous process of improvement around program review. The planning effort that resulted in a complete revisioning occurred in 2017-2018, with adoption in 2019-2020. Evaluation of the new process by the Institutional Research and Planning Office is documented and ongoing. These improvement efforts are determined collaboratively, using quantitative and qualitative data (surveys, retreats, informal focus groups), and approved by participatory governance [I.B.5_11]. The revised process began in spring 2023.

EVIDENCE LIST

I.B.5_01 Program Review Manual

I.B.5_02 Program Review Schedule 5-Year Cycle

I.B.5_03 Revised Instructional Program Review Template 2023

I.B.5_04 Science Learning Institute Program Review 2022

I.B.5_05 Revised Instructional Program Review Rubric 2023

I.B.5_06 Program Review Council Membership

I.B.5_07 Annual Program Review Template 2023

I.B.5_08 Annual Program Review Rubric 2023

I.B.5_09 Program Review Reader Survey Results 2021

I.B.5_10 Program Review Writers Survey Results 2021

I.B.5_11 Academic Senate Meeting Minutes, November 7, 2022

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 re-allocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

EVIDENCE OF MEETING THE STANDARD Foothill College uses data to develop strategies to address performance gaps. The College acknowledges that when its data are disaggregated, there are performance gaps among the student population groups.

Planning documents, such as the Strategic Vision for Equity and its accompanying 13-55 implementation effort, prioritize disaggregation of all student data. The 13-55 implementation effort is explicit in having programs identify their own program-level gaps among disaggregated populations and prioritize their efforts to mitigate these outcome differences. As a regular annual cycle, programs review their data, identify alignment to one of the 13 issues and 55 goals, implement a strategy, review the results, and reflect on next steps.

Institutional-level processes, including program review and faculty prioritization requests, highlight disaggregated data and require the program review writer to address any student achievement inequities. The comprehensive program review template specifically directs programs to identify and address disproportionately-impacted student groups [I.B.6_01; I.B.6_02]. Programs use the program review process to identify an action plan to improve performance gaps. The resources request template is embedded in the program review template, and resource requests should be aligned with the program's action plans to minimize performance gaps [I.B.6_03].

The Math Performance Success program was developed to address the performance gap in Statistics (MATH 10) by ethnicity. Resources were intentionally allocated to increase student success, especially among the lowest-performing student population groups (e.g. Black, Latinx, students who did not successfully complete MATH 10), and data analysis was conducted to ensure program effectiveness [I.B.6_04]. Based on the demonstrated results, ongoing resources were committed to continue the corequisite, counseling, tutoring, and course materials support.

To ensure their services were distributed equitably across modality and ethnicities, the Counseling Department created a feedback form that students were encouraged to complete after their individual counseling appointments. Based on the responses received as of spring 2023 (400+ completed forms), Counseling implemented procedural changes to provide increased access for students, including the launch of a messaging/notification system to help with appointment scheduling and cancellation options, Quick Questions, a 15-minute alternative to the standard 30-minute appointments, and a Live Chat option for general information and guidance.

The Institutional Research and Planning (IRP) Office prioritizes access to and reporting of disaggregated data. This office hosts a suite of data dashboards that includes multi-year data on enrollment, success, equity, and awards completion. These data are accessible on demand, regularly updated, and can be disaggregated by student and course characteristics. Customized reporting is available that focuses on disproportionate impact at the College, division, and program levels.

While individual faculty can view their own section-level disaggregated data within this data tool the IRP Office also triggers quarterly personalized course success reports that are emailed to faculty [I.B.6_05]. These reports and presentations also actively disaggregate student data and can be seen in the evaluation methodology, design, and analysis of College improvement efforts [I.B.6_06; I.B.6_07; I.B.6_08].

ANALYSIS AND EVALUATION Foothill College prioritizes disaggregating and analyzing data for subpopulations of students within program review. This process is a mechanism for addressing performance gaps and engaging the College in an iterative process to improve instructional offerings. The College demonstrates how this disaggregated data is used for program improvement purposes.

EVIDENCE LIST

I.B.6_01 Revised Instructional Program Review Template 2023

I.B.6_02 Admissions & Records Program Review 2020

I.B.6_03 Resource Allocation Guidelines

I.B.6_04 AB705 Update on Math Performance presentation, November 16, 2021

I.B.6_05 Course Success with Equity Gaps Data, Winter 2023

I.B.6_06 Financial Aid Office Feedback Survey Template

I.B.6_07 Psychological Services Office Feedback Survey Template

I.B.6_08 Dual Enrollment CCAP/MOU Matriculation Tracking Survey Results, 2020-21

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 regularly evaluates its policies and practices to ensure their effectiveness and alignment with the College mission across all areas of the institution, including all programs, services, resource management and allocation, and participatory governance. The program review redesign effort demonstrates how regular evaluation leads to improvement and effectiveness efforts. The College includes evaluation at every stage of the program review cycle and results are reviewed through a participatory governance process. The Integrated Planning and Budget Task Force was created and charged with improving existing process [I.B.7_01]. Evaluations from the program writers, readers, and presenters are collected and discussed for areas of improvement [I.B.7_02; I.B.7_03; I.B.7_04; I.B.7_05]. In addition, the main governance body where program review presentations occurred was also surveyed to ensure presentations' effectiveness [I.B.7_06]. Regular and ongoing evaluations of the program review process led to additional improvements that were discussed and implemented in spring 2023 [I.B.7_07; I.B.7_08; I.B.7_09; I.B.7_10].

Evaluation of the resource allocation process helps ensure effective management of resource prioritization, allowing its practices to be flexible when needed. The Finance Allocation Team, led by the vice president

of finance and administrative services reviews the regular and ongoing evaluation and notes areas for improvement [I.B.7_11; I.B.7_12]. Feedback led to focusing on requests that are explicitly tied to program review action plans [I.B.7_13]. As a result, the resource request template is embedded in the program review template, reinforcing the relationship between both processes. The Resource Allocation Guide details each step of the resource request process to provide information and support (also a recommendation from the evaluation process).

Historically, the College administered an annual survey to collect constituency feedback about its participatory governance processes. In 2019-2020, a recommendation was made to the president to engage an external evaluator [I.B.7_14]. The College contracted the services of the Research and Planning Group to evaluate its participatory governance processes [I.B.7_15]. To improve governance effectiveness, the College initiated a redesign effort the following academic year that includes the rebranding of the main participatory governance body as the Mission Informed Planning Council.

Baccalaureate Degree Program
The Dental Hygiene program follows the same program review and resource allocation process as other College programs and services. The dean of Health Sciences and Horticulture plays a key role in the Finance Allocation Team's review of Dental Hygiene's resource requests, and they serve as a primary reader for Dental Hygiene's program review. Dental Hygiene faculty also engage in regular review of its learning and student support services through student and graduate survey efforts [I.B.7_16; I.B.7_17]. National accreditation standards ensure that the Dental Hygiene program demonstrates continuous quality and improvement.

ANALYSIS AND EVALUATION Foothill College regularly evaluates its policies and practices across all areas of the institution to ensure effectiveness in academic quality and accomplishment of the mission. These efforts are conducted internally (e.g. program review) and by external evaluators (e.g. governance). The resulting findings demonstrate whether the College is effective in its processes and procedures. Such efforts ensure the campus engages in an ongoing and continuous cycle of improvement.

EVIDENCE LIST
I.B.7_01 Integrated Planning and Budget Process Overview Webpage

I.B.7_02 Program Review Evaluations: Writer Template Survey Results, 2020

I.B.7_03 Program Review Reader Survey Results, 2020

I.B.7_04 Program Review Presenters Survey Results, 2020

I.B.7_05 Program Review Readers Survey Results presentation, 2020

I.B.7_06 Program Review Advisory Council Survey Results, 2021

I.B.7_07 Program Review Writers Survey Results, 2021

I.B.7_08 Program Review Reader Survey Results, 2021

I.B.7_09 Annual Progress Report Writers Survey, 2022

I.B.7_10 Integrated Planning and Budget Retreat Agenda, August 17, 2022

I.B.7_11 Online Budget Resource Request Survey Results, 2019

I.B.7_12 Annual Budget Form Evaluation, 2022

I.B.7_13 Revised Instructional Program Review Template 2023

I.B.7_14 Recommendation for External Evaluator for Governance Assessment Memo, April 23, 2020

I.B.7_15 Shared Governance External Evaluation Findings, 2021

I.B.7_16 Dental Hygiene Curriculum Meeting Agenda, May 24, 2023

I.B.7_17 Dental Hygiene 2nd Year Course Survey Template, Fall

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 broadly and clearly communicates its assessment and evaluation activities, sharing the results of these efforts at the College, division, and department/program levels. The dialogue from these spaces develops a shared understanding of department/program strengths and weaknesses. The Institutional Research and Planning Office (IRP), through its many reports and presentations, serves as one centralized place where assessment and evaluation are documented. IRP's work is shared publicly and discussed in multiple forums [I.B.8_01; I.B.8_02; I.B.8_03].

The institution's commitment to supporting broad campus engagement about assessment and evaluation is demonstrated through the public posting of program review writers' reflections and the corresponding readers' feedback [I.B.8_04; I.B.8_05]. Programs present their comprehensive reviews in participatory governance to encourage discussion regarding its opportunities, challenges, and areas for improvement [I.B.8_06].

The 13-55 implementation effort, as discussed earlier, is organized to promote cross-campus conversations about institutional and structural inequities that can be barriers to student learning and achievement.

Participants meet monthly to discuss their program's equity action plans, and documentation of this ongoing effort is housed in Canvas. Public presentations of each program's work are shared with the College to further discussions and consideration of these continuous improvement efforts [I.B.8_07].

ANALYSIS AND EVALUATION Foothill College is open and transparent in communicating its strengths and weaknesses based on ongoing assessment and evaluation activities. Program review and the 13-55 implementation effort are two examples that demonstrate cross-functional campus conversations. The institution's work and commitment are publicly documentated, with presentations and reportings posted for public access on the College website.

EVIDENCE LIST

I.B.8_01 Institutional Research & Planning Completed Requests Webpage

I.B.8_02 Understanding the Foothill Student presentation, September 13, 2022

I.B.8_03 Student Planning Survey presentation, August 17, 2021

I.B.8_04 Completed Comprehensive Program Reviews Webpage

I.B.8_05 Completed Annual Program Reviews

I.B.8_06 Dental Assisting Program Review presentation, 2020

I.B.8_07 13-55 Poster Session

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 engages in continuous, broad based, systematic evaluation and planning as demonstrated by its adopted planning calendar, which is publicly posted and reviewed [I.B.9_01; I.B.9_02]. The planning calendar provides direction regarding the planning of short and long-range needs, including regular review of College planning documents and processes.

Participatory governance, through the Mission Informed Planning Council (MIPC), creates a comprehensive structure to support systematic evaluation and planning. MIPC established a process to engage in review of the College mission statement, a crucial piece of the planning process [I.B.9_03]. Additionally, MIPC recommended incorporation of the Technology Task Force as a subcommittee of MIPC and is taking a

lead role with the Educational Master Plan update [I.B.9_04; I.B.9_05]. Discussions about establishing an integrated planning/institutional effectiveness committee to further the integration of systematic evaluation and planning for institutional effectiveness have occurred [I.B.9_06; I.B.9_07].

Short-term and long-term planning efforts can also be observed through how program review, planning, and resource allocation are integrated as one process. Responsibility for these efforts is shared by the Program Review Council, Resource Allocation Team, and supported through the Instruction Office and Institutional Research and Planning Office. These data provided in this process align with the student equity goals in areas where the College has documented disproportionate impact [I.B.9_08; I.B.9_09; I.B.9_10]. The comprehensive program review template captures long-range planning needs while the annual program review process provides shorter-term progress updates. The long-range needs are crystalized into proposed action plans and any needed resources are requested. Alignment between resource requests with the respective program review data aims to yield resource requests seeking to improve metrics such as enrollment, course success, or disproportionate impact rates.

While most resource requests submitted through the program review template relate to physical, technology, or other financial needs, any staffing requests are submitted through the Staff Request Form. Programs must describe how these data demonstrate the need for new staffing. All new faculty requests are reviewed by the Faculty Prioritization Committee and decisions are made by review of agreed upon standardized metrics.

ANALYSIS AND EVALUATION Foothill College continues its ongoing efforts at integrating its evaluation and planning processes. As demonstrated through an aligned program review and resource allocation cycle, institutional planning occurs on a regular and defined timeline, involves instructional and student success programs, and relies on dashboard data that is consistent in methodology and reporting. Programs are prompted to identify both short and long-range action projects in their ongoing efforts to enhance learning and demonstrate academic quality.

EVIDENCE LIST

I.B.9_01 7-Year Planning Calendar

I.B.9_02 Academic Senate Meeting Minutes, January 10, 2022

I.B.9_03 Mission Review Update #2 presentation, November 18, 2022

I.B.9_04 MIPC Meeting Minutes, November 4, 2022

I.B.9_05 MIPC Meeting Minutes, June 16, 2023

I.B.9_06 Institutional Effectiveness presentation, June 16, 2023

I.B.9_07 MIPC Meeting Minutes, June 16, 2023

I.B.9_08 Student Pathway Part 1 presentation, August 27, 2021

I.B.9_09 Student Pathway Part 2 presentation, August 27, 2021

I.B.9_10 Understanding the Foothill Student presentation, September 13, 2022

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Foothill College demonstrates a sustained, substantive, and collegial dialogue around student outcomes, assessment, equity, instructional quality, institutional effectiveness, and continuous improvement of student learning and achievement. Data and assessment inform program design and planning through the program review process, which aligns instructional and student service goals with resource allocation. The Institutional Research and Planning Office regularly disaggregates and disseminates data to assist in identifying performance gaps and evaluates the efficacy of efforts to address them. These data inform institutional, program, and department-level strategic planning. College communication of evaluation and assessment activities is publicly accessible through the program review and Strategic Vision for Equity websites. Together, program review, evaluation, and subsequent resource allocation enhance the College's efforts to make progress and improvements towards its short and long-term goals as described in the College's mission statement.

Improvement Plan(s)
None needed.

C. INSTITUTIONAL INTEGRITY

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 assures the clarity, accuracy, and integrity of information provided to students, prospective students, personnel, and all other persons or organizations through printed and digital materials. These publications, including newsletters, emails, social media posts, Clery Act Reports, and customized program brochures are the primary means through which the institution gives accurate information to students and the public [I.C.1_01; I.C.1_02; I.C.1_03; I.C.1_04; I.C.1_05]. Current information about the College's accreditation status is accessible at a dedicated accreditation webpage that is regularly updated with any reporting requirements and communication from the Accrediting Commission of Community and Junior Colleges (ACCJC) and in the College Catalog [I.C.1_06].

To ensure educational programs are in alignment with the College's mission statement, the College Curriculum Committee (CCC) regularly reviews educational program requirements. The CCC oversees

currency of all curriculum and notifies the Board of Trustees of any changes. Previous catalogs containing information about programs, including learning outcomes, are archived and accessible dating back to 2005-2006 through the Foothill College website [I.C.1_07]. All syllabi containing learning outcomes can be accessed by current students, and syllabi are distributed by faculty at the beginning of each quarter in every class. Additionally, course outlines of record contain learning outcomes for all courses and can be accessed through the College Catalog [I.C.1_08]. Various offices on campus follow a schedule to ensure timely scheduling and publication of academic catalog updates [I.C.1_09]. Division assistants are tasked with updating division and department websites for accuracy, currency, and clarity.

Baccalaureate Degree Program
Dental Hygiene program faculty and the division assistant regularly update their website to include clear and accurate information accessible to current and prospective students. The program website also includes information on program requirements, program accreditors, program compliance in meeting the educational standards, and how to file a complaint [I.C.1_10; I.C.1_11]. The College academic catalog also provides information regarding learning outcomes. Information about student support services for both the entry-level and the associate to bachelor's degree programs are vetted and updated accordingly by program faculty prior to each cohort's orientation.

ANALYSIS AND EVALUATION Foothill College ensures the accuracy and currency of its public information with regular review and updates. The institution's website is regularly updated as information changes, and the academic catalog is reviewed annually, although addendums as posted online through the year. Various campus programs and services follow a schedule to ensure public information is accurate and timely. The College maintains a dedicated website to document and communicate its most recent accreditation status and all related information.

EVIDENCE LIST
I.C.1_01 Employee Newsletter Archive Webpage

I.C.1_02 Springternship Announcement 2019

I.C.1_03 College Crime Statistics Summary Report Webpage

I.C.1_04 FHDA Clery Crime Statistics

I.C.1_05 Learning Resource Center Brochure

I.C.1_06 Accreditation Webpage

I.C.1_07 Catalog Archive Webpage

I.C.1_08 College Catalog, pg 230

I.C.1_09 Catalog Update Schedule

I.C.1_10 Dental Hygiene Program Webpage

I.C.1_11 Dental Hygiene Program Compliance Webpage

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

EVIDENCE OF MEETING THE STANDARD Foothill College's catalog is available online, with an option to print [I.C.2_01]. All requirements, policies, procedures, and program information are listed in the academic catalog, and addendums are updated in a timely manner through the CourseLeaf platform. A full review and update of all catalog content occurs annually from February to June. There is a review process to ensure the catalog information is accurate and current, and individuals based on areas of responsibility are assigned sections to update [I.C.2_02]. For example, the curriculum coordinator works with the division Curriculum Committees to submit approved program changes directly into CourseLeaf. Narrative edits may be reviewed by the Marketing and Public Relations Office to ensure clarity. The 2022–2023 catalog contains current information on all facts, requirements, policies, and procedures listed in the Catalog Requirements (Figure 50).

FIGURE 50: Catalog Requirements

General Information	Page(s)
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	4
Educational Mission	145
Representation of accredited status with ACCJC, and with programmatic accreditors	4
Course, Program, and Degree Offerings	11-144
Student Learning Outcomes for Programs and Degrees	11-144
Academic Calendar and Program Length	148
Academic Freedom Statement	149
Available Student Financial Aid	214-217
Available Learning Resources	224-228

General Information	Page(s)
Names and Degrees of Administrators and Faculty	195-213
Names of Governing Board Members	195

Requirements	Page(s)
Admissions	149-150
Student Tuition, Fees, and Other Financial Obligations	214
Degrees, Certificates, Graduation and Transfer	7-11, 178-194

Major Policies and Procedures Affecting Students	Page(s)
Academic Regulations, including Academic Honesty	150-153, 159
Nondiscrimination, Sexual Harassment	160
Acceptance and Transfer of Credits	152
Transcripts	153
Grievance and Complaint Procedures	165-167
Refund of Fees	214

ANALYSIS AND EVALUATION Foothill College publishes an academic catalog annually that is accessible to the public. Online access to the catalog is found through the institution's website, where direct links are posted and archived catalogs can also be retrieved. Catalog requirements are identified by the pages where the corresponding information is located. Program units and services follow a regular process for updating the catalog information and addendums that may need to be posted during the academic year.

EVIDENCE LIST
I.C.2_01 Catalog Webpage

I.C.2_02 Catalog Update Schedule

3. **The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

EVIDENCE OF MEETING THE STANDARD Foothill College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to advance planning priorities. All program review documentation, which includes reflections on student learning and achievement as well as action plans to improve student outcomes, are publicly posted [I.C.3_01].

The Institutional Research and Planning Office (IRP) hosts student success dashboards with publicly available student learning and achievement data [I.C.3_02]. IRP maintains and regularly updates College and program-level assessment and evaluation findings [I.C.3_03; I.C.3_04]. Local, system, and federal student achievement data is available through IRP's student achievement webpage [I.C.3_05]. Transfer data is also publicly available and is reported annually [I.C.3_06]. IRP's multiple data dashboards, which display enrollment, course success, awards completion, and disproportionate impact data are available to all employees through internal local access. Individual faculty course success reports are emailed quarterly, and faculty can access and manipulate their own section level data on demand [I.C.3_07].

Job placement and licensure pass rates data, among other student achievement metrics, are publicly available, reported in Accrediting Commission of Community and Junior Colleges (ACCJC) annual reports, and communicated to College constituencies [I.C.3_08].

Baccalaureate Degree Program
Dental Hygiene presents evidence of its academic quality with student learning and achievement data, including personal testimonials, on its program brochure [I.C.3_09]. Additionally, assessment of student outcomes is discussed at Advisory Board meetings [I.C.3_10]. Dental Hygiene faculty assess learning outcomes quarterly and make teaching and evaluation changes as a result. Student outcome data are communicated through program review and in other regular reporting such as the ACCJC Annual Report. teaching and evaluation changes as a result. Student outcome data are communicated through program review and in other regular reporting such as the ACCJC Annual Report.

ANALYSIS AND EVALUATION Foothill College communicates its academic quality metrics in multiple locations, but primarily through the institution's website. In addition to posting online the results of ongoing review at the program levels, the institution's website shows assessment outcomes at the campus level, including a listing of institutional metrics, IRP reports and presentations, public dashboards, and student achievement data hosted by outside resources such as the California Community Colleges Chancellor's Office.

EVIDENCE LIST
I.C.3_01 Comprehensive Program Review Webpage

I.C.3_02 Student Success Dashboard Webpage

I.C.3_03 Course Success: In-person vs Online presentation, March 30, 2022

I.C.3_04 Radiologic Technology Alumni Survey Results, 2021

I.C.3_05 Student Achievement Data Webpage

I.C.3_06 Four-Year Transfer Numbers, 2020-21

I.C.3_07 Faculty Course Success Reports

I.C.3_08 Aspirational Goals Setting presentation, May 7, 2021

I.C.3_09 Dental Hygiene Program Brochure

I.C.3_10 Dental Hygiene Curriculum Meeting Agenda, May 24, 2023

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's academic catalog serves as the primary information source about the institution's educational programs [I.C.4_01]. The catalog describes the purpose, content, requirements, and expected learning outcomes of all programs, certificates, and degrees [I.C.4_02]. Program websites present similar content including the type of awards conferred, course listings, career opportunities, and related degree offerings.

Career and Academic Pathways (CAPs) present certificate and degree information as program maps organized by discipline groupings ranging from Arts and Media to Science, Technology, Engineering and Math [I.C.4_03]. These program map clusters display degrees, high-unit certificates, low-unit certificates, and non-credit certificates awarded by the College [I.C.4_04]. CAPs information is accessible by one link from the College homepage [I.C.4_05].

Baccalaureate Degree Program
Dental Hygiene program degree information is listed in the College academic catalog [I.C.4_06]. The program also maintains its own website that includes an overview of the entry-level track and the associate to bachelor's degree track [I.C.4_07; I.C.4_08; I.C.4_09]. The program website also states the program's vision, values, and purpose [I.C.4_10].

ANALYSIS AND EVALUATION Foothill College describes its certificates and degrees, including the Dental Hygiene bachelor's program, in its academic catalog. The information presented includes program descriptions along with course sequences, prerequisites, and specific admissions requirements to the allied

health programs. Students can also access certificate and degree information, including recommended course pathways, through program maps that are organized thematically.

EVIDENCE LIST

I.C.4_01 College Catalog, pg 220-221

I.C.4_02 College Catalog, pg 6-7

I.C.4_03 Career & Academic Pathways Webpage

I.C.4_04 Child Development Program Map

I.C.4_05 Career & Academic Pathways Homepage Link

I.C.4_06 College Catalog, pg 49-52

I.C.4_07 Dental Hygiene Program Webpage

I.C.4_08 Dental Hygiene Entry-Level Webpage

I.C.4_09 AS to BS-Dental Hygiene Webpage

I.C.4_10 Dental Hygiene Humanistic Statement

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

EVIDENCE OF MEETING THE STANDARD Foothill College regularly reviews its institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. The College has adopted a seven-year planning cycle, where its mission statement and planning documents are reviewed and revised with engagement from all constituencies. District Administrative Procedure proposes identifying an administrative position to lead each of the College-level planning documents during each cycle [I.C.5_01].

The Marketing and Public Relations Office conducts its annual catalog review process through a collaborative effort to confirm any updates and changes in policies and procedures [I.C.5_02]. Websites are continually reviewed and updated as needed. Divisions collaborate with Marketing and Public Relations staff for consistency in format and design. Public-facing information about the College, such as the Foothill Fast Facts webpage and the factsheet are revised regularly [I.C.5_03; I.C.5_04]. Figure 51 is a sample of the College's policies, procedures, and publications and the frequency by which they are reviewed.

FIGURE 51: Policy, Procedure and Publication Review Timeline

Policy, Procedure, Publication	Review Timeline	Responsible Party
Mission Statement	Every 7 years	Mission Informed Planning Council (MIPC)
Educational Master Plan	Every 8 years	Mission Informed Planning Council (MIPC)
Facilities Master Plan	Every 5 years and as needed	Facilities Master Plan Study Group
Technology Plan	Every 3 years	Mission Informed Planning Council (MIPC)
Governance Handbook	As needed	President's Office
Catalog	Every year	Marketing and Public Relations
Faculty Handbook	As needed	Academic Senate, Instruction Office
Class Schedule	Every quarter and as needed	Instruction Office
Registration and Enrollment Information	Every quarter	Enrollment Services
Financial Aid Information	Every year	Financial Aid Office

ANALYSIS AND EVALUATION Foothill College has identified timelines and assigns responsible parties to ensure its policies, procedures, and publications are current and accurate.

EVIDENCE LIST

I.C.5_01 Administrative Procedure 3250

I.C.5_02 Catalog Update Schedule

I.C.5_03 Fast Facts Webpage

I.C.5_04 Fast Facts Sheet

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 is committed to providing accurate and comprehensive information around financial commitment and resources to all students. The Cashier's Office and Financial Aid Office websites clearly list the total cost of attendance for resident and non-

resident students [I.C.6_01; I.C.6_02]. Current and prospective students can also access a net price calculator [I.C.6_03]. Information about tuition, fees, and other expenses is also listed in the academic catalog [I.C.6_04]. These costs are presented in multiple ways, with information about direct and indirect costs, full-time vs. part-time costs, and costs related to the Dental Hygiene baccalaureate program. Course materials costs, such as textbooks and instructional materials, are listed on the College bookstore website, which is managed by Follet.

ANALYSIS AND EVALUATION Foothill College's Financial Aid Office updates the cost of attendance regularly in multiple locations, including its webpages and the academic catalog. The office also communicates this information to the Admissions and Records Office, and the Cashier's Office ensures this same information is communicated accurately to students, primarily through its own website and published documentation.

EVIDENCE LIST
I.C.6_01 Student Fees & Tuition Webpage

I.C.6_02 Cost of Attendance Webpage

I.C.6_03 Net Price Calculator

I.C.6_04 College Catalog, pg 214-217

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

EVIDENCE OF MEETING THE STANDARD There are published Board Policies on academic freedom and responsibility that seek to maintain an environment of freedom in the dissemination of knowledge in accordance with state law and regulations [I.C.7_01]. Foothill College's commitment to intellectual freedom is documented in the faculty tenure handbook, student handbook, and academic catalog [I.C.7_02; I.C.7_03; I.C.7_04].

ANALYSIS AND EVALUATION Foothill College's published policies make clear that an atmosphere for academic freedom and responsibility is valued and supported.

EVIDENCE LIST
I.C.7_01 Board Policy 4190

I.C.7_02 Faculty Tenure Handbook, pg 11

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 Foothill College is explicit about expectations for honesty, responsibility, and academic integrity through its adopted policies and procedures. Board Policies addressing mutual respect; harassment and discrimination; and student rights and responsibilities detail behaviors and expectations for all constituencies [I.C.8_01; I.C.8_02; I.C.8_03]. Administrative Procedures, such as codes of conduct, also provide additional guidance [I.C.8_04]. Board Policy also states trustees are held to these same standards [I.C.8_05].

The student handbook publicizes information about District policies and procedures related to academic honesty as well as the College's academic integrity policy and honor code [I.C.8_06]. Documentation regarding due process is also available both on the student handbook website and in PDF form [I.C.8_07; I.C.8_08]. This information is also accessible through the College academic catalog [I.C.8_09]. Student conduct and dishonesty cases are reported to the Student Affairs and Activities Office and documented through Maxient software.

Student honesty and academic integrity in virtual spaces are authenticated through a single sign-on process, using a College-assigned identification number and password. This procedure establishes the identities of online students who use Canvas, the institution's online learning management system. Canvas also has integrated Turnitin software for plagiarism. The Online Learning Office encourages faculty to use projects, student reflections on learning, and sample formative assessments to ensure that students are turning in their own work.

ANALYSIS AND EVALUATION Foothill College's policies and procedures around academic integrity are listed in multiple locations, including the academic catalog and student handbook. Guidance around academic integrity, honesty, and responsibility as it relates to District expectations for all constituencies, including students, are set forth by Board Policies and Administrative Procedures.

EVIDENCE LIST
I.C.8_01 Board Policy 4110

I.C.8_02 Board Policy 4640

I.C.8_03 Board Policy 5500

I.C.8_04 Administrative Procedure 5510

I.C.8_05 Board Policy 2715

I.C.8_06 Online Student Handbook

I.C.8_07 Discipline & Due Process Webpage

I.C.8_08 Student Conduct & Due Process Handbook

I.C.8_09 College Catalog, pg 159

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 While Board Policy does promote faculty academic freedom, Foothill College faculty are expected to distinguish between personal conviction and professionally-held views [I.C.9_01]. Course outlines of record publicize updated and acceptable discipline views that are reviewed and approved by each division's Curriculum Committee, which are delegates of the College Curriculum Committee (itself a sub-committee of the Academic Senate). All full–time and part-time faculty are evaluated via the J1 Administration and Peer Evaluation Form to ensure academic and professional standards are met [I.C.9_02]. The J1 evaluation contains a professionalism section (A.1, A.3) that rates how faculty keep current in their discipline and how they accept criticism. The J2 Student Evaluation Form also provides an opportunity to ensure that faculty maintain a classroom atmosphere conducive to learning [I.C.9_03].

ANALYSIS AND EVALUATION Foothill College's course outline of record process ensures that faculty present content that is professional and void of personal convictions. The College and District Board Policies also maintain clear delineations between allowable personal convictions and professional behavior and content. J1 and J2 evaluations provide the opportunity for criticism and feedback to promote a practice of teaching excellence.

EVIDENCE LIST
I.C.9_01 Board Policy 4190

I.C.9_02 J1 Administration and Peer Evaluation

I.C.9_03 J2 Student Evaluation

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 As a public institution devoted to equity, integrity, and high quality education and in alignment with Board Policies, the student code of conduct, and the academic catalog, Foothill College does not seek to instill specific religious beliefs, philosophies, or world views in its administrators, classified staff, faculty, and students. Expectations on specific codes of conduct provide clear notice of these policies as related to mutual respect, drug-free workplace, violence in the workplace, sexual assault policy, and harassment and discrimination [I.C.10_01; I.C.10_02; I.C.10_03; I.C.10_04; I.C.10_05; I.C.10_06].

ANALYSIS AND EVALUATION Foothill College maintains clear policies requiring administrators, classified staff, faculty, and students to adhere to a code of conduct. These policies are in multiple locations and publications. As part of its regular review process and with support from the Instruction Office, Academic Senate will be revising the faculty handbook in 2023-2024 for currency.

EVIDENCE LIST
I.C.10_01 Board Policy 4110

I.C.10_02 Board Policy 4500

I.C.10_03 Board Policy 3510

I.C.10_04 Board Policy 4630

I.C.10_05 Board Policy 4640

I.C.10_06 Student Code of Conduct

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 N/A

ANALYSIS AND EVALUATION N/A

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 meets the eligibility requirements of and is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC) as demonstrated by the accreditation documentation published on the College's accreditation website, which is one click away from the homepage [I.C.12_01]. This website makes public the College's compliance with accreditation Standards and Commission policies as demonstrated through action letters and substantive change approval from the ACCJC [I.C.12_02; I.C.12_03; I.C.12_04]. The information reflects archived and current documentation regarding the College's accreditation status, including the timeline for the next peer review team visit. The College provides information about submitting third-party comments on its accreditation website and a dedicated About ACCJC webpage [I.C.12_05; I.C.12_06].

ANALYSIS AND EVALUATION Foothill College is compliant with accreditation requirements, standards, and policies. The institution publicly discloses and documents institutional reporting, teams visits, and any approval for substantive change. All information and communication between the College and the ACCJC can be found on the institution's dedicated accreditation website.

EVIDENCE LIST
I.C.12_01 Accreditation Homepage Link

I.C.12_02 ACCJC Reaffirmation Letter

I.C.12_03 ACCJC Action Letter Midterm Report

I.C.12_04 ACCJC Subchange Acceptance Letter, April 6, 2023

I.C.12_05 Accreditation Webpage

I.C.12_06 About ACCJC Webpage

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 advocates and demonstrates honesty, integrity, and professionalism in its relationships with external agencies, including the Accrediting

Commission of Community and Junior Colleges (ACCJC) [I.C.13_01]. Communication with the accrediting body about required reporting and comprehensive reviews (including the current reaffirmation process) have dedicated webpages [I.C.13_02, I.C.13_03; I.C.13_04]. Figure 52 outlines the Foothill College programs that are externally accredited.

FIGURE 52: Foothill College Program Accrediting Bodies

Program	Accrediting Body
Dental Assisting	Commission on Dental Accreditation (CODA)
Dental Hygiene	Commission on Dental Accreditation (CODA); Dental Hygiene Board of California (DHBC)
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Programs (CAAHEP); Joint Review Committee – Diagnostic Medical Sonography (JRC-DMS)
Emergency Medical Services	Commission on Accreditation of Allied Health Programs (CAAHEP); Committee on Accreditation of Educational Programs for the Emergency Services Professionals (CoA-EMSP)
Pharmacy Technology	American Society of Health-System Pharmacists (ASHP)
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)
Respiratory Therapy	Commission on Accreditation for Respiratory Care (CoARC)
Veterinary Technology	American Veterinary Medical Association, Committee on Veterinary Technical Education Activities (AVMA-CVTEA)

ANALYSIS AND EVALUATION Materials and correspondence with the ACCJC indicate Foothill College is in good standing. Program accreditation is current and maintained in eight allied health programs. The institution communicates any changes to the Commission, students, and the public and documents this effort through its website.

EVIDENCE LIST

I.C.13_01 Accreditation Webpage

I.C.13_02 Reaffirmation of Accreditation 2024 Webpage

I.C.13_03 College Catalog, pg 1-2

I.C.13_04 Dental Hygiene Program Webpage

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

EVIDENCE OF MEETING THE STANDARD Foothill College prioritizes high–quality education, student achievement, and student learning over any financial returns. The College adheres to its mission and vision statements, where descriptions on "educating" and "achieving equity in achievement of student outcomes" reflect the societal value and benefit of a "well-educated population" [I.C.14_01]. The Guided Pathways mission statement and guiding principles recognize the need for "removing all structural barriers to learning" and that "learning is at the center of the student experience." [I.C.14_02; I.C.14_03]. The Strategic Vision for Equity is explicit about the College commitment, identifying 13 issues that are barriers to equitable student learning and achievement [I.C.14_04]. Alongside the 13-55 implementation effort that seeks to operationalize the Strategic Vision for Equity, the Educational Master Plan, Facilities Master Plan, and Technology Plan also aim to operationalize these values.

Board Policy and Administrative Procedures state that District commitment to student achievement and student learning is paramount. Board Policy focused on ethical conduct is explicit regarding standards where District employees are directed to function in their roles and duties in advance of the public interest. This policy states that employees are to not to use their positions for personal gain or private benefit [I.C.14_05]. Other Board Policy and Administrative Procedure set guidance about conflicts of interest, establishing operational integrity for the trustees and employees [I.C.14_06; I.C.14_07]. The Administrative Procedure on contract procedures addresses legal and ethical requirements for contract policy procedures, including the competitive bidding process and required records and audit [I.C.14_08].

ANALYSIS AND EVALUATION Foothill College is explicit about delivering high-quality education as paramount to other objectives. All institutional planning and financial decision making focuses on continuous improvement with student learning and achievement, with specific emphasis on moving toward equitable student outcomes. The College mission and vision statements, Board Policy, and Administrative Procedures, reinforce that no other objectives occur.

EVIDENCE LIST
I.C.14_01 Mission & Values Webpage

I.C.14_02 Guided Pathways Webpage

I.C.14_03 Guided Pathways Design Principles Webpage

I.C.14_04 Strategic Vision for Equity, 2021-25

I.C.14_05 Board Policy 3121

I.C.14_06 Board Policy 2712

I.C.14_07 Administrative Procedure 2710

I.C.14_08 Administrative Procedure 3143

Conclusions on Standard I.C: Institutional Integrity

Foothill College demonstrates institutional integrity through its decisions, communications, policies, procedures, and plans. The institution works to ensure alignment with its mission statement, vision statement, and values. All College material, including its academic catalog, are accessible, available online, and updated regularly for the campus community and public. These materials present clear and accurate information and requirements about degree programs and certificates, course descriptions, and learning outcomes. Information about costs is clear and publicly available for current and prospective students. Foothill publicly shares communications with the ACCJC, along with information about its ongoing accreditation status. Policies are regularly reviewed to ensure the institution is maintaining its integrity. Board guidance is clear about academic integrity, codes of conduct, and the commitment to high-quality education and student achievement.

Improvement Plan(s)
None needed.

STANDARD II
STUDENT LEARNING PROGRAMS & SUPPORT SERVICES

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. INSTRUCTIONAL PROGRAMS

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

EVIDENCE OF MEETING THE STANDARD Foothill College offers instructional programs in accordance with California Education Code (Title 5) where an organized sequence of courses leads to a defined objective, such as employment, degree, certificate, license, or transfer to another institution [II.A.1_01]. At its main campus, in Los Atos Hills, and at the Sunnyvale Center, and in diverse online modalities, the College ensures that students receive high–quality instruction, services, and resources that are appropriate to higher

education and culminate in the attainment of student learning outcomes, degrees, certificates, employment, and/or transfer.

Board Policy outlines that the programs should be of high quality and relevant to community and student needs [II.A.1_02]. Faculty assume a primary role and responsibility for curriculum review and oversight to ensure instructional offerings and quality are congruous with higher education. Justification of programs includes review of opportunities for students in the job market and preparation for transfer. Additionally, faculty consider course and program currency based on feedback from industry professionals and from four-year institutions (with articulation agreements). Faculty are encouraged to consult the College's articulation officer to seek articulation with four-year institutions for new courses.

Much of this work occurs in the College Curriculum Committee (CCC), a subcommittee of Academic Senate, and the division curriculum committees. The institution has a decentralized curriculum committee structure where the individual division curriculum committees discuss and consider curricular topics and concerns before forwarding these issues to the college level committee. For new program creation, there is a four-step procedure to ensure alignment with core mission goals and appropriateness for higher education [II.A.1_03]. A discipline faculty member creates and submits a plan to their division curriculum committee, and this plan is presented at CCC. Once reviewed in both committees, the new program is shared at the Academic and Professionals Matters Committee (APM), a district participatory group. The District Governing Board approves new programs (or programs to be discontinued) in accordance with the California Education Code (Title 5).

Proposals for new courses (whether credit or noncredit) also begin with initial divisional curriculum committee approval, followed by announcement to the College Curriculum Committee. The latter is responsible for determining the submittal data required in order to evaluate a course, including proposed transferability and identification of the degree(s) and/or certificate(s) to which the new course would be added. Each course outline of record (COR) (includes student learning outcomes) is reviewed by discipline faculty at least every five years, or more frequently if a change(s) is/are proposed in the course [II.A.1_04].

The College tracks whether approved programs, where appropriate, regularly confers degrees and certificates. These data are accessible to all administrators, classified staff, and faculty in the Degrees and Certificates dashboard [II.A.1_05]. This information is also published in the College's Fast Facts and can be accessed through links from the Institutional Research and Planning Office's website [II.A.1_06; II.A.1_07].

Baccalaureate Degree Program
The Dental Hygiene faculty ensure the program's courses maintain the rigor and standards of both lower division and upper division work. Faculty track the number of degrees conferred and employment outcomes annually. Student demand is consistent for both the entry-level and associate degree to bachelor's degree completion (AS-to-BS) tracks. The Commission on Dental Accreditation (CODA) accredits the baccalaureate degree while the California State Chancellor's Office and Accrediting Commission for Community and Junior Colleges (ACCJC) approved the program as appropriate for higher education.

ANALYSIS AND EVALUATION Foothill College offers courses and programs aligned to the College mission and appropriate in quality and rigor for higher education. Through articulation agreements, the College ensures students can transfer to other institutions. Career and Technical Education (CTE) programs prepare students for the workforce. The baccalaureate degree in Dental Hygiene meets industry demand for more highly-educated workers and fills a gap in higher education as no such degree opportunity exists at four-year institutions. Program and courses are reviewed and approved in a faculty-driven process occurring in the division and College curriculum committees. The process is aligned with Title 5 and supported by Board Policy. All new course proposals are developed with consideration for in person and online instructional modalities. Programs are tracked annually for completion and the numbers of awards conferred are accessible and shared broadly.

EVIDENCE LIST

II.A.1_01 Program Definitions

II.A.1_02 Board Policy 4020

II.A.1_03 New Degree or Certificate Creation

II.A.1_04 Course Outlines of Record

II.A.1_05 Degrees and Certificates Dashboard

II.A.1_06 Fast Facts Sheet

II.A.1_07 Student Achievement Data Webpage

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

EVIDENCE OF MEETING THE STANDARD All faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. The College Curriculum Committee (CCC) and division curriculum committees have responsibility for curricular review and approval before submitting courses and programs for approval by the Board of Trustees. The course creation process is publicly posted and described fully for faculty to follow [II.A.2_01; II.A.2_02; II.A.2_03; II.A.2_04].

Division curriculum committees approve new courses, conduct content review, discuss course delivery methods, and ensure the annual curriculum sheet process is followed. The CCC approves course characteristics, including standalone, general education, and cross-listings, as well as new certificate and degree programs. For Career and Technical Education programs, faculty consult with program Advisory Boards that include business and industry professionals about curriculum content and industry employment standards [II.A.2_05]. Instructional modality is discussed at the division curriculum committees to review academic quality regardless of whether the course is taught in person, online, or hybrid formats [II.A.2_06].

All instructional programs participate in the five-year program review cycle to ensure program quality and to identify opportunities for improvement [II.A.2_07]. Program faculty participate in a reflective review of student learning outcomes following the template prompts and the five-year longitudinal data provided. The program review process includes analysis for achievement rates in various completion outcomes disaggregated by instructional modality and student characteristics. The narrative prompts also ask faculty to outline action plans for innovation and improvement. These action plans are tracked in the annual program reviews for continuing student learning outcomes. Program review feedback is provided by the Program Review Committee, which is composed of division deans and faculty within and outside of the program being reviewed. Refer to Standard I.B.5 for more information about the program review process.

Professional development efforts regularly engage faculty on teaching and learning topics, including curriculum development and online learning. The faculty professional development coordinator publicizes workshop topics and opportunities including those related to student learning, achievement, and equity [II.A.2_08; II.A.2_09]. The Online Learning Office offers extensive professional development and resources for faculty teaching online classes: Peer Online Course Review (POCR); online faculty handbook; and drop–in office hours [II.A.2_10; II.A.2_11; II.A.2_12; II.A.2_13; II.A.2_14]. Faculty online coordinators for each division work to ensure that the activities and resources created are reflective of discipline needs, improve teaching and learning strategies, and promote student success.

ANALYSIS AND EVALUATION Foothill College faculty are responsible for curricular content and instructional methodology. Overarching oversight is provided by the College Curriculum Committee (CCC) and division curriculum committees. The CCC approves new programs, provides curriculum direction, and approves division curriculum processes. Faculty demonstrate collective responsibility for the design and improvement of student learning by engaging in a systematic program review process. Faculty are also supported in ongoing and continuous efforts at teaching and learning improvements through intentional professional development, with specialized support for online teaching.

EVIDENCE LIST
II.A.2_01 Division Curriculum Committees Webpage

II.A.2_02 Fine Arts & Communication Curriculum Committees Meeting Minutes, June 13, 2023

II.A.2_03 Curriculum Process Resources Webpage

II.A.2_04 New Course Creation

II.A.2_05 Computer Science Advisory Board Agenda, June 2, 2023

II.A.2_06 New Course Creation, pg 3

II.A.2_07 Program Review Manual

II.A.2_08 Professional Development Newsletter, June 10, 2022

II.A.2_09 Professional Development Webpage

II.A.2_10 Online Learning Webpage

II.A.2_11 Online Learning Workshops Webpage

II.A.2_12 Online Learning Workshops Archive

II.A.2_13 Online Learning Workshops Messaging

II.A.2_14 Peer-Online Course Review Webpage

3. **The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

EVIDENCE OF MEETING THE STANDARD Foothill College has identified student learning outcomes (SLOs) for all courses, programs, certificates, and degrees. SLOs are published on course syllabi, course outlines of record (CORs) and program websites [II.A.3_01]. SLOs are also available through the Canvas (Instructure) site, where faculty are expected to keep their information current [II.A.3_02]. Faculty are required to participate in the SLO process [II.A.3_03; II.A.3_04]. As the College is transitioning its SLO documentation from TracDat to Canvas, examples of SLO assessment are based on the TracDat format [II.A.3_05].

As part of the ongoing cycle of continuous improvement, the College adopted a new SLO initiative beginning fall 2022. Initially unveiled as the Ensuring Learning effort, the SLOs work was rebranded as Foothill Inquires, and the faculty coordinators are members of the Academic Senate Executive Committee and are supported by the Instruction Office [II.A.3_06]. This effort aims to support and sustain a campus culture of inquiry and improvement to understand, document, and shape the forces and obstacles contributing to or hindering students' educational success. Two faculty members have reassign time to coordinate this re-envisioning

effort [II.A.3_07]. The Foothill Inquires coordinators facilitate dialog at the College, division (career and academic pathway levels), and program levels and have created a Canvas (Instructure) repository of resources [II.A.3_08]. The deliverables expected in 2023-2024 include will include a review of existing SLOs and updated assessment strategies.

Baccalaureate Degree Program
Consistent with institutional practices, all Dental Hygiene courses (in both pathways) are approved by the College and State Chancellor's Office. Student learning outcomes are included on course syllabi and regularly evaluated. As part the program's curriculum management program, faculty discuss and determine whether any changes to teaching and learning changes should occur [II.A.3_09].

ANALYSIS AND EVALUATION Foothill College has identified student learning outcomes (SLOs) for all courses, programs, certificates, and degrees. SLOs are published in the College Catalog, and on course syllabi, course outlines of record (CORs), and program websites. Documentation of these approved learning outcomes are shared with students on their course syllabi distributed in every class section. The College is implementing ongoing improvements to the SLO process.

EVIDENCE LIST
II.A.3_01 CourseLeaf Course Outline of Record Process

II.A.3_02 Canvas SLO Example

II.A.3_03 J1 Administration and Peer Evaluation

II.A.3_04 Faculty Association Agreement 2019-22, pg 53

II.A.3_05 Non-Credit English (NCEL) SLO Report

II.A.3_06 Fall 2022 Flex Day Workshop Session

II.A.3_07 Learning Outcomes Coordinator Job Description

II.A.3_08 SLO presentation

II.A.3_09 Dental Hygiene Faculty Calibration presentation, 2022

4. **If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

EVIDENCE OF MEETING THE STANDARD Foothill College offers pre-collegiate curriculum in English for Second Language Learners (ESLL), Math, and Spanish. These pre-collegiate courses are distinguished from College-level courses through strategic course sequencing and corequisite support. Courses numbered 400 and higher are indicated as pre-collegiate coursework [II.A.4_01]. Catalog descriptions include applicability for graduation or transfer and inform students about the course level [II.A.4_02].

The curriculum committees review and approve corequisite course support in English, ESLL, and Math. Additional instructional support includes credit and non-credit course options as an integrated approach to successful transfer-level coursework completion. Other non-credit courses provide an introduction to support services and learning community programs.

Foothill College offers enhanced non-credit certificate programs along with other supplemental instruction courses, including one-to-one and small group tutoring, that are identified as pre-collegiate coursework, labeled as non-credit [II.A.4_03]. The College offers a non-credit course sequence in Math (NCBS 403A/B) that is structured as a summer workshop to help bridge students to transfer-level Math.

ANALYSIS AND EVALUATION All Foothill College pre-collegiate curriculum is distinguished from College-level curriculum, and this information is publicly accessible in the College Catalog. Existing pre-collegiate curriculum include English or Math corequisites, pathway courses, and non-credit programs that can lead to certificate completion or to a credit program pathway.

EVIDENCE LIST

II.A.4_01 Course Numbering System

II.A.4_02 Course Outline of Record Example (ESLL)

II.A.4_03 Non-Credit Certificates List

5. **The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

EVIDENCE OF MEETING THE STANDARD Foothill College has clear procedures regarding practices related to degrees and programs. These processes follow Board Policy and are aligned with protocols established by the California Community College Chancellor's Office [II.A.5_01; II.A.5_02]. Board Policy 4100 states that students must complete general education, residency, and requirements identified in California Education Code (Title 5). Administrative Policy 4100 defines acceptable coursework as those pursuant to Title 5 and listed in the California Community College Chancellor's Office (CCCCO) Taxonomy

of Program codes. All information about certificate and degree requirements, including general education, are published in the College Catalog and filed with the CCCCO. Administrative Policy 4020 describes this practice in more detail, including the responsibilities for program initiation, review, and approval from the vice president of Instruction, Academic Senate, College Curriculum Committee, program faculty, and the articulation officer [II.A.5_03]. This workflow process includes Title 5 compliance, articulation with four-year institutions, and Advisory Board feedback (for CTE programs).

The CCCCO requires all associate degree programs to have a minimum of 90 quarter units or 180 units for bachelor degree programs. The Division Curriculum Committees and the College Curriculum Committee review programs to meet these general education and major requirements, along with the quarter unit requirements for certificates. The course outline of record (COR) process helps ensure individual courses are of appropriate rigor, resulting in degree programs that are of appropriate length, depth, and rigor. The articulation officer is part of this workflow process.

Baccalaureate Degree Program
The Dental Hygiene program is of appropriate rigor and course sequence, requiring 198.5 quarter units. The academic credit awarded for upper division courses is clearly distinguished from lower division courses based on course numbering. In addition to the published catalog information, the program map provides a streamlined visual timeline to completion [II.A.5_04].

ANALYSIS AND EVALUATION Foothill College's courses and programs follow a rigorous development and review process that ensures courses and programs meet the practices common to American higher education. These policies and procedures are identified in Board and administrative policies and require alignment with the CCCCO and Title 5.

EVIDENCE LIST
II.A.5_01 Board Policy 4100

II.A.5_02 Administrative Procedure 4100

II.A.5_03 Administrative Procedure 4020

II.A.5_04 Dental Hygiene Program Map

6. **The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

EVIDENCE OF MEETING THE STANDARD Foothill College schedules courses in a manner that allows students to complete certificate and degree programs within a time period consistent with established expectations in higher education. The College schedule is structured around three 12-week terms (fall,

winter, and spring), with a shortened six-week summer term. Classes are taught in multiple modalities to provide the most flexibility for students to complete their programs.

Course pathway information can be accessed multiple ways. The College Catalog lists all the degrees and certificates offered along with all of the associated requirements. The Career and Academic Pathways (CAPs) website hosts a program mapper listing the courses for every degree and certificate in its scheduled sequence [II.A.6_01]. Academic counselors also work with students to complete a comprehensive educational plan that identifies all necessary coursework to attain their educational goals.

The Scheduling Committee, composed of Instruction Office administrators, classified staff, and faculty, discuss and determine course scheduling policies and procedures [II.A.6_02]. During each term's registration period, deans review enrollment data and manage the sections scheduled, including reviewing waitlists and cancelling or opening sections. The vice president of Instruction facilities a weekly deans' meeting to consider year-to-year trends and effectively manage course availability so students are able to complete their programs on time. These data are accessed through various dashboards available to deans and senior administrators [II.A.6_03; II.A.6_04].

The College recently established an annual class schedule so students are able to plan for their courses over three quarters. One goal of this initiative is to be able to publish an ongoing two-year class schedule within the next three years. This timeline aims to align the class schedule with already identified program maps that encourages students to complete general education and major requirements for a degree program within two years for a full-time student, three years for a part-time student. An example of this effort can be seen with the chemistry program's schedule of classes [II.A.6_05].

Baccalaureate Degree Program
Dental Hygiene's defined curriculum map identifies the courses needed to complete this degree [II.A.6_06]. These classes are scheduled appropriately so students can progress within the expected timeframe. Those AS-to-BS students already working in the Dental Hygiene profession enroll in online courses, allowing them to make progress at their own pace [II.A.6_07].

ANALYSIS AND EVALUATION Foothill College has structures in a place to ensure that courses are offered in manner that supports student progress toward their education goals. Course scheduling decisions are made by reviewing and analyzing enrollment data. Information about the courses needed for certificate and degree program completion is accessible to students. The College's commitment to ensuring students can complete their programs within a two to three-year timeline is demonstrated with its ongoing effort to offer students an annual class schedule.

EVIDENCE LIST
II.A.6_01 Career and Academic Pathways Webpage

II.A.6_02 Dean Onboarding Scheduling

II.A.6_03 Active Division Dashboard

II.A.6_04 Waitlist and Open Seats by Course Dashboard

II.A.6_05 Chemistry Annual Schedule, 2023-24

II.A.6_06 Dental Hygiene Program Map

II.A.6_07 AS-to-BS Dental Hygiene Ed-plan

7. **The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

EVIDENCE OF MEETING THE STANDARD Foothill College aims to provide equitable services to its diverse student population through a variety of delivery modes, teaching methodologies, and learning support services. The institution staffs an Equity, Diversity, and Inclusion Office and the dean of institutional equity, diversity, and inclusion reports directly to the president and serves on their Cabinet. This office drafted the Strategic Vision for Equity after a comprehensive and inclusive process that engaged all stakeholders [II.A.7_01].

The Institutional Research and Planning (IRP) Office disaggregates student achievement data for planning and improvement purposes. Disaggregated student data are featured prominently in the program review template and through on-demand data dashboards. Faculty receive quarterly emails about their own course success data that is disaggregated and compared at the course and college levels [II.A.7_02]. All disaggregated data help inform the program's annual resource requests and the narrative explaining the request is to be aligned with one of the 13 issues and 55 goals identified in the Strategic Vision for Equity.

The program review templates prompt programs to address any differences in achievement by instructional modality and student characteristics such as gender and ethnicity. Faculty create action plans aimed at reducing disproportionate impact. Institutional-level discussions about program-level equity efforts occur through the program review committee or in presentations to the college community [II.A.7_03; II.A.7_04]. The feedback received supports an iterative process that informs the program as part of its continuous cycle of improvement.

The College Curriculum Committee engages in equity discussions about course content, assessment, and pedagogy, and they also ensure that the course approval process does not move forward without a review of a completed distance education addendum [II.A.7_05]. This policy ensures that any course taught in the online modality complies with federal definitions of distance education.

While a subcommittee of the Academic and Professional Matters (APM) Committee (that includes Academic Senate appointees from both colleges) worked to draft administrative policy on regular and substantive interaction (RSI), the College engaged in broad campus discussion regarding RSI in the online instruction space [II.A.7_06]. Faculty have a shared definition for RSI and are working toward identifying the process for assessment and evaluation [II.A.7_07; II.A.7_08; II.A.7_09; II.A.7_10; II.A.7_11].

Students can access resources about using Canvas (Instructure) and Zoom or connect to a student technology ambassador with questions [II.A.7_12]. Other learning support services can be accessed through a variety of instructional delivery modes and teaching methodologies. The Learning Resource Center (LRC) houses tutoring services, which consists of STEM Success Center, Writing and Learning Center (WLC), and Pass the Torch. These tutoring centers provide equitable services in face-to-face and online virtual modalities. The Foothill Connect program provides early interventions and referrals to academic support, academic and psychological counseling, and basic needs. Learning communities and special programs such as Puente, Umoja, Mellon Scholars Program, and Honors demonstrate institutional support for the diverse interests and needs of Foothill College students.

ANALYSIS AND EVALUATION Foothill College offers courses in a variety of delivery modes to meet the needs of its students. Faculty engage in dialogue around equity and success for all modes, methodologies, and modalities in division and department meetings, campus committees, participatory governance meetings, and professional development workshops. Disaggregated student data are widely accessible and used to drive efforts to eliminate disproportionate impact by ethnicity. Efforts continue toward adoption of administrative policy regarding regular and substantive interaction (RSI). The current draft Board Policy will be reviewed by both colleges' Academic Senates, the Academic and Professional Matters (APM) Committee, and the Chancellor's Advisory Committee (CAC) before adoption by the Board of Trustees. The College's ongoing efforts include developing a system of verifying and improving RSI in online education, and implementing a regular RSI documentation process.

EVIDENCE LIST

II.A.7_01 Strategic Vision for Equity, 2021-25

II.A.7_02 Course Success with Equity Gaps Data, Winter 2023

II.A.7_03 Dental Assisting Program Review presentation, 2020

II.A.7_04 13-55 Poster Session

II.A.7_05 College Curriculum Committee Distance Learning Addendum

II.A.7_06 Administrative Procedure 4105

II.A.7_07 Committee on Online Learning RSI Update

II.A.7_08 Committee on Online Learning Agenda, April 21, 2023

II.A.7_09 RSI Overview presentation, May 15, 2023

II.A.7_10 RSI Guide

II.A.7_11 Distance Education Plan, 2022-25

II.A.7_12 Online Learning Student Support

8. **The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

EVIDENCE OF MEETING THE STANDARD Board Policy states credit may be earned by students who pass an assessment [II.A.8_01; II.A.8_02]. Students are also given the opportunity to earn credit through credit by examination, including Advanced Placement and College Level Examination Program, and other external or local examinations as approved by discipline faculty [II.A.8_03]. This list includes APPT 143A, KINS 16A, and SPAN 1 to 6.

Placement in all transfer-level English and math courses is based on high school transcript review from the student application and the Multiple Measures Placement Service (MMPS). The latter relies on data collected from Cal-PASS Plus and the California Guidance Initiative, and includes criteria such as grade point average and last English or Math class taken. These criteria and logic for course placement are documented and validated based on high school transcripts, RP Group research, and local assessment by Institutional Research and Planning (IRP). The guided self-placement process, for those without an American high school transcript or an American-style 4.0 scale high school grade point average, is not an examination and asks students to report their previous subject matter experience before determining recommended placement [II.A.8_04; II.A.8_05].

ANALYSIS AND EVALUATION Foothill College has processes in place to grant credit for prior learning and assessment. This effort is overseen by the Testing and Assessment Center. Validation efforts are led by the IRP Office to ensure disproportionate impact is documented while deans and discipline faculty develop improvement plans.

EVIDENCE LIST
II.A.8_01 Board Policy 4235

II.A.8_02 Administrative Procedure 4235

II.A.8_03 Credit-by-Exam Policy

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

EVIDENCE OF MEETING THE STANDARD Foothill College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Faculty develop student learning outcomes (SLOs) for all courses and include them in course outlines of record (CORs) and on all syllabi. Program learning outcomes (PLOs) are available on the Career and Academic Pathways website [II.A.9_01]. The College's curriculum includes a general education pattern with pathways to the University of California system, the California State University system, and locally defined general education pathways for associate degrees and certificate completion. All program requirements are communicated to students through the College website and catalog.

Foothill College awards credit based on standardized meeting times, lecture or lab, for credit courses as based on federal regulations. The College complies with California Education Code (Title 5) in scheduling standard hours for classes in 50-minute blocks with a minimum of ten minutes of time passing between classes. These policies are clearly identified in Board and administrative policies [II.A.9_02; II.A.9_03]. Students meet for five hours a week in a standard five-unit course for a 12-week quarter and are expected to complete at least two hours of homework for every standard hour of lecture.

Foothill College also offers non-credit courses that carry clock-hour-based attendance requirements. Faculty assigned to these courses track student attendance and report total attended hours. Students who meet attendance requirements can earn a certificate in some programs, such as Non-Credit English as a Second Language [II.A.9_04].

Baccalaureate Degree Program
The Dental Hygiene program awards degrees based on the Commission on Dental Accreditation (CODA) curricular mandates, California Dental Hygiene Committee educational program regulations, and the American Dental Hygienists Association's professional standards. Baccalaureate degrees and the course credit in those programs are based on SLOs consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper division courses. The Dental Hygiene curriculum is thoroughly revised with upper division rigor, assignments, objectives, and outcomes assessment.

Dental Hygiene follows all institutional processes as related to curriculum development, assessment, and revision to ensure attainment of student learning. All Dental Hygiene courses have approved CORs stating objectives, student learning outcomes, evaluation methodology, outline of content areas, textbooks, and resources. The standard number of hours-to-unit value calculations are used to assign units to courses.

ANALYSIS AND EVALUATION Foothill College awards credits, degrees, and certificates based on students achieving learning outcomes determined by the faculty. Students must earn a passing grade in a course to be awarded credit. The meeting times for courses follow all applicable federal and state regulations. Student learning and achievement expectations are contained in CORs that are reviewed by the college and division curriculum committees.

EVIDENCE LIST

II.A.9_01 Career and Academic Pathways Webpage

II.A.9_02 Board Policy 4020

II.A.9_03 Administrative Procedure 4020

II.A.9_04 Advanced Non-Credit ESLL Description

10. **The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

EVIDENCE OF MEETING THE STANDARD Foothill College uses the Articulation System Stimulating Inter-Institutional Transfer (ASSIST), which allows students to forecast coursework fulfillment toward certificate and degree completion; in addition to course to course articulation, students can access articulation information as it relates to different transferability lists [II.A.10_01]. In coordination with the College's Counseling and Transfer Center offices, the transcript evaluations process provides students with transfer-of-credit information to complete certificates, degrees, and transfer to four-year institutions [II.A.10_02].

As a standing member of the College Curriculum Committee, the articulation officer reviews all course outlines of record early on in the creation process [II.A.10_03]. Courses are reviewed for transferability and an articulation agreement is pursued when appropriate. Once courses articulate, Counseling and Transfer Center Offices communicate this information to students during their sessions and workshops. Students can

also access this information in the College Catalog, and meet with an academic counselor at any stage of their transfer planning.

Baccalaureate Degree Program
The Dental Hygiene program publishes admissions requirements and processes for both the entry-level and AS-to-BS pathways on the website [II.A.10_04; II.A.10_05]. Program applications for the entry-level track are reviewed by an admissions committee composed of full-time Dental Hygiene faculty. The faculty program director and program coordinator review applications for the AS-to-BS track. Transfer-of-credit, such as for completion of general education requirements, is reviewed by a transcripts evaluator. Students are strongly recommended to meet with the program's dedicated Counseling liaison for more information and guidance.

ANALYSIS AND EVALUATION Foothill College's transfer-of-credit policies are documented and accessible to students for their educational planning. The articulation officer works to ensure that the transition from the College to the transfer destination is fluid and streamlined. Transcript evaluators determine whether courses meet comparable learning outcomes as Foothill courses. Students have access to program maps, which include courses that articulate to four-year institutions.

EVIDENCE LIST
II.A.10_01 Assist.org Webpage

II.A.10_02 Transcript Evaluation Webpage

II.A.10_03 CourseLeaf Course Outline of Record Process

II.A.10_04 Dental Hygiene Entry Level Track

II.A.10_05 Dental Hygiene AS-to-BS Track

11. **The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program–specific learning outcomes.**

EVIDENCE OF MEETING THE STANDARD Foothill College recognizes that students will be expected by transfer institutions, employers, and society to demonstrate knowledge and skills beyond those of a specific discipline. These learning outcomes measure societal, technical, and workforce preparation post college. The skills are defined as the institutional learning outcomes (ILOs) and include Communication, Computation, Critical Thinking, and Community [II.A.11_01]. ILO assessment shows that at least two-thirds of student respondents indicate that their experience at the College contributed to their knowledge, skills, and personal development in these areas [II.A.11_02; II.A.11_03].

ILOs fall under the purview of Academic Senate. In 2022-2023, the College established two faculty Foothill Inquires coordinators to support and sustain a campus culture of inquiry and improvement around student learning outcomes. These coordinators engaged the College in a collaborative effort to review institutional structures and help instructional and student services programs understand and document the forces that contribute to or hinder student success. The coordinators, along with the associate vice president of Instruction, held an Opening Day event to explore and define faculty's views of learning and consider an assessment approach. A Canvas site was created to house the results of these conversations and others, including minutes from visits made to individual department meetings. Foothill Inquires will continue evaluating and revising how the College approaches SLOs and ILOs [II.A.11_04].

Baccalaureate Degree Program
Dental Hygiene program graduates can demonstrate their competence as healthcare professionals at the local, state, and national levels. Program level outcomes include:

- Dental Hygiene Process of Care: Competency in assessing oral health needs of diverse populations and providing comprehensive care for all ages/stages of life;

- Health Education Strategies: Competency in health education strategies for disease prevention and the promotion of health for individual clients and the community;

- Infection and Hazardous Waste Management: Competency in infection and hazard control procedures to prevent infectious disease transmission; and

- Legal and Ethical Principles: Competency in the ethical and legal principles underlying the practice of Dental Hygiene.

Student learning outcomes (SLOs) are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level [II.A.11_05]. These program level outcomes (PLOs) meet the Commission on Dental Accreditation and the Dental Hygiene Board of California accreditation review.

ANALYSIS AND EVALUATION Foothill College has adopted institutional, programmatic, and student learning outcomes in all competencies expected of an institution of higher learning. Program level outcomes are listed in the College Catalog and support the institutional level outcomes. There are efforts to more effectively and systematically map the program level to institutional level outcomes. Ongoing efforts to conduct regular assessment of the ILOs is supported through the administration of the Revealing Institutional Strengths and Challenges Survey, which was distributed in spring 2021 and again in spring 2023. Continuous improvement in this area is part of the Foothill Inquires initiative that will continue in 2023-2024.

EVIDENCE LIST
II.A.11_01 ILOs in College Catalog

II.A.11_02 Revealing Institutional Strengths & Challenges Survey, Spring 2021

II.A.11_03 Revealing Institutional Strengths & Challenges Survey, Spring 2023

II.A.11_04 Learning Outcomes Coordinator Job Description

II.A.11_05 Dental Hygiene PLO Assessment

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

EVIDENCE OF MEETING THE STANDARD As mandated by California Education Code (Title 5), Foothill College's instructional programs require general education components and also align with institutional learning outcomes. The institution's general education philosophy, in alignment with Title 5, allows students to satisfy general education requirements for associate degrees if they pursue the Intersegmental General Education Transfer Curriculum (IGETC), CSU-breadth, or local general education identified pathways [II.A.12_01]. The College allows students who have already earned an associate degree from a different California college or have completed minimum requirements from having to repeat duplicate coursework while at the College [II.A.12_02]. Students are allowed to retain catalog rights should program requirements change during the course of their individual pursuits at Foothill [II.A.12_03]. The general education patterns are published in the College Catalog [II.A.12_04].

Faculty, as discipline experts, are involved in ensuring that general education is a defined component of all degree programs through their participation on division and college curriculum committees. Courses for general education inclusion are to provide content that is broad in scope, at an introductory depth, and require critical thinking. General education subject matter areas include: Communication and Analytical Thinking, English, Humanities, Lifelong Learning, Natural Sciences, Social and Behavioral Sciences, and United States Cultures and Communities. Under the College Curriculum Committee's (CCC) oversight, courses approved as general education are aligned with the institution's GE philosophy, curriculum pattern, and review process [II.A.12_05; II.A.12_06].

Baccalaureate Degree Program
The Dental Hygiene program's general education requirements are consistent with the CSU or IGETC transfer pattern for the lower division general education. Critical thinking, writing, and research coursework

were added for the baccalaureate degree. Course examples can include Pathophysiology and Pharmacology; Health across the Lifespan; and Research Methods, Statistics, and Critical Thinking for Health Care Professionals. These curricular requirements are consistent with CSU requirements to bring depth and rigor at the baccalaureate level. [II.A.12_07]

ANALYSIS AND EVALUATION Foothill College supports a faculty-led general education development process. The general education committees rely on faculty discipline experts to determine appropriate courses. With the anticipated fall 2025 adoption of the California General Education Transfer Curriculum (Cal-GETC), the College's general education committees, as a measure of continuous and ongoing improvement, are tasked with aligning the institution's general education pathways into a streamlined, single-transfer GE pattern to all University of California and California State University pathways.

EVIDENCE LIST
II.A.12_01 GE Options for Foothill Associates Degree

II.A.12_02 GE Reciprocity for Associates Degree

II.A.12_03 AA/AS General Education Courses from Previous Catalog Years

II.A.12_04 GE Graduation Requirements

II.A.12_05 College Curriculum Committee GE Handbook, 2009

II.A.12_06 CourseLeaf Course Outline of Record Process

II.A.12_07 Dental Hygiene Program Map

13. **All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

EVIDENCE OF MEETING THE STANDARD Foothill College degree programs follow administrative policy (AP 4100) and California Education Code (Title 5) to include a focused study in at least one area of inquiry in alignment with the Intersegmental General Education Transfer Curriculum (IGETC), Transfer Model Curriculum, and with close coordination with the College's articulation officer. Once a program is approved by the California Community Colleges Chancellor's Office (CCCCO), the program description and learning outcomes, along with program requirements are published in the College Catalog [II.A.13_01]. These outcomes are also posted on Career and Academic Pathways maps [II.A.13_02].

Baccalaureate Degree Program

Following the California Community College bachelor's degree requirements, the Dental Hygiene program requires focused study through a minimum of 27 units of lower division courses and 27 units of upper division courses. The learning outcomes and competencies ensure the specialized courses maintain currency. The program requirements also follow the Commission on Dental Accreditation curricular mandates.

ANALYSIS AND EVALUATION Foothill College degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. All general education courses have defined student learning outcomes (SLOs) approved through the College curriculum process. The number of units required meets Title 5 and Board Policy for degree requirements. All courses require mastery of key theories and practices within their designated field of study, and these requirements are published in the College Catalog and in the program pathways maps.

EVIDENCE LIST

II.A.13_01 Geographic Information Systems Technology Program Description

II.A.13_02 Career and Academic Pathways Webpage

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

EVIDENCE OF MEETING THE STANDARD Foothill College offers Career and Technical Education (CTE) degree and certificate programs that demonstrate technical and professional competencies meeting employment standards, other applicable industry-specific standards, and preparation for external licensure and certification [II.A.14_01]. All CTE programs follow guidelines and regulations as stated in California Education Code (Title 5). Nine of these programs are in allied health and are accredited through program regulatory bodies. These external institutions establish standards for instruction and requirements for graduating students. Faculty in these programs develop the methodology and process for meeting competencies and evaluating students to ensure they achieve the required skills and knowledge.

All CTE programs have Advisory Boards where faculty and administrators regularly consult with industry employers and professional associations to develop competencies relevant to workplace standards and expectations. Faculty utilize the workplace information gathered at the Advisory Board meetings to reflect on the direction of the program and develop competencies [II.A.14_02; II.A.14_03]. The College administers an annual CTE Employment Outcomes Survey to students who have completed a program or stopped out for at least one year [II.A.14_04; II.A.14_05]. The College also uses Lightcast labor market analytics for program review and new CTE program development, as well as the Strong Workforce Program Launchboard data [II.A.14_06].

The College prepares students for external licensure and industry certifications in 11 programs. These students typically sit for licensure examinations after completion of course requirements. Exam preparation is built into the program curriculum and graduates have exemplary pass rates [II.A.14_07]. CTE faculty review pass rates and set related goals annually.

Baccalaureate Degree Program
The Dental Hygiene program supports its students in meeting employment standards and licensure pass rates in order to practice in the field. The program consistently maintains a 100% pass rate on national and state examinations. Annual reporting to the ACCJC on job placement shows that students are successful in gaining employment post-graduation [II.A.14_08]. The bachelor's degree also prepares students for broader employment pathways, including education, public health, and sales and marketing.

ANALYSIS AND EVALUATION Foothill College's CTE programs ensure that students who earn certificates or degrees demonstrate appropriate and current professional and technical competencies to meet employer standards. All CTE programs have active Advisory Boards that meet regularly and make recommendations about curriculum to prepare students and ensure programs retain currency. Licensure pass rates are consistently at or close to 100%, and employment rates continue to exceed institutional-set standards. For those programs accountable to specialized accrediting bodies, program-level accreditation demonstrates repeated affirmation of quality.

EVIDENCE LIST
II.A.14_01 Career Technical Education Degrees and Certificates

II.A.14_02 Veterinary Technology Advisory Board Meeting Minutes, 2022

II.A.14_03 Geographic Information Systems Technology Advisory Board Meeting Minutes, April 13, 2021

II.A.14_04 Career Technical Education Employment Outcomes Survey, 2022

II.A.14_05 Non-Credit Career Technical Education Employment Outcomes Survey, 2022

II.A.14_06 Career Technical Education Launchboard Dashboard

II.A.14_07 Career Technical Education Licensure Examination Pass Rates

II.A.14_08 ACCJC Annual Report 2023, pg 12

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

EVIDENCE OF MEETING THE STANDARD Board Policy requires procedures for program discontinuance are based on collegial collaboration [II.A.15_01; II.A.15_02]. This process includes allowing students to complete their education plans through limited offerings, course substitutions, or other agreed-upon options. The College shares this information, including a transition timeline, with College and District stakeholders [II.A.15_03].

The Admissions and Records and Counseling Offices ensure academic counseling effectively supports those students already on the program pathway. The College Catalog provides information about the accommodation timeline for students, especially for those who remain continuously enrolled [II.A.15_04]. These students can fill out a course substitution or waiver form to ensure program completion with minimal interruption [II.A.15_05].

ANALYSIS AND EVALUATION Foothill College has a defined process that includes and notifies all District, College, division, and program stakeholders about program eliminations or changes. Participatory governance groups are informed of program discontinuance during this process. Students receive timely information from the College, both published in the catalog and through communication from the Admissions and Records and Counseling Offices.

EVIDENCE LIST
II.A.15_01 Board Policy 6015

II.A.15_02 Administrative Procedure 6015

II.A.15_03 College Curriculum Committee Degree & Certificate Discontinuance Process

II.A.15_04 Discontinued Degrees

II.A.15_05 Course Substitution Form

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

EVIDENCE OF MEETING THE STANDARD Foothill College's instructional programs are evaluated on a five-year cycle supported by the Instruction Office [II.A.16_01]. The program review process includes one comprehensive review and four annual reviews to track and monitor student success, strategic planning, and budget allocation. Program faculty participate in a reflective review using the template prompts and five-year student enrollment and learning data trends [II.A.16_02]. Career and Technical Education

(CTE) programs complete an addendum to respond to workforce-related prompts, such as labor market demand and supply and current wages [II.A.16_03; II.A.16_04]. Programs are asked to identify actions for improvement and innovation, and the Program Review Committee reviews all completed documents [II.A.16_05; II.A.16_06; II.A.16_07]. The vice presidents of Instruction, Student Services, and Finance and Administrative Services share emerging themes and recommendations with participatory governance to engage in College-level discussions.

Annual program reviews are completed by each program and reviewed by the corresponding dean [II.A.16_08; II.A.16_09]. Programs follow up on the improvement plans listed in their comprehensive program reviews, discussing progress as well as challenges where the College might provide further support and resources.

As part of continuous improvement, Institutional Research and Planning regularly surveys program review participants to assess effectiveness [II.A.16_10; II.A.16_11; II.A.16_12]. These results are shared with participatory governance for discussion and areas of improvement to be applied in the next cycle [II.A.16_13]. Each year changes are made to the templates and trainings (for writers and readers) based on feedback received. Examples of these changes include adding a prompt for faculty to reflect on course enrollment and completion by instructional modality and incorporating resource requests into the program review template (one template instead of two) [II.A.16_14; II.A.16_15].

ANALYSIS AND EVALUATION Program review provides a framework to regularly evaluate programs for continuous improvement and excellence. The process provides opportunities to explore, enhance, and integrate student learning and faculty teaching in support of the College mission. Additionally, program review facilitates strategic planning for the College to enhance student learning and improve instructional programs.

EVIDENCE LIST

II.A.16_01 Program Review Webpage

II.A.16_02 Physics Program Review, 2021-22

II.A.16_03 Program Review CTE Addendum Dental Assisting, 2019-20

II.A.16_04 Program Review CTE Addendum Graphic Interactive Design, 2021-22

II.A.16_05 Program Review CTE Evaluation Dental Assisting, 2019-20

II.A.16_06 Program Review CTE Evaluation Graphic Interactive Design, 2021-22

II.A.16_07 Physics Program Review Evaluation, 2021-22

II.A.16_08 Spanish Annual Program Review, 2021-22

II.A.16_09 Spanish Annual Program Review, 2022-23

II.A.16_10 Program Review Writers Survey, 2021

II.A.16_11 Program Review Readers Survey, 2021

II.A.16_12 Program Review Presenters Survey, 2020

II.A.16_13 Integrated Planning & Budget Meeting Minutes, May 12, 2020

II.A.16_14 Program Review Template

II.A.16_15 Program Review Template, 2023

Conclusions on Standard II.A: Instructional Programs

Foothill College instructional programs align with the College mission statement by providing high-quality instruction to students of diverse backgrounds with varying educational and personal goals. College instructional programs meet standards appropriate to higher education and the institution employs methods to determine the effectiveness of its programs. All course offerings have documented student learning outcomes that promote critical thinking, intellectual inquiry, and cultural awareness and responsiveness in alignment with quality, breadth, and rigor appropriate to higher education. Program review results, acquired through a systematic process, are published for transparency and used to make improvements in pedagogical and programmatic approaches. This process includes reflection and assessment of student outcomes by instructional modality. General education, program, certificate, and degree requirements are published in the College Catalog where this information is clearly communicated and easily accessed by students.

Improvement Plan(s)
Standard II.A.7
Foothill College continues its efforts to ensure that students enrolled in online classes experience regular and substantive interaction (RSI) that align with federal regulations and the ACCJC Policy on Distance Education. The Online Learning Office is collaborating with the Committee on Online Learning (COOL), a subcommittee of Academic Senate, to build collegial discussion among faculty about what substantive interactions that are predictable and occur on a regular basis look like in individual disciplines. This effort aims to develop a process where faculty teaching online engage in a RSI documentation process every three years.

Thus far, the RSI effort has accomplished the following:
- COOL faculty co-chair delivered a RSI presentation at Academic Senate to raise awareness of the role of RSI in building successful student outcomes in online courses [II.A.7_13; II.A.7_14; II.A.7_15; II.A.7_16];

- COOL faculty co-chair shared draft RSI documentation models developed by the Online Learning Office and approved by the COOL committee at Academic Senate [II.A.7_17; II.A.7_18]; and

- The District Academic and Professional Matters (APM) Committee completed a first read on new administrative policy related to distance education and correspondence education [II.A.7_19].

The RSI effort continues in 2023-2024:
- Seek approval for the new administrative policy (AP 4105) by Academic Senate, Chancellor's Advisory Council (CAC), and Board of Trustees;

- Discuss and adopt a RSI documentation model by Academic Senate;

- Seek input and guidance from Academic Senate for the Online Learning Office to develop and lead a pilot RSI documentation cohort (contingent on negotiation of mandatory subjects of bargaining);

- Seek required agreement with the Faculty Association;

- Begin documentation process of faculty completing the RSI documentation process; and

- Discuss possible evaluation approaches to RSI documentation process.

Standard II.A.11
Foothill College recognizes the need to continue its improvement efforts around the consistency, frequency, and documentation of its student learning outcomes (SLOs) assessment and reporting.

Thus far, the SLO (re)defining effort has accomplished the following:
- Two faculty coordinator positions created with release time [II.A.11_06];

- Opening Day session to reimagine views on learning and how best to assess learning;

- Meetings with program faculty to define and explore their view of learning [II.A.11_07];

- Faculty conversations about alignment of Career and Academic Pathways (CAPs) level outcomes to course level learning outcomes (CLOs) and institutional level learning outcomes (ILOs); and

- Canvas (Instructure) site created to document SLO revisioning effort.

The SLO effort continues in 2023-2024:
- Moderate College Opening Day conversations about CAPs level outcomes and ILOs;

- Leverage Opening Day conversations to support faculty (re)examination and improvement of their program level outcomes (PLOs);

- Sustain ongoing and continuous faculty conversations about SLOs; and

- Continue faculty planning conversations in defining a systematic approach for course level outcomes (CLOs) assessment.

EVIDENCE LIST

II.A.7_13 Academic Senate Meeting Agenda, October 17, 2022

II.A.7_14 Academic Senate Meeting Agenda, November 7, 2022

II.A.7_15 Academic Senate Meeting Agenda, May 15, 2023

II.A.7_16 RSI Overview presentation, May 15, 2023

II.A.7_17 Academic Senate Meeting Agenda, June 5, 2023

II.A.7_18 Instructional Engagement in RSI

II.A.7_19 Administrative Procedure 4105

II.A.11_06 Learning Outcomes Coordinator Job Description

II.A.11_07 Foothill Inquires SLO Meeting Schedule

B. LIBRARY AND LEARNING SUPPORT SERVICES

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

EVIDENCE OF MEETING THE STANDARD The Learning Resource Center Division (LRC) includes Library, tutoring, and computer labs which provide services to all students at the main campus, Sunnyvale Center, and virtually. The Library is centrally located on the main campus and provides direct access to the following:

- 85,000+ print books;
- 500,000+ electronic books;
- 50,000+ periodicals (print and/or online)
- 52 online databases;
- 94 library research guides;
- 42,000+ streaming educational videos;
- 11,100+ reserve materials (including textbooks);
- 245 Chromebooks; and
- 925 graphic/scientific calculators.

The Library also supports individual and group study areas, a multimedia classroom, and an information commons space. The latter two spaces include networked computers for student access. Library services, resources, and workshops are available in person and online through synchronous and asynchronous modalities. All online services are available to Sunnyvale Center students, and a computer lab with printer services is operational in that space. Students can access digital resources 24/7 with college wide identification (CWID) authentication. Librarians provide instruction, workshops, and orientations through a variety of synchronous and asynchronous offerings, including in person, chat (Ask a Librarian), and online modalities.

Learning support services external to the Library include tutoring services that are primarily located in two spaces, the STEM Success Center and Learning Resource Center (LRC). The LRC hosts the Writing and Language Center (WLC) and Pass the Torch programs. Both locations are in buildings adjacent to the Library and offer face-to-face services as well as comparable online services. Computer workstations, print stations, and open study spaces are available at both locations.

Tutorial programs are staffed by peer and faculty tutors. The STEM Center offers tutoring in subjects from the STEM and Business and Social Sciences Divisions [II.B.1_01]. The WLC provides tutoring in reading, writing, research, study skills, and English/Spanish conversation across all disciplines [II.B.1_02]. Based on the student usage metrics report, requests for tutoring from various departments, and non-credit faculty coordinators' expertise, a list of subjects is modified to offer tutoring to students [II.B.1_03]. The availability of tutoring subjects is based on class schedules and enrollment and is revised quarterly. All peer tutors must complete an orientation and training course (two one-unit courses); faculty tutors possess at least a bachelor's degree in the subject area they are tutoring [II.B.1_04].

Pass the Torch offers peer-to-peer tutoring services for core courses that are shown to be pivotal in helping students accomplish their academic goals. Pass the Torch members are matched with a dedicated team leader/student tutor. Each member-leader pairing meets twice weekly for tutoring sessions throughout the term [II.B.1_05].

The Extended Opportunity Program and Services (EOPS) program also offers in-house learning support. Located in the main student services building, the EOPS space offers computer workstations, print stations, open study spaces, and in-person and online tutoring services [II.B.1_06; II.B.1_07; II.B.1_08]. Tutoring is offered as a one-to-one paired match, and EOPS students are required to participate two hours weekly with their peer tutor [II.B.1_09].

Baccalaureate Degree Program
All Dental Hygiene students have full access to Library resources and tutoring services. Students on the entry-level track receive supplemental tutoring for specific Dental Hygiene content. The library maintains an updated collection of print and online core reference titles, books, and more than 200 periodicals in dentistry. Tailored research assistance is provided at instructors' requests through specialized online Library orientations, online tutorials, and via Canvas. A dedicated Library faculty liaison to the Health Sciences and

Horticulture Division ensures available books and periodicals are sufficient in quantity and currency to meet students' needs. In addition, the Library faculty liaison helped develop the COR for IDS 300 and has been co-teaching the course since its inception.

ANALYSIS AND EVALUATION Foothill College provides curriculum-related resources and support through Library instruction, research support, workshops, tutorials, and peer and faculty tutors. The Library is effectively resourced with both print and online resources and services, accessible to all students regardless of location and modality. Reference assistance is available in person and through phone, email, and chat. LRC tutoring services are offered in person and are available online either through the STEM Success Center, Pass the Torch, WLC, or through NetTutor 24 hours a day. Class schedule and student demand inform which subjects are supported. Tutors are either faculty or trained peer tutors with content area expertise.

EVIDENCE LIST
II.B.1_01 STEM Center Information

II.B.1_02 Learning Resource Center Information

II.B.1_03 Learning Resource Center Usage Metrics Report presentation, February 28, 2021

II.B.1_04 Pass the Torch Peer Tutor Training

II.B.1_05 Pass the Torch Study Teams

II.B.1_06 EOPS Services Webpage

II.B.1_07 EOPS Tutoring Webpage

II.B.1_08 EOPS Tutor Request

II.B.1_09 EOPS Tutoring Contract of Commitment

2. **Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

EVIDENCE OF MEETING THE STANDARD Board Policy and the Library's collection development policy acknowledge that selection of Library materials is a joint responsibility of the teaching and Library faculty [II.B.2_01; II.B.2_02]. To assess the effectiveness of the Library's learning support equipment and materials, Library faculty and classified staff engage in program review, considering collection counts, a variety of usage statistics, surveys of faculty and students, and direct feedback from faculty and students. The Resources for Faculty Guide invites instructional faculty to submit recommendations [II.B.2_03]. Librarians also serve on

the College Curriculum Committee, Academic Senate, and the Committee on Online Learning to monitor changes in curriculum, keep abreast of College initiatives, and connect with faculty. Each tenured librarian acts as a liaison to one or more academic divisions [II.B.2_04]. The liaison is familiar with the curriculum taught in the division(s) to which they are assigned, selects materials in those subject areas, channels faculty requests for purchases, and promotes the collection and services to faculty and administrators. For example, the equity and outreach librarian collaborates with the Equity, Diversity, and Inclusion Office and with learning communities such as Umoja and Puente to ensure that the Library meets the needs of underserved students.

The Library facility includes the following:
- An information common with 45 networked computers;
- A multimedia classroom with 50 Mac computers and two projector screens;
- Individual and group study areas seating 498;
- Ten group study rooms equipped with large-screen displays and whiteboards
- Six break-out study areas surrounded by wall-sized whiteboards;
- Self-serve pay-for-print kiosk; and
- Electrical outlets near every seating area and desk in the Library.

To more effectively serve students with disabilities, the Library facility meets all ADA requirements. A librarian works with the Disability Resource Center to establish priority wheelchair seating throughout the building. Additional services include closed-captioned streaming videos and licensed databases through the Community College Library Consortium that meet the California Community Colleges Accessibility Center's standards [II.B.2_05].

All technology software and equipment are maintained and refreshed on a regular schedule by the District's Educational Technology Services (ETS). Instructors can make requests to add new software to the computer workstations, but there is a review process that involves administrators, faculty, and classified staff who coordinate and support the centers.

ANALYSIS AND EVALUATION Foothill College librarians collaborate with faculty and classified staff to develop and maintain sufficient and appropriate curriculum-based resources to support student learning and achievement. Educational technology and equipment are maintained through District ETS.

EVIDENCE LIST
II.B.2_01 Board Policy 6170

II.B.2_02 Library Collection Policy

II.B.2_03 Library Resources for Faculty

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

EVIDENCE OF MEETING THE STANDARD The Foothill College Library and learning support centers participate in a comprehensive program review every five years [II.B.3_01]. The learning support centers focus on student access and learning outcomes and staff use this information for reflection. They are completing their program review in the 2023-2024 cycle [II.B.3_02; II.B.3_03].

The Library has identified learning outcomes that are regularly assessed through faculty and student surveys and usage reports [II.B.3_04]. Through collaboration with instructional faculty, the Library is able to ensure the collection is sufficient in quantity and currency for all programs. Resources, services, and programming are updated for improvement based on faculty and student feedback and suggestions. The faculty also have instructional student learning outcomes (LIBR 10). As a result of their recent review, the course outline of record was revised and articulated to be better aligned with guidance in the profession's "Framework for Information Literacy for Higher Education" [II.B.3_05].

The learning support services also assess their outcomes in terms of the efficacy and reach of services [II.B.3_06; II.B.3_07]. All faculty tutors are evaluated by the designated program non-credit faculty coordinator and student evaluations. Student tutors must successfully complete training classes to continue with any of the peer tutoring programs. When an embedded tutoring initiative using non-credit faculty was attempted in English 1A, evaluation and data helped the program move to a peer tutoring model [II.B.3_08]. Pass the Torch students (tutees) are surveyed, and the program coordinator meets regularly with faculty to discuss student learning and make improvements to the program [II.B.3_09]. Extended Opportunity Program and Services (EOPS) also monitors tutoring session attendance to assure the tutoring service continues to meet students' needs.

ANALYSIS AND EVALUATION The Foothill College Library and learning support services use program review to evaluate services provided and to assess student outcomes. These units rely on a variety of assessment tools ranging from student achievement outcomes, survey results, usage reports, and qualitative data. The Library and learning support services staff and faculty review these data to inform the services offered.

EVIDENCE LIST
II.B.3_01 Library Program Review

II.B.3_02 Pass the Torch Program Review

II.B.3_03 Writing and Learning Center Program Review

II.B.3_04 Library Annual Student Survey

II.B.3_05 Foothill ACRL Framework for Information Literacy in Higher Education

II.B.3_06 Instructional Support Services Retreat presentation, May 31, 2019

II.B.3_07 Learning Resource Center Usage Metrics Report presentation, February 28, 2021

II.B.3_08 Tutoring Success ENGL1A Evaluation, Fall 2019

II.B.3_09 Pass the Torch Member Survey

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

EVIDENCE OF MEETING THE STANDARD All applicable agreements and Memorandum of Understandings (MOUs) are saved and stored on a secure server. Library users enjoy enhanced security and authentication through the utilization of single sign-on and other protocols. The systems librarian continually monitors the status of all software and databases provided in accordance with such agreements, thereby ensuring minimal down time, enhanced security, and stability of the systems for all students and faculty. The systems librarian reports any access or setup issues directly to the appropriate vendors in a timely manner or evaluates and fixes issues in-house.

The systems librarian oversees the contracts for the Community College Library Consortium and Ex Libris, as well as smaller agreements with the various database and software vendors [II.B.4_01; II.B.4_02]. Additionally, they monitor student discoverability of materials and general Library workflows. Twice a year the librarians evaluate the Community College Library Consortium offerings and consider several factors, including student and faculty requests, reference desk needs, and usage statistics and reviews [II.B.4_03]. These efforts ensure the Library successfully serves students and enjoys high utilization of resources and services.

The College contracts NetTutor services for after-hours tutoring support across all disciplines. This service is available online to any enrolled Foothill College student. The publicized times and subjects available through NetTutor are revised each quarter to supplement the hours and subjects offered through Learning Resource Center (LRC) Tutoring services and provide 24-hour a day tutoring coverage for all courses offered that quarter [II.B.4_04].

ANALYSIS AND EVALUATION Foothill College signs and maintains contracts or MOUs that help manage and maintain Library and tutoring services. Evaluations based on usage and student and faculty experiences inform the effectiveness of the services and identify areas for improvement.

EVIDENCE LIST
II.B.4_01 Community College Library Consortium

II.B.4_02 Ex Libris Services Platform

II.B.4_03 Database Search Reporting

II.B.4_04 Net Tutor Subjects

Conclusions on Standard II.B: Library and Learning Support Services

Foothill College's Library and learning support services provide sufficient and effective curriculum resources and instructional support programs that facilitate student learning and achievement. These areas participate in program review and document and evaluate their learning outcomes as part of that process. Evaluation methods are many and varied, including surveys, usage data, program action plans, and student achievement data. The Library regularly reviews their available materials and services, ensuring they are accessible and available both in person and online. Faculty, student, and other expert feedback are solicited on the selection and maintenance of educational equipment and materials used to support student learning. Signed contracts are maintained, secured, and monitored for effectiveness of services and use.

Improvement Plan(s)
None needed.

C. STUDENT SUPPORT SERVICES

1. **The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

EVIDENCE OF MEETING THE STANDARD Foothill College's student support services are regularly evaluated to ensure quality and continuous improvement through the program review process [II.C.1_01].

Each service identifies their service area outcomes and their strategic unit objectives as well as action plans for improvement, which are tracked annually [II.C.1_02; II.C.1_03]. Student support services program review templates are customized to directly address each unit's specific function.

Student support services also create short-term action goals in line with the Strategic Vision for Equity 13-55 implementation effort [II.C.1_04; II.C.1_05; II.C.1_06]. As part of this annual process, units identify areas for improvement, create an intervention, assess the results, and share their findings and reflections with the College [II.C.1_07].

Units conduct their own assessments to better serve students, regardless of location and means of delivery. These evaluative efforts include student focus groups, surveys, and data analysis [II.C.1_08; II.C.1_09; II.C.1_10]. Feedback forms track student experiences and service unit responsiveness, including student preferences to engage in person or virtually [II.C.1_11; II.C.1_12]. As the College began to emerge from a fully virtual campus during the pandemic, student survey data informed how services could continue to be strategically delivered [II.C.1_13].

The student success units also participate in national and regional assessment efforts. Findings from the Revealing Institutional Strengths and Challenges survey highlight whether students feel their issues are being addressed and whether there is an ethic of care from the identified units [II.C.1_14]. The Real College Survey Report findings provided baseline data regarding students' basic needs, including food and housing insecurities [II.C.1_15]. Administration of the Healthy Minds survey identified mental health needs and what psychological services might best serve students [II.C.1_16].

ANALYSIS AND EVALUATION Foothill College uses a variety of methods to monitor, assess, and revise its services, ensuring that its programs and resources meet student needs. All student support services pivoted their offerings exclusively online during the pandemic. These units conduct ongoing assessment of student experiences and preferences to inform their planning of on-campus services while maintaining robust online support. Student support services units participate in program review and are engaged in the 13-55 implementation effort, creating equity action plans in support of the institution's mission.

EVIDENCE LIST
II.C.1_01 Program Review Schedule 5-Year Cycle

II.C.1_02 Disability Resource Center Program-Review

II.C.1_03 Science Learning Institute Program Review

II.C.1_04 Enrollment Services 13-55-Plan

II.C.1_05 Counseling 13-55-Plan

II.C.1_06 Student Affairs and Activities 13-55-Plan

II.C.1_07 13-55 Poster Session

II.C.1_08 Orientation Focus Groups, Fall 2020

II.C.1_09 Disability Resource Center End of Quarter Survey, Fall 2022

II.C.1_10 Black Lives Matter Student Services Equity Data presentation, August 15, 2020

II.C.1_11 Counseling Services Feedback Form

II.C.1_12 Financial Aid Feedback Form

II.C.1_13 Return to Campus Results, Fall 2021

II.C.1_14 Revealing Institutional Strengths and Challenge Survey, Spring 2021

II.C.1_15 Real College Survey Results, 2018

II.C.1_16 Mental Health Survey Results, Spring 2021

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

EVIDENCE OF MEETING THE STANDARD Foothill College's student support services units participate in the program review process, a five-year cycle that begins with a comprehensive program review, followed by annual program reviews in the intervening years. Feedback on the comprehensive program review is provided by the Program Review Committee, composed of a mix of administrators, faculty, and classified staff. The unit's immediate manager comments on annual program reviews. Any themes or trends identified are shared by the vice president of Student Services with the Student Services Leadership Team (composed of deans and directors) through regular meetings and retreats and with the larger College community in a participatory governance setting at the Mission Informed Planning Council (MIPC). All program review documentation is publicly accessible through the program review website [II.C.2_01; II.C.2_02].

Program review facilitates the use of assessment data to inform improvement efforts. As part of the Puente program's comprehensive review, faculty noted that the number of full-time equivalent students (FTES) seemed to be less stable due to possible retention issues. This data point led to identifying a strategy to direct Puente students to sign up for the Pass the Torch peer-to-peer tutoring program much earlier each term [II.C.2_03].

Student support services units also establish a strategic plan that includes the program's mission and values as well as broader operational objectives (beyond the program review scope) [II.C.2_04; II.C.2_05]. Each unit's objective is mapped to resources and data needed and identifies a timeline for activities and assessment. These outcomes are published on the Student Services Division website [II.C.2_06].

ANALYSIS AND EVALUATION Foothill College identifies learning outcomes and program goals for all student support units. The collection and review of data are used to improve the quality and effectiveness of student support programs and services. These efforts are discussed in participatory governance and public presentations. Feedback received in these settings inform these services, leading to improvement efforts toward the achievement of program outcomes.

EVIDENCE LIST

II.C.2_01 Comprehensive Program Review Webpage

II.C.2_02 Annual Program Review Webpage

II.C.2_03 Puente Program Review

II.C.2_04 EOPS Strategic Annual Plan, 2020-21

II.C.2_05 Financial Aid Strategic Annual Plan, 2020-21

II.C.2_06 Student Services Learning Outcomes

3. **The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

EVIDENCE OF MEETING THE STANDARD Foothill College ensures equitable access to its support services in facilitation of students' academic success, regardless of location or delivery method. Student support services maintain comparable availability in face-to face and online formats and students at the main campus and Sunnyvale Center. Student Services also uses technology, such as Live Chat or Tech Ambassadors to assist students in real time [II.C.3_01]. Admissions and Records, Transfer Center, Veterans Resource Center, and other offices use a chatbot for online support in addition to in-person services. Counseling, Financial Aid, and Psychological Services (transitioning to Mental Health Services) are also available via virtual and in-person drop in and through online chat [II.C.3_02; II.C.3_03; II.C.3_04]. Student support services are offered by the College, regardless of service location or delivery method [II.C.3_05].

ANALYSIS AND EVALUATION Foothill College offers students equitable and comprehensive access to a variety of student support services across locations and modalities. The institution leverages educational

technologies so access to supports are available when students are not in person or when the main campus and Sunnyvale Center are closed.

EVIDENCE LIST

II.C.3_01 Live Chat Webpage

II.C.3_02 Counseling Hours and Modality Webpage

II.C.3_03 Financial Aid Hours and Modality Webpage

II.C.3_04 Psych Service Hours and Modality Webpage

II.C.3_05 Student Services Location and Delivery Methods

4. **Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

EVIDENCE OF MEETING THE STANDARD Foothill College offers co-curricular and athletics programs that are suited to its mission and contribute to the social and cultural dimensions of students' educational experience. Board Policy and California Education Code (Title 5) authorize students to form student body associations and provide students the opportunity to participate in the formation of policies and procedures that may affect their education and experience [II.C.4_01; II.C.4_02]. Student life information, including athletics, is posted and publicly accessible [II.C.4_03].

The Student Affairs and Activities Office is the leadership, diversity, events, and information center for students [II.C.4_04]. The office works closely together with the Associated Students of Foothill College (ASFC). ASFC serves as "the voice" of the student body, appointing representatives to participatory governance and electing a student trustee who serves as an advisory voting member on the district Governing Board. The Campus Center team advises ASFC and more than 50 campus clubs, supports weekly College Hour events, organizes the nine-month annual Heritage and Health series, and updates an online Student Handbook [II.C.4_05; II.C.4_06; II.C.4_07]. The College also supports a student-run newspaper that publishes quarterly and maintains an online presence [II.C.4_08].

The Student Affairs and Activities Office offers a leadership and community engagement course sequence designed to examine the linkage between concepts and theories of leadership to the everyday functioning of student organizations [II.C.4_09]. These courses aim to connect the instructional with the experiential aspects of the education experience for students.

All active clubs receive funding through the ASFC budget with oversight provided by the Student Activities accountant and the vice president of finance and administrative services to ensure compliance with the Fiscal Crisis and Management Assistance Team [II.C.4_10]. Funding for programming is sourced through the student body fee and student representative fee. The ASFC budget is approved annually by the District Board of Trustees, and the Budget Booklet provides detailed information on all ASFC-funded programs [II.C.4_11; II.C.4_12]. The ASFC Budget website and the 2022-2023 Budget Booklet and FCMAT publications can be accessed online by students.

Another aspect of campus life is the athletic program, and the College offers twelve intercollegiate teams: seven for women and five for men [II.C.4_13]. All athletics are housed in the Kinesiology and Athletics (KA) Division and supervised by the KA dean, who also functions as the athletic director with primary responsibility for these programs. The athletic director reports to the vice president of Instruction for operational updates and communicates with the vice president of finance and administrative services on financial and budgetary matters. Financial oversight includes federal compliance through regular reporting with the Title IX and the Equity in Athletics Disclosure Act. The athletics program participates in the College's program review process, and the athletics director submits reports to the California Community Colleges Athletic Association (CCCAA) and Title IX compliance for all teams.

Per the CCCAA guidelines, student-athletes must adhere to academic and behavioral guidelines to compete in any intercollegiate athletic program. They must maintain continuous enrollment in a minimum of 12 units during the season of sport, maintain a 2.0 GPA, and earn 24 units to be eligible for a second season. Athletics personnel foster student engagement, equal opportunity, and innovation in meeting the student-athletes' educational and career goals [II.C.4_14; II.C.4_15; II.C.4_16; II.C.4_17]. All student-athletes have a comprehensive educational plan and are supported by a designated academic counselor [II.C.4_18]. Weekly unit checks ensure eligibility in accordance with CCCAA 12-unit bylaws and reports detailing student-athlete eligibility status are submitted to CCCAA prior to the start of the season and at the conclusion of each season for verification [II.C.4_19; II.C.4_20; II.C.4_21; II.C.4_22; II.C.4_23].

Annual athletic eligibility is conducted prior to the start of the sports season and each student-athlete must sign a document that demonstrates their understanding and willingness to conform to such standards. These standards are aligned with the CCCAA's "Decorum," which is outlined in Bylaw 4.4 of the CCCAA Constitution [II.C.4_24].

ANALYSIS AND EVALUATION District Board Policy encourages student voices and contribution to all aspects of campus life. The financial operations of Student Activities and Athletics are conducted with proper oversight, and all programs participate in the institutional program review process. The College provides a wide array of co-curricular and athletic offerings to promote the social, cultural, and educational development of students.

EVIDENCE LIST
II.C.4_01 Board Policy 5560

5. **The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

EVIDENCE OF MEETING THE STANDARD As authorized by Board Policy [II.C.5_01], Foothill College provides academic, personal, and career counseling and programs to support the development and success of all students. The Counseling Office participates in multiple and varied student orientation events [II.C.5_02; II.C.5_03]. The Counseling website demonstrates the variety of student populations served through their services [II.C.5_04; II.C.5_05]. Counseling faculty teach study skills and career planning courses that complement 1:1 services. Career and Academic Pathway maps are accessible to all students for ease in navigation of each chosen pathway. These program maps were created by program faculty with student input [II.C.5_06; II.C.5_07]. Counselor specializations are identified and publicized for better student access regarding questions and concerns related to programs of study [II.C.5_08].

In addition to participating in the program review process, the Counseling Office also conducts regular surveys and makes improvements as needed [II.C.5_09]. Based on student use and feedback, Counseling offers a Quick Questions service — 15-minute, on-demand appointment options — for just-in-time support. This service is publicized on the Counseling website [II.C.5_10]. Additionally, students are asked to complete a service feedback form that Counseling has used to implement more responsive and flexible services and support. As students' preference for multiple modes of communication continues to evolve, the Quick Questions availability has increased to reach more students in a timely manner. Counseling also uses text and email to remind students of their appointments and decrease the number of "no-shows".

Counseling shares timely, useful, and accurate info about transfer policies, general education requirements, articulation agreements, and university representative events through the Transfer webpage [II.C.5_11]. The articulation officer ensures currency in articulation agreements and updates the general education sheets. The institution also reports annually to the state about Transfer Center operational hours, traffic, and offerings [II.C.5_12].

Counseling faculty and staff are provided ongoing training to support students more effectively [II.C.5_13; II.C.5_14]. Other professional development includes DegreeWorks training so faculty provide accurate information to students and an Canvas (Instructure) course to prepare for online instruction [II.C.5_15; II.C.5_16].

ANALYSIS AND EVALUATION Foothill College provides counseling services to all students, including those enrolled in online and specialized programs, and those taking classes at the Sunnyvale Center. Counseling plays a key role in helping students matriculate and navigate their educational pathways. These services, offered online and in person, extend beyond general academic counseling and education plan creation and

includes topics such as transferring to a four-year institution and graduation requirements and policies. Counseling is continuously improving and changing interventions to better meet student needs by surveying students. Counseling faculty and staff also engage in professional development to maintain currency in new state mandates, changes in transfer requirements and more, ensuring that their services remain up-to-date and relevant to assist students in attainment of their diverse educational and personal goals.

EVIDENCE LIST

II.C.5_01 Board Policy 5065

II.C.5_02 Student Orientation, Assessment, & Registration Webpage

II.C.5_03 Day on the Hill Webpage

II.C.5_04 Counseling Webpage

II.C.5_05 Learning Communities Webpage

II.C.5_06 Career and Academic Pathways Webpage

II.C.5_07 Guided Pathways Program Maps Survey

II.C.5_08 Career and Acadmeic Pathways Counselors

II.C.5_09 Counseling Feedback Form

II.C.5_10 Quick Questions Webpage

II.C.5_11-Transfer Webpage

II.C.5_12 Transfer Center Annual Report, 2021-22

II.C.5_13 Student Services Conference, February 6, 2020

II.C.5_14 Student Services Events Archive

II.C.5_15 New Faculty Canvas Training

II.C.5_16 Degreeworks Support Video

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

EVIDENCE OF MEETING THE STANDARD Foothill College adheres to admission policies consistent with its mission that is clarified in Board Policies and supporting Administrative Procedures [II.C.6_01; II.C.6_02; II.C.6_03; II.C.6_04; II.C.6_05; II.C.6_06; II.C.6_07]. The institution's catalog and website provide information on how to apply and register and include information specific to various populations [II.C.6_08; II.C.6_09; II.C.6_10; II.C.6_11; II.C.6_12]. Information about residency requirements and applications to special admissions programs such as the bachelor's degree in Dental Hygiene are also listed on the website.

Foothill's admissions process begins by submitting an application through CCCApply, an open application that is supported by the California Community College Chancellor's Office (CCCCO) [II.C.6_13]. Information about each step of the registration process is detailed and documented online [II.C.6_14]. Applications to special admissions programs may include an additional application or completion of another form [II.C.6_15]. Admission to the Allied Health programs is based on criteria that are consistent with state regulations and program accreditation guidelines. All eligible students are entered into a program-specific lottery and students are accepted into each program based on being selected randomly from the lottery pool [II.C.6_16]. The admission process is highly regulated to ensure that no bias enters into the selection process. The International Student Program Office processes, reviews, and provides resources for any student applying for or transferring their F-1 visa status through Slate.org, a web-based platform.

Information about program pathways are communicated through program maps and further defined in a student's education plan. Students can track their academic progress through Degreeworks software, and receive career counseling, academic counseling, personal counseling, and assistance should their education goals and plans change.

Baccalaureate Degree Program
The Dental Hygiene program's admissions policies are clearly stated on its website along with the catalog for the entry-level and AS-to-BS programs [II.C.6_17; II.C.6_18; II.C.6_19]. The program hosts presentations about the application requirements and process. The program faculty make appropriate updates to the admission process and application and ensure the program's dedicated counselor is informed of any program changes or updates. All eligible students are entered into a program-specific lottery and students are accepted into each program based on being selected randomly from the lottery pool.

ANALYSIS AND EVALUATION Foothill College has adopted and adheres to admission policies consistent with its mission. District and College policies and processes specify the qualifications of students appropriate for its programs. The institution's catalog and website publish information for prospective, current, and future students. Information about defining and advising students on program pathways to complete certificate, degree, and transfer goals are provided through program maps, along with services from the Counseling and Transfer Center Offices.

EVIDENCE LIST
II.C.6_01 Board Policy 5010

II.C.6_02 Administrative Procedure 5010

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

EVIDENCE OF MEETING THE STANDARD Foothill College is an open access institution, and applications are submitted through CCCApply. The CCCCO Student Success Suite User Group meets regularly to assess and modify the application to improve access, use, and compliance with state and federal reporting requirements [II.C.7_01].

As part of its regular evaluation process, the Admissions and Records Office participates in program review, documenting its efforts for improvement [II.C.7_02; II.C.7_03]. Admissions and Records evaluates its admissions and placement process to ensure compliance with California AB 705, legislation requiring community colleges to maximize the probability that students enter and complete transfer-level coursework in English and Math within one enrollment year. Institutional Research and Planning (IRP) analyses AB 705 implementation efforts and the findings inform ongoing improvement efforts [II.C.7_04; II.C.7_05].

The Admissions and Records Office assesses its practices by reviewing feedback from students who interact with their office [II.C.7_06]. The results inform improvement efforts, such as providing more virtual services. The office's 13-55 Equity Action Plan includes a plan to improve communication and onboarding among Black students [II.C.7_07]. Efforts to minimize bias in data collection and evaluation include disaggregation by ethnicity and gender, and by specific population groups such as first-generation college-going students.

ANALYSIS AND EVALUATION Foothill College regularly evaluates its admissions and placement instruments and practices to validate effectiveness while minimizing biases. These efforts are demonstrated through program review, compliance with AB 705 (and impending AB 1705), and review of practices and engagement with students. Discussions about these activities, including conversations about minimizing bias, include faculty, administrators, and classified staff.

EVIDENCE LIST
II.C.7_01 Student Success Suite User Group Website

II.C.7_02 Admissions and Records Program Review

II.C.7_03 Admissions and Records Program Review presentation, 2020-21

II.C.7_04 AB705 English Evaluation presentation, September 2019

II.C.7_05 AB705 Improvement Plan presentation, January 18, 2022

II.C.7_06 Admissions and Records Feedback Form

II.C.7_07 Admissions and Records 13-55 Action Plan

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

EVIDENCE OF MEETING THE STANDARD Foothill College has defined policies regarding the storage of student records. This guidance is set in District Board Policy that follows California Educational Code (Title

5), which states that the institution has a responsibility to maintain student records, including enrollment and scholarship information [II.C.8_01; II.C.8_02]. The chancellor or designee shall review documents and papers received or produced each year and classify them as permanent, optional, or disposable articles. Destruction of optional or disposable articles ensures that these records are permanently destroyed.

When records are kept electronically, there is a defined process that ensures a certification copy as evidence is maintained in a document management system [II.C.8_03; II.C.8_04]. Authorized users with access to these documents must complete the Family Education Rights and Privacy Act (FERPA) training prior to receiving access [II.C.8_05]. District Educational Technology Services (ETS) grants employee access to these student records based on their position at the College. All access is monitored through unique employee identification numbers as well as a multifactor authentication process.

District Board Policies addresses the disclosure of student records [II.C.8_06; II.C.8_07]. This guidance is defined through FERPA, and the institution publishes information regarding the student's right to access their educational records and request transcripts [II.C.8_08]. FERPA exceptions regarding the release of student records are also posted on the College website [II.C.8_09].

ANALYSIS AND EVALUATION Foothill College adheres to FERPA and the California Education Code (Title 5) regarding the storage and release of student records. Board Policy is clear about designating this responsibility and identifying which records to maintain and keep secure. Multifactor security measures are in place, and only those appropriately trained can access student records. The College posts information about these policies and processes so students are also able to request and access their own records.

EVIDENCE LIST
II.C.8_01 Board Policy 3410

II.C.8_02 Administrative Procedure 3410

II.C.8_03 Banner Document Management System User Instructions

II.C.8_04 Banner Document Management System Training, March 29, 2018

II.C.8_05 FERPA Training

II.C.8_06 Board Policy 5050

II.C.8_07 Administrative Procedure 5050

II.C.8_08 Request Transcript

II.C.8_09 Solomon Amendment

Conclusions on Standard II.C: Student Support Services

Foothill College's student support services and offerings are aligned with the College's mission, Strategic Vision for Equity, and are in compliance with all applicable local, state, and federal legal requirements. Student support services facilitates learning in all modalities and locations, as well as the successful completion of certificates, degrees, and pathways. Services are offered in a variety of modalities and regularly evaluated for ongoing improvement. The College also conducts ongoing assessment of its admission process to ensure that requirements are clearly communicated and evaluated to minimize bias. The institution is compliant with student records organization, storage, security, and the release of information. All programs that offer support services participate in program review and are creating equity action plans for the College's 13-55 implementation effort.

Improvement Plan(s)
None needed.

STANDARD III

RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. HUMAN RESOURCES

1. **The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

EVIDENCE OF MEETING THE STANDARD Foothill College is committed to hiring highly qualified faculty, classified staff, and administrators. The College employs equitable, transparent hiring process and procedures, and advertises open positions in multiple venues, such as academic publications and websites, to attract candidates committed to the institutions's mission and goals, which are stated on all job postings. Hiring procedures for all employees are clearly outlined in District Board Policy and Administrative Procedure [III.A.1_01]. Reviews of hiring policies and procedures are conducted in collaboration among the District Diversity and Equity Advisory Committee (DDEAC), the Human Resources Advisory Committee

(HRAC), and the Chancellor's Advisory Committee (CAC) as part of the participatory governance process [III.A.1_02].

The District Human Resources (HR) Office supervises the hiring process and provides training for employees. Chapter 7 of the Board Policy and Procedure Manual provides a comprehensive outline of policies and procedures to ensure that the HR Office is in accordance with legal requirements [III.A.1_03].

The College follows the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook [III.A.1_04]. Job descriptions are directly related to the institutional mission and goals, accurately reflecting position duties, responsibilities, and authority [III.A.1_05; III.A.1_06]. Screening criteria and interview questions are developed by the search committee, who ensure qualifications closely match the specific programmatic needs. An HR specialist vets the screening criteria and interview questions before releasing the applications for review.

Degrees from non-U.S. institutions are recognized only if equivalence is established, with applicants required to acquire an evaluation from a recognized agency [III.A.1_07]. The equivalency process is described in greater detail in Standard III.A.4. Job classifications and descriptions, hiring manuals, and salary schedules are all publicly available and maintained on the Employment and Careers page of the District HR website [III.A.1_08].

Baccalaureate Degree Program
Dental Hygiene program faculty job descriptions include a comprehensive outline of duties and responsibilities reflecting the education, skills, and experience needed to teach at the rigor and higher course sequence reflective of a bachelor's degree program [III.A.1_09].

ANALYSIS AND EVALUATION Foothill College employs equitable and transparent hiring processes, involves multiple committees in policy reviews, and adheres to the minimum qualifications. The institution's commitment to diversity, equity, and transparency is evident in its public access to hiring materials, training for personnel, and collaboration between committees. The College effectively maintains the integrity and quality of its programs and services through these robust processes and practices.

EVIDENCE LIST
III.A.1_01 Administrative Procedure 4130

III.A.1_02 Chancellor's Advisory Council Agenda pg 22-32, March 17, 2023

III.A.1_03 Board Policy and Administrative Procedure Manual

III.A.1_04 CCCCO Minimum Quals Handbook

III.A.1_05 Full-time Faculty Job Announcement

III.A.1_06 Part-time Faculty Job Announcement

III.A.1_07 Board Policy 7211

III.A.1_08 District Employment Webpage

III.A.1_09 Dental Hygiene Job Description

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

EVIDENCE OF MEETING THE STANDARD District policies and procedures demonstrate commitment to hiring qualified and knowledgeable faculty members, placing emphasis on understanding and sensitivity to diversity while adhering to California minimum qualifications [III.A.2_01; III.A.2_02; III.A.2_03]. The District Human Resources (HR) Office verifies transcripts to ensure minimum qualifications are met before finalizing faculty employment. Both full and part-time faculty job descriptions include responsibilities for curriculum oversight and student learning outcomes assessment [III.A.2_04; III.A.2_05].

Search committees, comprised of faculty, classified staff, and administrators, are responsible for identifying selection criteria, screening applicants, and recommending finalists to a selection committee. All members of the search committee must receive training on equal opportunity, diversity, and the employment process before serving [III.A.2_06]. The search committee evaluates the academic and professional qualifications of each candidate, including conducting reference checks [III.A.2_07].

Part-time faculty apply to District hiring pools, and HR forwards applications to division hiring committees. The division dean and a full-time faculty member from the same discipline conduct the interview process for part-time employees, with a demonstration of skills being a part of the process [III.A.2_08].

Baccalaureate Degree Program
A master's degree is the minimum requirement for Dental Hygiene faculty in order to teach the didactic courses [III.A.2_09]. An additional two years of experience in the clinical setting is expected. The Dental Hygiene program adheres to the standards set forth by the Commission on Dental Accreditation (CODA), and follows the same full-time faculty hiring process as described above [III.A.2_10].

ANALYSIS AND EVALUATION Foothill College is committed to hiring qualified faculty with knowledge in their respective fields. The institution ensures faculty qualifications by adhering to minimum qualifications

and verifying transcripts before employment. Faculty job descriptions include responsibilities for curriculum oversight and student learning outcomes assessment.

EVIDENCE LIST

III.A.2_01 Administrative Procedure 4130

III.A.2_02 Board Policy 4135

III.A.2_03 CCCCO Minimum Quals Handbook

III.A.2_04 Full-time Faculty Job Description

III.A.2_05 Part-time Faculty Job Description

III.A.2_06 Full-time Faculty Hiring Procedures

III.A.2_07 Reference Checking

III.A.2_08 Part-time Faculty Hiring Procedures

III.A.2_09 Dental Hygiene Job Description

III.A.2_10 CODA Standards

3. **Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

EVIDENCE OF MEETING THE STANDARD As part of the administrator hiring process, search committees composed of faculty, classified staff, and administrators review candidates' minimum qualifications and academic degrees. Committees also select and interview candidates [III.A.3_01]. Instructional dean positions must have a master's degree and at least one year of administrative experience. Other administrator positions may require a bachelor's degree or master's degree for the minimum qualifications. Preferred qualifications may include additional years of experience and expertise [III.A.3_02]. Additional guidance about duties and responsibilities is outlined in the Administrator's Handbook [III.A.3_03].

Faculty who work with learning communities or other programs on reassigned time are selected using a hiring process where a job description is created and candidates are interviewed by a committee [III.A.3_04]. Depending on the position, there may be a second level of interviews before a candidate is selected. Selected faculty serve in the role for at least one academic year.

ANALYSIS AND EVALUATION Foothill College employs a rigorous process for selecting administrators. As stated in earlier Standards, the College adheres to California state minimum job qualifications and guidance is outlined in District policy and procedure [III.A.3_05; III.A.3_06]. Diverse committees evaluate candidates based on their skills and experience, ensuring that they possess the necessary qualifications to perform their duties.

EVIDENCE LIST

III.A.3_01 Administrative Hiring Procedures

III.A.3_02 Dean, Kinesiology & Athletics Job Description

III.A.3_03 Administrator Handbook

III.A.3_04 Umoja Coordinator Job Description

III.A.3_05 CCCCO Minimum Quals Handbook

III.A.3_06 Administrative Procedure 4130

4. **Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

EVIDENCE OF MEETING THE STANDARD Foothill College follows state policy requiring candidates to hold degrees that are accredited or recognized by U.S. agencies [III.A.4_01]. The District Human Resources (HR) Office supervises this process according to Board Policy on equivalency [III.A.4_02]. Job postings with degree requirements state that applicants must submit official transcripts verifying their qualifications before being offered employment [III.A.4_03].

Applicants who do not clearly meet the minimum qualifications through degrees or applicants with degrees from non-U.S. institutions may apply for equivalency following District equivalency policies and procedures [III.A.4_04]. These policies specify that an applicant must complete a Request for Equivalency form and documented evidence of equivalency [III.A.4_05]. An equivalency committee, comprised of the vice president of Instruction, the Academic Senate president or designee, and at least one discipline expert from the division, is convened to review the request and documentation to determine whether or not equivalency is established. International applicants must obtain transcripts that are evaluated by an independent educational equivalency evaluation company.

ANALYSIS AND EVALUATION Foothill College follows state policy that requires degrees from accredited U.S. agencies. HR oversees this process and ensures that job postings mandate official transcripts for

qualification verification and that minimum qualifications are met. For applicants with non-U.S. degrees or unclear qualifications, there is a documented process to apply for equivalency.

EVIDENCE LIST

III.A.4_01 California Code of Regulations Title 5, Section 53406

III.A.4_02 Board Policy 7211

III.A.4_03 Full-time Faculty Job Announcement

III.A.4_04 Equivalency Policies & Procedures

III.A.4_05 Equivalency Form

5. **The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

EVIDENCE OF MEETING THE STANDARD Foothill College has policies and processes in place to ensure that all employees are evaluated at stated intervals. Evaluations are focused on improving employee performance and contributing to student learning. These processes are authorized by Board Policy on evaluations [III.A.5_01]. Employee contracts include evaluation policies and procedures and clarify evaluation criteria specific to each group of employees.

Full and part-time faculty evaluation procedures are outlined in the Faculty Association Agreement and the Tenure Review Handbook [III.A.5_02; III.A.5_03]. Full-time and part-time faculty evaluations are completed using Appendix J1: Administrative and Peer Evaluation Form for Faculty [III.A.5_04]. This process is applied regardless of instruction modality. Full-time faculty are evaluated quarterly by a committee during their four-year tenure review period, and must also be evaluated by students [III.A.5_05]. Part-time faculty must be evaluated at least once during their first three-quarters of employment by the appropriate administrator or designated full-time faculty. As part of an ongoing evaluation process, full-time faculty are evaluated by an administrator or designee at least once every three years, and part-time faculty are evaluated on a nine-quarter cycle. Avenues of appeal are available and are outlined in the Faculty Handbook [III.A.5_06].

Evaluation procedures for administrators are outlined in the Administrators Handbook [III.A.5_07]. Administrative evaluations include input from direct reports and are conducted on a one or two-year cycle [III.A.5_08].

Classified staff are evaluated twice during a probationary period before being evaluated for permanent status by their supervisor or manager. Evaluations are monitored through the District using the Classified Performance Evaluation [III.A.5_09]. Permanent employees are evaluated annually. These evaluation processes are negotiated and described in the collective bargaining unit agreements [III.A.5_10; III.A.5_11; III.A.5_12; III.A.5_13].

All evaluation instruments used include categories that connect directly to student learning and institutional effectiveness [III.A.5_14]. Unsatisfactory performance is formally noted, and employees receive improvement plans in accordance with contractual agreements.

ANALYSIS AND EVALUATION Foothill College assures employee effectiveness through systematic evaluations. Faculty, administrators, and classified staff follow distinct evaluation procedures, with written criteria and timely actions. Evaluations connect to student learning and institutional effectiveness, and unsatisfactory performance results in improvement plans, ensuring continuous enhancement of employee performance.

EVIDENCE LIST
III.A.5_01 Board Policy 4145

III.A.5_02 Faculty Association Agreement 2019-22, pg 19-40

III.A.5_03 Tenure Review Handbook 2019-22

III.A.5_04 J1-Admin & Peer Eval Form

III.A.5_05 J2-Student Eval Form (Classroom)

III.A.5_06 Faculty Association Agreement 2019-22, pg 13-18

III.A.5_07 Administrator Handbook 2018, pg 17-21

III.A.5_08 Administrative Comprehensive Evaluation Form

III.A.5_09 Classified Performance Evaluation Form

III.A.5_10 Association of Classified Employees (ACE) Agreement 2018-21, pg 12-13 & 19-20

III.A.5_11 California School Employees Association (CSEA) Agreement 2019-21, pg 5

III.A.5_12 Teamster Agreement 2018-21, pg 128-129

III.A.5_13 Police Officers Association (POA) Agreement 2017-19, pg 7-8

III.A.5_14 Redacted J1 Example

6. **The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. **The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

EVIDENCE OF MEETING THE STANDARD The District exceeds its full-time faculty obligations. In 2022, the full-time faculty obligation was 381.6, and the District had a full time equivalent faculty (FTEF) of 412.0 [III.A.7_01].

Faculty hiring requests are made annually through the program review process and requests are based on criteria such as program enrollment and full-time to part-time faculty ratio [III.A.7_02; III.A.7_03]. The Faculty Prioritization Committee reviews and prioritizes requests using a prioritization rubric [III.A.7_04].

The priority ranking process uses participatory governance input to place the requests in order for funding [III.A.7_05]. Hiring for full-time faculty is determined by several factors, including the number of retirements and vacant positions, district growth, and budget conditions [III.A.7_06]. Funding decisions are outlined and shared with constituencies [III.A.7_07].

Baccalaureate Degree Program
The Dental Hygiene program has three full-time faculty, 12 part-time faculty, and a dedicated program coordinator [III.A.7_08]. The program adheres to the following faculty-to-student ratios outlined by the Commission on Dental Accreditation (CODA): one faculty to five students for preclinical and clinical sessions; one faculty to five students for radiography laboratory sessions; one faculty to 10 students for all other dental science laboratory sessions.

ANALYSIS AND EVALUATION Foothill College exceeds its full-time faculty obligations and assesses staffing levels through the program review cycle that embeds the faculty request process. The College utilizes funding from the State Chancellor's Office to hire additional full-time faculty to make progress in meeting the 75% full-time faculty goal. Full-time faculty positions are determined through the faculty prioritization process, and adjunct hiring is ongoing. The Dental Hygiene program adheres to appropriate faculty-student ratios per its program accreditor.

EVIDENCE LIST

III.A.7_01 Full-time Faculty Obligation, Fall 2022

III.A.7_02 Resource Allocation Guidelines, pg 1-5

III.A.7_03 Classified Staff Request Form

III.A.7_04 Faculty Prioritization Rubric

III.A.7_05 Faculty Prioritization List 2022

III.A.7_06 MIPC Meeting Minutes, December 2, 2022

III.A.7_07 Academic Senate Meeting Minutes, December 5, 2022

III.A.7_08 Dental Hygiene Faculty and Staff Webpage

8. **An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.**

EVIDENCE OF MEETING THE STANDARD Foothill College ensures that part-time and adjunct faculty have opportunities for professional development and are engaged in key academic processes. New part-time faculty attend an orientation that covers key processes and procedures [III.A.8_01; III.A.8_02]. The District Human Resources (HR) Office and the Human Resources Advisory Committee (HRAC) provides information and resources to all employees [III.A.8_03; III.A.8_04].

The Faculty Association (FA) contract details the rights of adjunct faculty, including evaluations and compensation for extra duties and responsibilities [III.A.8_05]. Adjunct faculty receive service credit toward reemployment preference for having completed at least one assignment in a given term, and those with reemployment preference have priority on course assignments over those without reemployment preference. Those adjunct faculty who are employed for three quarters must be evaluated once during that period; thereafter, they are to be evaluated once every nine quarters. The College's Professional Learning Program provides resources and support for all faculty, including a weekly newsletter [III.A.8_06]. Adjunct

faculty are included in professional development opportunities, orientations, department and division meetings, and annual events and are compensated for their attendance [III.A.8_07]. The Academic Senate has two dedicated Senator positions for part-time faculty [III.A.8_08]. A part-time faculty representative also serves on the College's participatory governance body, the Mission Informed Planning Council (MIPC) [III.A.8_09].

ANALYSIS AND EVALUATION Foothill College provides orientation, oversight, evaluation, and professional development for part-time and adjunct faculty. New faculty receive resources and ongoing support. Adjunct faculty rights are clearly defined and supported, including through representation in College governance.

EVIDENCE LIST

III.A.8_01 New Faculty Virtual Folder

III.A.8_02 Part-time Faculty Orientation Spring 2023

III.A.8_03 New Hires Information Webpage

III.A.8_04 Human Resources Advisory Committee (HRAC) Webpage

III.A.8_05 Faculty Association Agreement 2019-22, pg 41-57

III.A.8_06 Professional Development Webpage

III.A.8_07 Professional Development Newsletter, June 10, 2022

III.A.8_08 Academic Senate Membership Webpage

III.A.8_09 MIPC Membership 2022-23

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

EVIDENCE OF MEETING THE STANDARD Foothill College maintains a sufficient number of classified staff with appropriate qualifications through a combination of governance, Administrative Procedures, and Board Policies. The Guiding Principles Subcommittee, approved by the Mission Informed Planning Council, is responsible for developing guidelines for staffing, space, and purchasing [III.A.9_01]. The Resource Allocation Group (RAG) works collaboratively to ensure that these guidelines remain dynamic and adaptable over time [III.A.9_02].

The College's process for staffing involves a manager submitting a request to the vice president of their area. The vice president forwards the request to the President's Cabinet for evaluation and approval, and the

president makes the final decision [III.A.9_03]. Once the position is approved, the hiring manager completes a requisition form for documentation and tracking by the District [III.A.9_04]. Programs can also request additional staffing through the program review process [III.A.9_05].

Foothill College emphasizes diversity, equity, and equal opportunity through Board Policies 4100 and 4130, which highlight the importance of a diverse community in fostering an inclusive learning environment and support the recruitment and hiring of diverse classified staff [III.A.9_06; III.A.9_07]. The College also abides by the employment practices outlined in the Association of Classified Employees (ACE) contract and the California School Employees Association (CSEA) contract, which emphasize the importance of orientation, professional development, and in-service training for employees to enhance job knowledge, efficiency, and overall work performance [III.A.9_08; III.A.9_09].

ANALYSIS AND EVALUATION Foothill College maintains qualified classified staff for effective operations. The College employs a multi-step staffing approval process, emphasizes cultural diversity, and ensures candidate qualifications.

EVIDENCE LIST
III.A.9_01 MIPC Meeting Minutes, November 18, 2022

III.A.9_02 MIPC Meeting Minutes, December 2, 2022

III.A.9_03 Resource Allocation Guidelines, pg 4

III.A.9_04 Cornerstone Requisition Training

III.A.9_05 Staff Resource Request

III.A.9_06 Board Policy 4100

III.A.9_07 Board Policy 4130

III.A.9_08 California School Employees Association (CSEA) Agreement 2019-21, pg 5

III.A.9_09 Association of Classified Employees (ACE) Agreement 2018-21, pg 14

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

EVIDENCE OF MEETING THE STANDARD Foothill College maintains a sufficient number of administrators with appropriate expertise. Determination of administrative positions is governed by the resource allocation guidelines [III.A.10_01]. Requests for administrator positions are submitted to the President's Cabinet by the

appropriate vice president and incorporate feedback from personnel who would interface with the position. The president makes the final decision on the request.

Board of Trustees approval is required for new, changed, or eliminated administrative positions, ensuring a thorough evaluation of the College's administrative needs [III.A.10_02]. Board Policies outline hiring criteria and qualifications in accordance with California Education Code, along with a commitment to maintain a diverse and qualified administration [III.A.10_03; III.A.10_04].

ANALYSIS AND EVALUATION Foothill College's selection of administrators follows the resource allocation guidelines, and positions are approved by the President's Cabinet and Board of Trustees. District policies and procedures also ensure diverse and qualified administration.

EVIDENCE LIST
III.A.10_01 Resource Allocation Guidelines, pg 5

III.A.10_02 Administrators Reduction Resolution 2023

III.A.10_03 Administrative Procedure 4130

III.A.10_04 Board Policy 4100

11. **The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

EVIDENCE OF MEETING THE STANDARD Foothill College personnel policies are published on the District Human Resources (HR) Office website, which ensures that all information is easily accessible and readily available for review [III.A.11_01]. These published policies and procedures ensure that all pertinent HR matters are conducted in a fair, equitable, and consistent manner across the District. This includes matters relating to: position classification; recruitment; new employee on-boarding and orientation; wage and salary placement; compliance with federal and state nondiscrimination and equal opportunity statutes and regulations; responding to complaints related to harassment and discrimination, including sexual harassment; and grievance, discipline procedures, and administrative hearings [III.A.11_02].

Representatives of the District, the two Colleges, and constituency groups work collaboratively in participatory governance to make recommendations to the Chancellor's Advisory Council (CAC) regarding the adoption of policies by the Board of Trustees [III.A.11_03]. Policies are maintained in the Board Policy and Administrative Procedure Manual and are available in hard copy and electronic copy via the District website [III.A.11_04]. Board Policies and Administrative Procedures are regularly reviewed and updated as needed. The Human Resources Advisory Committee (HRAC) provides employees an opportunity to advise HR in the development and improvement of programs and services [III.A.11_05]. Specific procedures for each

employee bargaining group (ACE, CSEA, FA, POA, Teamsters) are also covered in each group's negotiated contract. Administrators and confidential employees are represented through meet-and-confer groups, with agreed-upon procedures.

ANALYSIS AND EVALUATION Foothill College establishes, publishes, and adheres to written personnel policies and procedures, which are accessible on the District HR website. Representatives from constituency groups work in participatory governance to review policy language and make recommendations.

EVIDENCE LIST
III.A.11_01 Human Resources Policies Webpage

III.A.11_02 Employment Hiring Process presentation

III.A.11_03 Chancellor's Advisory Council Agenda, March 17, 2023

III.A.11_04 Board Policy and Administrative Procedure Manual

III.A.11_05 Human Resources Advisory Committee (HRAC) Webpage

12. **Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

EVIDENCE OF MEETING THE STANDARD Foothill College is committed to promoting equity and diversity through its policies and practices. Board Policies and Administrative Procedures address important issues such as mutual respect, anti-discrimination, and diversity [III.A.12_01]. The District Diversity and Equity Advisory Committee (DDEAC) plays a crucial role in promoting equity, diversity, and inclusion within the District [III.A.12_02]. The DDEAC provides input and makes recommendations on policies and procedures related to these issues and is responsible for adding an equity/diversity prompt to the District's employment application [III.A.12_03]. The District Equal Employment Opportunity Plan comprehensively outlines steps to address underrepresentation in applicants and its workforce, including critical analysis of applicant and hiring data [III.A.12_04]. The HR Hiring for Equity Training Materials webpage provides information and training on hiring for equity, implicit bias, and diversity-specific workplace issues [III.A.12_05].

Foothill College offers programs and services that center on classified staff development, including professional development workshops and events [III.A.12_06; III.A.12_07]. The institution regularly tracks and evaluates the kinds of support that its personnel may need and adapts accordingly. In response to the COVID-19 pandemic, the College organized a comprehensive Spring Flex 2020 program to ensure instructional and student support services continued to be offered at the highest levels of quality while

prioritizing equity considerations [III.A.12_08]. Online faculty continue to be supported by the robust resources available on the Online Learning faculty webpage [III.A.12_09].

ANALYSIS AND EVALUATION Foothill College maintains and evaluates its programs, practices, and services that aim to support diverse personnel. The Equal Employment Opportunity Plan, executed by the District HR Office, promotes equity and diversity in the hiring process. The College offers equity and diversity-focused professional development workshops and events, and tracks and evaluates personnel support needs to ensure a diverse and inclusive work environment.

EVIDENCE LIST

III.A.12_01 Board Policy 3121

III.A.12_02 District Diversity and Equity Advisory Committee (DDEAC) Webpage

III.A.12_03 Equity & Diversity Prompt Proposal

III.A.12_04 Equal Employment Opportunity Plan 2019

III.A.12_05 Equity Training Webpage

III.A.12_06 College Opening Day Agenda 2022

III.A.12_07 District Opening Day Agenda 2022

III.A.12_08 Spring Flex Day Agenda 2020

III.A.12_09 Online Learning Webpage

13. **The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

EVIDENCE OF MEETING THE STANDARD Foothill College places a strong emphasis on ethical behavior among its students, employees, and operations as defined through Board Policies on ethical standards for employees and trustees [III.A.13_01; III.A.13_02]. Other Board Policies address equal employment opportunities, anti-discrimination, mutual respect, sexual harassment, academic freedom, and more, all of which are available to the public on the College's website [III.A.13_03]. Consequences for violations of these ethical standards are outlined in these policies. Codes of conduct and expectations for ethical behavior are also outlined in the administrator and tenure handbooks [III.A.13_04; III.A.13_05].

ANALYSIS AND EVALUATION Foothill College adopts a written code of professional ethics applicable to all personnel, including trustees. Ethics are addressed in both Board Policies and handbooks. Consequences for violating ethical standards are specified in these documents, which are accessible online.

EVIDENCE LIST

III.A.13_01 Board Policy 3121

III.A.13_02 Board Policy 2715

III.A.13_03 Board Policy and Administrative Procedure Manual

III.A.13_04 Administrator Handbook, pg IV

III.A.13_05 Tenure Review Handbook 2019-22, pg 15-16

14. **The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

EVIDENCE OF MEETING THE STANDARD Foothill College is committed to providing its employees with a comprehensive professional development program that offers numerous opportunities for skill and career growth. The District provides annual funding for faculty and classified staff attendance at conferences and workshops [III.A.14_01]. The professional development webpage includes comprehensive information for faculty concerning professional development opportunities [III.A.14_02]. The Vision Resource Center provides on-demand training for District employees on a variety of topics [III.A.14_03].

Professional development days are organized through the coordination of the Equity, Diversity, and Inclusion Office, the College president and District Chancellor Offices, and stakeholder groups such as Academic and Classified Senates. The faculty professional development coordinator also conducts a needs assessment annually [III.A.14_04]. Activities for all employees occur during District Opening Day and Flex Day [III.A.14_05]. An additional professional development day for classified staff occurs annually in May [III.A.14_06].

The District provides incentives for professional development for all employee groups. Faculty, classified staff, and administrators are able to participate in professional growth awards [III.A.14_07]. Educational assistance reimbursement opportunities are available at various levels as per the bargaining agreements [III.A.14_08]. The District provides paid professional development leave incentives of 85% of salaries with full benefits to full-time faculty, classified staff, and administrators [III.A.14_09].

Professional development via the Online Learning Office continues to grow, and multiple workshops are offered weekly [III.A.14_10]. Online faculty have the option to participate in a Peer Online Course Review (POCR) cohort each quarter. POCR is an in-depth process that assists faculty to revise course design and enhance existing material and assessments in order to improve the student experience, increase online

success outcomes, and close the equity gap [III.A.14_11]. Faculty can receive a stipend for participating and successfully aligning their course to POCR standards. The Committee on Online Learning (COOL) meets regularly to identify and address online faculty needs [III.A.14_12]. Professional development programs are regularly evaluated based on participant feedback, and the evaluation data are used to determine future offerings and areas for growth [III.A.14_13].

ANALYSIS AND EVALUATION Foothill College supports numerous professional development opportunities tailored to the mission, evolving pedagogy, technology, and learning needs, and participation is encouraged. Opportunities include annual funding for conferences and workshops, professional development awards with financial incentives, reimbursement of some educational expenses, professional development leaves, and professional development days. Resources are also available through the professional development webpage and Vision Resource Center. The institution systematically requests participant feedback and uses these data to improve and expand its offerings.

EVIDENCE LIST

III.A.14_01 Travel & Conference Webpage

III.A.14_02 Professional Development Webpage

III.A.14_03 Vision Resource Center

III.A.14_04 Professional Development Needs Assessment Survey

III.A.14_05 Fall Flex Day Agenda 2022

III.A.14_06 Classified Staff Professional Development Day Spring 2022

III.A.14_07 Administrator Handbook 2018, pg 57-60

III.A.14_08 Association of Classified Employees (ACE) Agreement 2018-21, pg 64-65

III.A.14_09 Faculty Association Agreement 2019-22, pg 95-101

III.A.14_10 Online Learning Workshops

III.A.14_11 Peer Online Course Review Webpage

III.A.14_12 Committee On Online Learning Canvas Site

III.A.14_13 College Flex Day & Opening Day Results presentation, Fall 2022

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

EVIDENCE OF MEETING THE STANDARD The District places a high priority on securing and preserving the confidentiality of its personnel records. The College adheres to a comprehensive set of best practices, legal requirements, and institutional policies. Board Policy provides a clear framework for maintaining the security and confidentiality of personnel records [III.A.15_01]. This policy is supported by Administrative Procedures, which outline the College's specific responsibilities and obligations in this area, as well as the relevant laws and regulations that must be followed [III.A.15_02].

ANALYSIS AND EVALUATION Foothill College establishes and maintains the security and confidentiality of personnel records, with adherence to Board Policy and Administrative Procedure related to personnel files and the classification, retention, and destruction of records. These policies clarify the College's responsibilities, legal requirements, and best practices for maintaining personnel records. Employees have access to their records in accordance with the law.

EVIDENCE LIST
III.A.15_01 Board Policy 4150

III.A.15_02 Board Policy 3260

Conclusions on Standard III.A: Human Resources

Foothill College demonstrates a strong commitment to hiring diverse and highly qualified faculty, classified staff, and administrators through equitable and transparent processes. In conjunction with the District Human Resources Office, the institution adheres to California state minimum qualifications and verifies applicants' credentials, while also supporting part-time and adjunct faculty through resources, orientation, and professional development opportunities. Employee performance evaluations and improvement plans contribute to maintaining institutional standards, and staffing levels are regularly assessed. Foothill College promotes equity, diversity, and ethical behavior through its policies, practices, and professional development programs. Both the District and College ensures the security and confidentiality of personnel records in compliance with legal requirements and institutional policies.

Improvement Plan(s)
None needed.

B. PHYSICAL RESOURCES

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed

and maintained to assure access, safety, security, and a healthful learning and working environment.

EVIDENCE OF MEETING THE STANDARD Foothill College follows Board Policy that establishes the importance quality facilities have in ensuring outstanding educational opportunities [III.B.1_01]. The California Community Colleges Facilities Planning Unit provides support through the review and approval of the District's Five-Year Capital Outlay Plan [III.B.1_02; III.B.1_03]. This collaborative approach allows for a comprehensive understanding of program requirements, as well as the identification of necessary facility enhancements or modifications.

Facilities planning aligns with the institutional mission providing high-quality teaching and educational programs. The Facilities Master Plan works in conjunction with the Educational Master Plan (EMP), the Technology Plan, and the Strategic Vision for Equity (SVE) to ensure that facility development is directly connected to the College's overarching goals and objectives [III.B.1_04; III.B.1_05; III.B.1_06; III.B.1_07]. A Sustainability Master Plan was adopted by the Board of Trustees and will further help to connect facilities planning to the goals of the College [III.B.1_08].

Major facilities projects are funded through two large bonds, Measure C and Measure G [III.B.1_09]. The Citizens' Bond Oversight Committee (CBOC) manages bond projects.

The Measure C Bond passed in 2006 for $490.8 million, supporting the following:
- Upgrade electrical, heating, ventilation, and fire/seismic safety systems;
- Repair leaky roofs;
- Improve access for people with disabilities;
- Repair/expand classrooms for nurses/paramedics;
- Upgrade technology; and
- Repair, construct, acquire, and equip buildings, classrooms, libraries, sites, science/computer labs.

The Measure G Bond passed in 2020 for $898 million, supporting the following:
- Upgrade facilities preparing students/veterans for university transfer and careers in fields such as healthcare, nursing, technology, and engineering/sciences;
- Upgrade and repair aging classrooms as well as labs for science, technology, engineering/Math related fields of instruction; and
- Acquire, construct, and repair facilities, equipment, and sites.

Construction and retrofitting projects comply with California Environmental Quality Act requirements [III.B.1_10]. All major facilities plans go to the Division of the State Architect to be evaluated for accessibility compliance. Additionally the District hires a consultant firm to compile and implement a comprehensive ADA Evaluation and Transition Plan [III.B.1_11].

College buildings are designed to comply with the state Building Code and projects are reviewed by the Division of the State Architect for compliance with structural, accessibility, fire and life safety requirements. The Santa Clara County Fire Marshal conducts annual inspections of College facilities to ensure compliance with fire codes. The College is also subject to Bay Area Air Quality Management District and California Air Resources Board requirements for hazardous materials testing, mitigation and reporting.

The District maintains a police department staffed with highly-trained officers to protect and ensure the safety of students, employees, their property, and District property. Officers receive various types of continuing professional training related to the specific needs of the campus [III.B.1_12]. Emergency Operations Centers, equipped with resources and powered by backup generators, provide secure locations to operate and direct activities during emergencies. Emergency procedures are posted throughout the campus and on the District facilities website [III.B.1_13]. An annual Safety and Security Report is produced and shared publicly to encourage transparency [III.B.1_14].

The Facilities and Operations Office organizational chart outlines the staffing levels and responsibilities of all facilities and operations personnel and demonstrates adequate operational and maintenance capacities [III.B.1_15]. Service requests are documented and completed through a work order system [III.B.1_16]. The District has adopted an Injury and Illness Prevention Program that describes specific requirements for program responsibility, compliance, communication, hazard assessment, accident/exposure investigations, hazard correction, training, and record keeping [III.B.1_17].

ANALYSIS AND EVALUATION Foothill College ensures safe and sufficient physical resources at all locations. The College's facilities are constructed and maintained to provide access, safety, security, and a healthy learning environment. Safety is prioritized through funding from Measure C and Measure G Bonds, and strategic planning through the Five-Year Capital Outlay Plan and Facilities Master Plan. Equipment needs are also funded and managed through resource prioritization and participatory governance processes.

EVIDENCE LIST

III.B.1_01 Board Policy 3200

III.B.1_02 CCCCO Facilities Planning

III.B.1_03 District 5 Construction Year Plan 2021-25

III.B.1_04 Facilities Master Plan 2021-26

III.B.1_05 Educational Master Plan 2016-22

III.B.1_06 Foothill Technology Plan Draft 2022-25

III.B.1_07 Strategic Vision for Equity, 2021-25

III.B.1_08 District Sustainability Action Plan 2023

III.B.1_09 Citizens' Bond Oversight Committee Annual Report 2021-22

III.B.1_10 District Mitigation Monitoring Program

III.B.1_11 ADA Award of Contract

III.B.1_12 Police Department Professional Development Webpage

III.B.1_13 Facilities Emergency Procedures

III.B.1_14 FHDA Annual Security Report 2022

III.B.1_15 Facilities Org Chart 2021

III.B.1_16 Facilities Work Orders Requests Webpage

III.B.1_17 District Injury and Illness Prevention Program (IIPP) 2021-22

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

EVIDENCE OF MEETING THE STANDARD Foothill College's Facilities Master Plan is embedded in the District Facilities Master Plan and serves as a roadmap for future campus development [III.B.2_01]. The capital outlay process, a crucial part of facilities planning, ensures that projects eligible for state funding are identified. Both the Space Inventory and the Five-Year Construction Plan communicates the needs of the District and provides information on each room and building [III.B.2_02; III.B.2_03].

Initial Project Proposals (IPPs) are submitted annually to the State Chancellor's Office, providing an overview of each project's concept and impacts on space [III.B.2_04]. The Final Project Proposals (FPPs) outline project justifications, final scope, and estimated costs for implementation across all acquisition, infrastructure, facility, and systems projects [III.B.2_05]. An architectural firm is awarded a contract and collaborates with end-users, facilities staff, the bond director, and the construction management team [III.B.2_06]. When renovations are needed, the process follows Board Policies and district plans.

The College relies on participatory governance in assessing, planning, and coordinating efforts for effective utilization of space, equipment maintenance, upgrades, new construction, and asset management. Program review includes the resource request process where programs can make facilities-related requests that are review by the Finance Allocation Team (FAT), led by the vice president of finance and administrative services. The Measures C and G website lists the status and schedule of College projects, and regular progress updates are provided to the Board of Trustees [III.B.2_07]. The Citizens' Bond Oversight Committee reviews these

projects for financial accountability [III.B.2_08]. Facilities updates are regularly provided to Academic Senate and participatory governance [III.B.2_09; III.B.2_10; III.B.2_11]. Sustainability goals are outlined in Board Policy and in the action plans created by the district Energy and Sustainability Advisory Committee (ESAC) [III.B.2_12; III.B.2_13; III.B.2_14].

ANALYSIS AND EVALUATION The District and College Facilities Master Plans and capital outlay process demonstrate a commitment to maintaining and upgrading physical resources with a focus on environmental sustainability. The institution engages constituencies in decision-making through participatory governance. Program review and inclusive budget meetings ensure that facility planning meets the various demands of College programs and services while staying true to the College's mission.

EVIDENCE LIST

III.B.2_01 Facilities Master Plan 2021-26

III.B.2_02 District 5 Construction Year Plan 2021-25

III.B.2_03 Building Summary Report

III.B.2_04 Smithwick Theater Renovation Proposal

III.B.2_05 PE Complex Renovation Proposal

III.B.2_06 Board Meeting Minutes, January 9, 2023

III.B.2_07 Measure G Project List Report, January 11, 2021

III.B.2_08 Citizens' Bond Oversight Webpage

III.B.2_09 Measures G and C Project Updates presentation, February 27, 2023

III.B.2_10 Academic Senate Meeting Minutes, February 27, 2023

III.B.2_11 MIPC Meeting Minutes, February 3, 2023

III.B.2_12 Board Policy 3214

III.B.2_13 District Energy Master Plan 2021

III.B.2_14 District Sustainability Action Plan 2023

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

EVIDENCE OF MEETING THE STANDARD Foothill College consistently evaluates its facilities and equipment usage, implementing improvements based on these assessments. District Plant Services, located on Foothill's main campus, oversees daily maintenance and operations to ensure that facilities remain functional and well-maintained. Facilities conducts regular inspections of all locations, including elevators, equipment, fire alarms, and sprinklers [III.B.3_01; III.B.3_02; III.B.3_03]. An online work order system allows for efficient reporting and prioritization of facility issues, with health and safety concerns receiving the highest priority [III.B.3_04].

Facility Condition Assessment reports are completed to evaluate the current state of District facilities, to identify deferred maintenance deficiencies and recommend improvement timelines and costs. These comprehensive reports include assessment of the following: exterior and interior architecture, structural, roof, fire protection, plumbing, mechanical, electrical, communications and civil systems. The most recent Facilities Condition Assessment was completed in 2021 [III.B.3_05].

The Five-Year Construction Plan examines various measures of facility utilization, evaluating the efficiency of facility scheduling efforts, based on the capacity-to-load ratio for five space categories: lecture, lab, office, audio-video/television, and library [III.B.3_06]. Additional reports provide detailed information about the capacity, resources, and efficiency of use for each room [III.B.3_07; III.B.3_08].

The Facilities Master Plan developed using the results of the evaluations from the Five-Year Construction Plan and Space Inventory Reports, as well as information gathered from surveys and focus groups. Students' comments focused on equity issues around gender-neutral restrooms and improved paths of travel. The FMP addresses these evaluations with plans to improve paths of travel through the campus, create outdoor learning areas, and develop flexible spaces for learning and studying with improved access to student services [III.B.3_09]. Measure G Bond money was allocated to these plans and work is in progress [III.B.3_10; III.B.3_11]. The FMP also identified a potential excess of space for lecture, laboratory, and office spaces, and recommended renovating and repurposing some of these spaces for more library, study, and instructional media space.

Programs identify and request equipment through the program review process [III.B.3_12]. Requests are discussed, and resources are prioritized and allocated in the Finance Allocation Team meetings led by the vice president of finance and administrative services.

Baccalaureate Degree Program
The Dental Hygiene program reviews its facilities annually and in compliance with the Commission on Dental Accreditation (CODA) program standards for physical resources. Program faculty submit their facilities requests as part of the College's program review process. These resource requests are reviewed by the Finance Allocation Team (FAT) as part of the program review process. When facilities requests are funded, Dental Hygiene assesses the impact in annual program review updates.

ANALYSIS AND EVALUATION Foothill College engages in ongoing evaluation and improvement of facilities. The College conducts regular facilities inspections and utilizes an online work order system to address issues efficiently. Facility usage is evaluated through the Five-Year Construction Plan, annual Space Inventory reports, and the Facilities Master Plan, which takes feedback from surveys and focus groups. Additional documentation about facilities effectiveness can be found in the annual program review updates.

EVIDENCE LIST

III.B.3_01 Elevator Permit, September 29, 2022

III.B.3_02 Fire Alarm Inspection, April 13, 2022

III.B.3_03 Sprinkler Inspection Report, August 5, 2021

III.B.3_04 Facilities Work Orders Requests Webpage

III.B.3_05 Facility Condition Assessment Report, September 27, 2021

III.B.3_06 District 5 Construction Year Plan 2021-25

III.B.3_07 Room Report

III.B.3_08 Space Inventory Report, September 26, 2022

III.B.3_09 Facilities Master Plan 2021-26

III.B.3_10 MIPC Meeting Minutes, February 3, 2023

III.B.3_11 Measure G Projects, December 15, 2022

III.B.3_12 Annual Budget Request Form

4. **Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

EVIDENCE OF MEETING THE STANDARD Long-range capital projects for the College are primarily funded through local bond measures. The state may provide additional funding (should it be available) in the enacted budget through Deferred Maintenance and Instructional Equipment dollars. Bond projects are directly linked to identified institutional needs and goals from the Facilities Master Plan [III.B.4_01]. Current Board Policy identifies four key priorities: 1) ensuring the health and safety of students, faculty, and classified staff; 2) supporting teaching and learning activities; 3) implementing routine, scheduled maintenance; and 4) planning for the future through remodeling and new construction, and addressing the evolving needs of students and the community [III.B.4_02]. Reports on the condition of district facilities are submitted to the Board.

Sustainability policies and practices are a core issue in new development projects, influencing programmatic requirements. Strategic Priority #5 of the District Strategic Plan places an emphasis on creating a learning environment and learning spaces that are environmentally friendly and foster student engagement [III.B.4_03]. These policies and practices are managed by the Sustainability Action Plan and guide the project planning process [III.B.4_04]. Final project proposals include considerations of both current and future costs for projects [III.B.4_05].

The construction design process consists of three phases: schematic, design development, and construction documents. Each phase allows for review, comments, and reconciliation of cost estimates [III.B.4_06]. Reports and updates on projects are regularly presented to the District and the College to encourage transparency and feedback from all constituencies, and to ensure that projects remain aligned with program goals [III.B.4_07; III.B.4_08]. All revisions to project costs are also presented to and approved by the Board of Trustees [III.B.4_09].

The Citizens' Bond Oversight Committee (CBOC) oversees bond spending and meets quarterly to review bond-related projects, ensure alignment with community needs, advise on public engagement strategies, and communicate with stakeholders [III.B.4_10]. The committee's annual report confirms the District's full compliance with financial and performance audits [III.B.4_11]. The CBOC's work ensures that established processes and procedures are maintained in all projects to uphold regulatory compliance, design integrity, and fiduciary responsibility. Major construction projects are guided by Board Policy and the district also produces a five-year construction plan that is regularly updated to include the costs of planning, construction and equipment for identified projects [III.B.4_12; III.B.4_13].

ANALYSIS AND EVALUATION Foothill College follows Board Policy that ensures that long-range capital plans take total costs of ownership into consideration. Final project proposals, approved by the Board of Trustees, include considerations of both initial costs and maintenance costs for facilities. Sustainability policies and practices are central to new development projects, as outlined in the District Strategic Plan and managed by the Sustainability Action Plan. The construction design process includes multiple phases to review and reconcile cost estimates. The CBOC provides oversight in maintaining regulatory compliance, design integrity, and fiduciary responsibility in both current and future projects.

EVIDENCE LIST
III.B.4_01 Measure G Projects, December 15, 2022

III.B.4_02 Board Policy 3200

III.B.4_03 District Strategic Plan 2024-31, pg 7

III.B.4_04 District Sustainability Action Plan 2023

III.B.4_05 PE Complex Renovation Proposal, pg 32

III.B.4_06 Renovation Project presentation, June 7, 2022

III.B.4_07 Measures G and C Project Updates presentation, February 27, 2023

III.B.4_08 MIPC Meeting Minutes January 20, 2023

III.B.4_09 Measure G Bond List Revision October 3, 2022

III.B.4_10 Citizens' Bond Oversight Committee Meeting Minutes, December 13, 2022

III.B.4_11 Citizens' Bond Oversight Committee Annual Report 2021-22

III.B.4_12 Board Policy 3212

III.B.4_13 Five-Year Construction Plan 2023-27

Conclusions on Standard III.B: Physical Resources

Foothill College prioritizes providing quality education facilities to meet the diverse needs of its students and community. Through a participatory planning approach, the College aligns facility development with its goals using the Facilities Master Plan, Educational Master Plan, Technology Plan, and Strategic Vision for Equity. Major facilities projects are funded by Measure C and Measure G bonds, with oversight from the Citizens' Bond Oversight Committee (CBOC). The College ensures safe facilities, environmental sustainability, and effective space utilization through participatory governance, program review processes, and regular facility evaluations. The Board of Trustees and the CBOC maintain financial accountability and compliance for capital projects, emphasizing sustainability practices and alignment with institutional goals.

Improvement Plan(s)
None needed.

C. TECHNOLOGY RESOURCES

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

EVIDENCE OF MEETING THE STANDARD Education Technology Services (ETS) is the District information technology (IT) support organization that services the college IT needs and supports educational technology infrastructure. The District is responsible for the Enterprise Resource Planning (ERP) system comprised of comprehensive Student, Finance, and Human Resources modules, along with the Enterprise Applications supporting Ellucian Banner. The ERP system is hosted in Ellucian's private cloud, utilizing Amazon Web Services as the underlying cloud infrastructure. Ellucian has a comprehensive backup and disaster recovery plan [III.C.1_01].

District guidance on technology is documented through policies, procedures, and standards. Employees are typically provided with a computer, a dock, a keyboard, a monitor, and a mouse, and they may choose between a desktop or a laptop and a Mac or Windows operating system based on individual position needs and preferences. The computer and peripherals provided meet the standards established by ETS and are shared via the District website [III.C.1_02]. Board Policy 3250 outlines the rights and responsibilities of technology users, including faculty, classified staff, students, and authorized guests, while emphasizing that the District network and its components are the sole property of the District and not to be considered private or confidential [III.C.1_03; III.C.1_04]. Administrative Procedure 3260 outlines the responsibilities of various roles in ensuring information security and details the incident response process to be followed in case of a security breach [III.C.1_05]. The cited Board Policy and Administrative Procedure are regularly reviewed and updated as needed by district and college participatory governance processes, including the Educational Technology Advisory Committee (ETAC) and the college's Technology Committee.

In order to address potential application fraud, applications to the college (submitted through CCCApply, the statewide online application center for California Community Colleges (CCC)) are processed every fifteen minutes. After the applications download to Banner, they are analyzed immediately by software that looks for anomalies or patterns across multiple domains. The District also utilizes IP Quality Score, an IP fraud prevention service. Each application receives a score based on multiple factors and those considered "highly fraudulent" are placed on hold for further review [III.C.1_06]. There is also a hold procedure for FAFSA applicants using criteria developed by the College's Financial Aid Office.

ETS also oversees the technology agreements, platforms, and custom developed software to ensure compliance with WCAG 2.1 AA standards for accessibility. Users requesting software are required to review and document accessibility issues in requesting software [III.C.1_07; III.C.1_08]. The District Backup Policy, Disaster Recovery Strategy and Procedure outlines the plan and procedures established to recover from unplanned incidents such as natural disasters, power outages, hardware failure, human error, cyber-attacks, and any other disruptive events (including ransomware threats) that affect IT operations and business continuity [III.C.1_09].

The District Technology Plan guides decisions about the use and distribution of technology resources [III.C.1_10]. This continuing three-year plan is updated annually via input from the College technology committee and through various instruments or needs assessments conducted each academic year. The Educational Technology Advisory Committee (ETAC), a District participatory governance group, reviews modifications to the plan and sends their recommendations forward to the Chancellor's Advisory Council (CAC). Upon review and approval from the CAC, the District Technology Plan is finalized and disseminated by the vice chancellor of technology. The IT Project Development and Execution Process outlines the process for identifying and prioritizing IT projects and technology refreshment [III.C.1_11].

The College Technology Committee reports to main participatory governance group and is responsible for college wide educational technology planning through input received from faculty, classified staff, administrators, and students. The Technology Committee ensures stakeholders have access to informational resources, the Internet, and computing device support in a secure, reliable, and safe manner in cooperation

with ETS. The College Technology Plan outlines the institution's technology infrastructure in support of instruction and student services, as well as coordinating technology training efforts [III.C.1_12]. Technology resources at the College are regularly monitored and refreshed in bi-monthly prioritization meetings with ETS [III.C.1_13]. The Student Systems Landscape Analysis offers a detailed look at the applications used throughout the College [III.C.1_14].

The College has a contractual agreement with CourseLeaf and Instructure (Canvas) for curricular/course management, hosting, and services. CourseLeaf has modules that support curriculum development, catalog updates, along with workflow documentation. Instructure provides a robust security system based on internationally recognized standards as well as redundant systems to ensure backups of all data [III.C.1_15]. The Online Learning team meets with Instructure on a monthly basis to review new Canvas features and determine those features best meeting the needs of the College. Additionally, the Online Learning Office participates in the statewide California Virtual Campus that routinely assesses the course management system and manages the statewide engagement with Instructure.

Baccalaureate Degree Program
The Dental Hygiene program has adequate and appropriate technology resources to meet program needs. The program is supported by ETS and the College's Technology Plan. The Dental Hygiene clinic uses electronic records maintained with ETS support. Funding from the program review and resource allocation processes allows the program to regularly update facilities and dental-related technology, ensuring that learning outcomes are met.

ANALYSIS AND EVALUATION Foothill College is committed to meeting the diverse technology needs of its students, faculty, and classified staff, ensuring the effectiveness of technology to support operations and institutional goals. The College and District Technology Plans guide decisions about technology resource use and distribution, and prioritize safety and security. Backup and disaster recovery plans and systems are in place for all technology systems. The College Technology Committee is responsible for educational technology planning and training. ETS takes the lead to ensure technology and security needs are being met for online courses and programs.

EVIDENCE LIST
III.C.1_01 Ellucian Disaster Recovery Procedure

III.C.1_02 ETS District Standards

III.C.1_03 Board Policy 3250

III.C.1_04 Chancellor's Advisory Council Meeting Minutes, May 26, 2023

III.C.1_05 Administrative Procedure 3260

III.C.1_06 Fraudulent Applications Procedure

III.C.1_07 Web Content Accessibility Guidelines 2.1

III.C.1_08 Standards for Electronic and Information Accessibility

III.C.1_09 Backup Policy and Disaster Recovery Procedure

III.C.1_10 District Technology Plan 2021-22

III.C.1_11 IT Project Development & Execution Process

III.C.1_12 Foothill Technology Plan Draft 2022-25

III.C.1_13 ETS Prioritization Meeting Minutes, April 28, 2023

III.C.1_14 Student System Landscape Analysis 2020

III.C.1_15 Instructure Security Operations

2. **The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.**

EVIDENCE OF MEETING THE STANDARD The District Technology Plan is a comprehensive guide for maintaining and enhancing a strong technological infrastructure on campus [III.C.2_01]. This work is reviewed by the Educational Technology Advisory Committee (ETAC). At the College level, technology planning is supported by the Technology Committee, a participatory governance group charged with developing and updating the College Technology Plan [III.C.2_02].

ETAC makes recommendations to the Chancellor's Advisory Council (CAC) about the use of technology throughout the District [III.C.2_03]. At ETAC meetings, representatives from Foothill College, De Anza College, and Central Services discuss and implement projects that guarantee reliable access, safety, and security [III.C.2_04].

The District's Educational Technology Services (ETS) works to ensure prompt resolution of technology issues in the classroom through its call center and technical support services [III.C.2_05]. Foothill College and ETS work together to maintain a regular schedule for refreshing classroom technology and classified staff computers. To ensure the effectiveness of the refresh schedule, routine monitoring and follow-up occurs in bi-monthly ETS prioritization meetings [III.C.2_06]. Programs and individuals can use the ETS help ticketing system and the resource allocation process to request a technology refresh. In 2022, ETS completed 96 refresh requests through the help ticketing system [III.C.2_07].

ETS develops a list of infrastructure and enterprise systems requiring replacement or upgrades based on age, vendor support, and budget availability. Various participatory governance bodies prioritize projects, and ETS leads in developing technical and functional specifications, selecting a solution, procuring it, and initiating the project plan while continuously monitoring progress until completion. Finished projects are evaluated, and results are reported to relevant committees [III.C.2_08]. The District maintains a list of current and completed IT projects that includes detailed information for each project such as goals, scope, technical documents, and relevant links [III.C.2_09].

The College's annual resource allocation process requires programs to explain how the requested technology will support and improve their program [III.C.2_10]. To ensure the adoption of accessible software that contributes to campus equity goals, the Committee on Online Learning (COOL), a subcommittee of Academic Senate, developed a rubric for assessing technology purchases and integrations [III.C.2_11]. College employees and students are surveyed to understand how technology is used for learning and achievement purposes and to identify needs and challenges for improvement [III.C.2_12; III.C.2_13]. In preparation for the Technology Plan update, the College conducted a technology landscape analysis that not only identified and mapped currently adopted software, but also considered a framework to help prioritize new technology adoption [III.C.2_14]. The College continues to work towards an agile system for assessing and adopting educational software that aligns with campus goals.

ANALYSIS AND EVALUATION The District and College Technology Plans and the IT project development and execution process ensure continuous planning, updating, and replacement of technology. Several participatory governance groups and committees guarantee that technology infrastructure, quality, and capacity are adequate to support the needs of the College. Regular prioritization meetings and program review contribute to the ongoing evaluation and improvement of technology.

EVIDENCE LIST
III.C.2_01 District Technology Plan 2021-22

III.C.2_02 Foothill Technology Plan Draft 2022-25

III.C.2_03 Educational Technology Advisory Committee (ETAC) Webpage

III.C.2_04 Educational Technology Advisory Committee (ETAC) Agenda, December 14, 2022

III.C.2_05 Service Level Agreement 2019

III.C.2_06 ETS Prioritization Meeting Minutes, November 15, 2022

III.C.2_07 ETS Work Request Report, Fall 2022

III.C.2_08 IT Project Development & Execution Process

III.C.2_09 Current IT Projects

III.C.2_10 Annual Budget Request Form

III.C.2_11 Technology Adoption Rubric, March 15, 2021

III.C.2_12 Employee Tech Needs Survey 2022

III.C.2_13 Student Tech Needs Survey 2022

III.C.2_14 Student System Landscape Analysis 2020

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

EVIDENCE OF MEETING THE STANDARD Educational Technology Services (ETS) is charged with the operationalization of the District Technology Plan with its focus on six goals supporting reliable access, safety, and security. These tenets are specifically addressed in Goal 2 - Infrastructure and Goal 3 - Security [III.C.3_01]. As part of the infrastructure objectives, the College maintains a dedicated space on the main campus as the machine room (Room 1911) that was refurbished during this last accreditation cycle. Efforts to expand wireless networks to parking lots, athletic fields, and open air areas and to upgrade network and server equipment are underway [III.C.3_02]. In addressing technological security objectives, the Active Directory system was consolidated, email and calendar migrated to the Office 365 cloud platform, and all employees received ongoing and continuous information on security training [III.C.3_03; III.C.3_04]. The District developed a comprehensive information security program that outlines how sensitive data and privacy are protected, safeguards in place, and compliance with various regulations around data security. The District conducts payment card industry compliance assessments and penetration testing, subscribes to aggregated threat intelligence and early warning systems, upgrades its firewall and intrusion protection systems, and provides standardized backup systems to the cloud for employees. One such project involved the rollout of multi-factor authentication (MFA) to enhance security [III.C.3_05].

ETS maintains a desktop support (Client Services) support team dedicated to Foothill College that is located on-site. Team members are available on the main campus every day, and on-call as needed with one regularly scheduled day per week at the Sunnyvale Center. ETS also provides services such as a help desk, multimedia classroom support team, e-mail administrator, and network team. In 2022, ETS resolved more than 5,000 tickets for issues related to computers, email, audio/visual equipment, and more, received through its online help desk request process where requests are documented, logged, and reviewed [III.C.3_06].

ANALYSIS AND EVALUATION The District Technology Plan specifically addresses infrastructure maintenance and security. The availability of ETS team members at both the main and Sunnyvale center campuses – in conjunction with the ETS online ticketing system and help desk – ensures timely support and resolution of issues.

EVIDENCE LIST

III.C.3_01 District Technology Plan 2021-22

III.C.3_02 Wireless Network Expansion

III.C.3_03 Security Training Communication

III.C.3_04 Security Training Report

III.C.3_05 Educational Technology Advisory Committee (ETAC) Agenda, December 14, 2022

III.C.3_06 ETS Work Request Report, Fall 2022

4. **The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

EVIDENCE OF MEETING THE STANDARD Surveys about technology needs serve as the foundation for technology planning at both the District and the College. These instruments evaluate how technology is used by students, classified staff, and faculty, the effectiveness of current training opportunities, and the need for more training and access to technological resources [III.C.4_01; III.C.4_02]. The survey results are attached to technology plan documents [III.C.4_03].

Regular technology training is provided to faculty and classified staff, with a range of workshops available on annual designated professional development days. These workshops cover topics such as phishing, information security, use of Office 365, and use of Zoom [III.C.4_04]. The effectiveness of technology training is assessed after the sessions [III.C.4_05]. Additionally, the Online Learning Office provides weekly webinars, drop-in office hours, panel discussions, and technology demonstrations to support faculty in online teaching and community engagement, including accessibility support [III.C.4_06].

The District provides on-demand training and professional development to classified staff and faculty [III.C.4_07]. Employees are supported in the use of specific software systems for certain tasks such as performing program reviews or updating course outlines of record [III.C.4_08; III.C.4_09]. Specialized training for all employees is provided as needed, such as a document with guidance and FAQs related to technology support during the COVID-19 pandemic [III.C.4_10]. The District provides access to a broad array of training and professional development resources through the statewide Chancellor's Office Vision Resource Center, which is integrated into the Employee Training section of the District's MyPortal site. The Vision Resource Center contains on-demand training and communities of practice that incorporate various technologies and other topics of relevance. Additionally, all administrators and classified staff complete ongoing required cybersecurity training, and faculty are strongly encouraged to participate in these trainings as well [III.C.4_11].

The College implemented the Student Technology Support Hub to meet students' specific online learning needs during the pandemic. The Tech Hub offers Live Chat, tutorials, technology needs requests, and information on how to access the student support portal in Canvas [III.C.4_12]. Students can find information on technology support, virtual tutoring, and online learning on the College website [III.C.4_13].

ANALYSIS AND EVALUATION Technology training workshops and professional development days cover a range of topics relevant to faculty, classified staff, and administrators. Technology needs surveys inform technology planning and training. The Online Learning Office offers webinars, discussions, and demonstrations to support faculty. The ETS website and Vision Resource Center provide additional on-demand training and resources. The Student Technology Support Hub and the Virtual Campus webpage offer support and resources specifically for students.

EVIDENCE LIST
III.C.4_01 Employee Tech Needs Survey 2022

III.C.4_02 Student Tech Needs Survey 2022

III.C.4_03 District Technology Plan 2021-22

III.C.4_04 District Opening Day Workshops, September 21, 2022

III.C.4_05 MyPortal Training Evaluation

III.C.4_06 Online Learning Winter Workshops 2023

III.C.4_07 ETS Resource List

III.C.4_08 Program Review User Guide

III.C.4_09 CourseLeaf User Guide

III.C.4_10 Remote Work and Instruction Support

III.C.4_11 Security Training Communication

III.C.4_12 Student Tech Support

III.C.4_13 Virtual Campus Resources

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

EVIDENCE OF MEETING THE STANDARD Foothill College has established policies and procedures for appropriate technology use, and the District provides standards for employee computer equipment and accessories on the ETS website [III.C.5_01]. Section 508 Accessibility Guidelines ensure accessibility to all members of the campus community, especially individuals with disabilities [III.C.5_02]. Board documentation outlines the rights and responsibilities of computer network use, as well as the security of electronic information [III.C.5_03; III.C.5_04]. The District Educational Technology Advisory Committee (ETAC) is responsible for overseeing and assessing policies on appropriate technology use [III.C.5_05].

Students are informed of appropriate use policies through the College Catalog, the Student Handbook, and website pages for shared study spaces like the Library [III.C.5_06; III.C.5_07; III.C.5_08]. There are flyers posted in computer labs, tutoring centers, and study spaces to remind students of technology use policies [III.C.5_09; III.C.5_10]. Students who borrow technology resources, such as laptops, agree to abide by appropriate technology use policies in the loan agreement [III.C.5_11].

ANALYSIS AND EVALUATION The District has policies, procedures, and committees that guide the appropriate use of technology in teaching and learning processes. These Board Policies and Administrative Procedures outline expectations for technology use and accessibility, and the ETAC oversees and assesses policies on appropriate technology use. Students are informed of appropriate use policies through multiple channels, such as the College Catalog, Student Handbook, and website pages.

EVIDENCE LIST

III.C.5_01 ETS District Standards

III.C.5_02 Standards for Electronic and Information Accessibility

III.C.5_03 Board Policy 3250

III.C.5_04 Administrative Procedure 3260

III.C.5_05 Educational Technology Advisory Committee (ETAC) Mission Statement

III.C.5_06 College Catalog, pg 172

III.C.5_07 Online Student Handbook, Computer Use Policy

III.C.5_08 Library Computer Policy

III.C.5_09 Learning Resource Center Computer Use Policy

III.C.5_10 Computer Use Policy Poster

III.C.5_11 Laptop Loan Agreement

Conclusions on Standard III.C: Technology Resources

Foothill College demonstrates a strong commitment to effectively utilizing technology in achieving its educational mission. The institution follows comprehensive policies, procedures, and standards for technology use, including information security, accessibility, and disaster recovery, guided by the District and College Technology Plans. The District Educational Technology Advisory Committee (ETAC) along with the College Technology Committee and Committee on Online Learning (COOL) collaboratively ensure secure, reliable, and inclusive technology resources for stakeholders. The College provides training and professional development for faculty and classified staff, while also addressing student technology needs through the Student Technology Support Hub and Virtual Campus page. Foothill College's ongoing efforts to enhance infrastructure, security, and accessibility contribute to an equitable and effective learning environment.

Improvement Plan(s)
None needed.

D. FINANCIAL RESOURCES

Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

EVIDENCE OF MEETING THE STANDARD Foothill College has sufficient resources to support its programs and services and consistently maintain a positive carryover balance each year. The allocation of resources starts at the District with the development of an operating budget that takes into account existing fund balances, projected revenues and expenses, and provisions for contingencies [III.D.1_01]. The Board of Trustees adopts the proposed budget following a public hearing [III.D.1_02]. Foothill College's budget is developed from the District's allocated budget, in alignment with institutional goals and principles of financial stability. At the time of this report, Foothill College receives funding from the district for vacant and unfilled classified and administrative positions budgeted at the campus. The budget is shared with the College's primary participatory governance body, the Mission Informed Planning Council (MIPC) [III.D.1_03]. Programs submit their resource requests annually and these requests are reviewed and prioritized per the College's Resource Allocation Guidelines (RAG) [III.D.1_04].

The campus provides monthly financial reports for general, self-sustaining, and restricted funds, including lottery, library materials, and Perkins allocations [III.D.1_05; III.D.1_06]. All deans, program coordinators, and division administrative assistants are trained to access Banner, Argos, and monthly financial reports. deans meet at least quarterly to review their resources.

The Board of Trustees acknowledges that the District should conduct its financial affairs with integrity and achieve fiscal stability by implementing effective internal controls [III.D.1_07]. The District provides annual and quarterly budget and financial reports, as well as annual audited financial statements to its constituents and the public [III.D.1_08; III.D.1_09].

Baccalaureate Degree Program
The Dental Hygiene program has stable financial resources to fully support the program. The College receives differential fee funding and currently allocates all of these funds to the Dental Hygiene program. The College receives differential fee funding and currently allocates all of these funds to the Dental Hygiene program. The differential fee balance is expected to be about $1 million by the end of fiscal year 2022-2023. Additional funding sources can include the Lottery, Perkins, and Strong Workforce. Program faculty may make resource requests through the regular program review process.

ANALYSIS AND EVALUATION Foothill College maintains sufficient resources to support its programs and services and ensures financial stability by developing a budget in alignment with institutional goals. Budget requests are part of program review, which aligns approved funding requests with the College's objectives. As part of an ongoing improvement process, resource allocation guidelines are being developed to align with the College's mission statement and other planning documents. Monthly financial reports ensure the adequacy of resources for day-to-day requirements and demonstrate support for instruction and student services. The Board of Trustees ensures fiscal stability by implementing effective internal controls, maintaining transparency, and providing annual and quarterly District financial reports.

EVIDENCE LIST
III.D.1_01 Board Policy 3100

III.D.1_02 Board Policy 3110

III.D.1_03 Budget Overview presentation, May 20, 2022

III.D.1_04 Resource Allocation Guidelines

III.D.1_05 Financial Report, October 2022

III.D.1_06 Lottery Financial Report, October 2022

III.D.1_07 Board Policy 3000

III.D.1_08 First Fiscal Quarter Report 2022-23

III.D.1_09 District Audit Report 2021-22

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

EVIDENCE OF MEETING THE STANDARD The College reviews its mission and goals as part of its annual fiscal planning process. The College's financial planning supports other plans including the Strategic Vision for Equity, Facilities Master Plan, and Educational Master Plan. The District spends about 85% of its unrestricted budget on full-time positions, part-time faculty salaries and associated benefits.

Most of the College's allocated unrestricted budget directly supports the institution's mission and goals through instructional and student services salaries and benefits. In the 2022-2023 budget, 96% of the College's general fund budget was allocated to salaries and benefits [III.D.2_01]. The remaining discretionary budget is divided among the College's various divisions, departments, and programs in accordance with the Resource Allocation Guidelines [III.D.2_02].

Figure 53 shows the institution's resource prioritization process that begins at the program and unit levels. The annual resource request form is directly connected to the program review process, and contains specific questions to ensure that funding requests are aligned with program and College objectives, the Strategic Vision for Equity, and the overall budget planning process [III.D.2_03]. Resource requests are initially reviewed by the respective division dean, then by the Finance Allocation Team, which can include various stakeholders such as deans; program faculty; and Finance and Administrative Services, Instruction, and Student Services leadership. Requests are prioritized based on whether they meet institutional learning outcomes and core mission objectives, and funding sources for approved items are identified. Information about all budget requests is presented in participatory governance, and is approved by the College president. The funding decision is then shared with the requesting program [III.D.2_04]. Budget updates and plans are regularly shared widely and through monthly fund balance reports [III.D.2_05; III.D.2_06].

FIGURE 53: Resource Prioritization Process
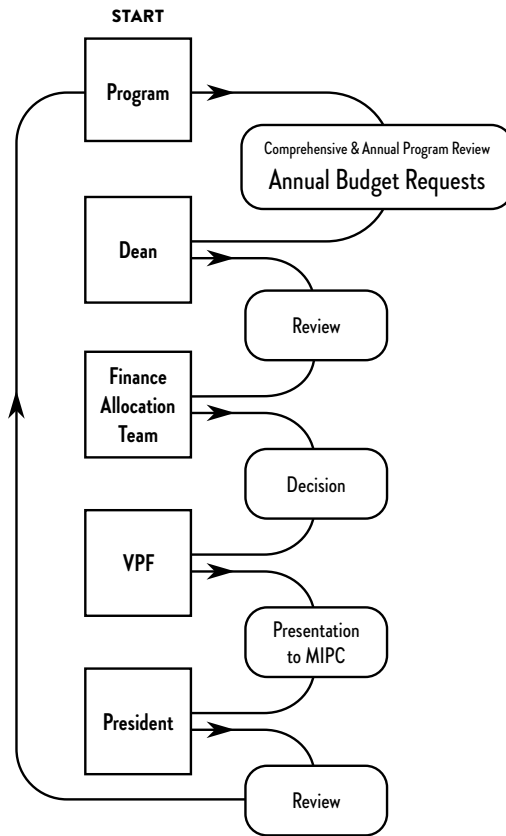
The District Budget Advisory Committee (DBAC), a participatory governance group, and the Audit and Finance Committee, composed of two Board members and three community members, provide input on oversight and ensure that budget planning is in alignment with the District Strategic Plan [III.D.2_07]. College and District fiscal planning updates are presented at all regular meetings of the Board of Trustees. The tentative budget and adopted budget quarterly reports are presented to all constituents and provide timely updates.

ANALYSIS AND EVALUATION Foothill College's mission and goals serve as the foundation for financial planning. The budget planning process is integrated with program review to ensure alignment with institutional objectives. Financial information is disseminated throughout the College in a timely manner through presentations, monthly fund balance reports, and updates at Board of Trustees meetings. District participatory governance processes provide input and oversight to ensure budget planning aligns with the District Strategic Plan. Quarterly District budget reports are presented to all constituents, offering timely updates on the institution's financial status.

EVIDENCE LIST
III.D.2_01 Budget Overview presentation, October 21, 2022, pg 11

III.D.2_02 Resource Allocation Guidelines

III.D.2_03 Annual Budget Request Form

III.D.2_04 Annual Budget presentation, November 18, 2022

III.D.2_05 Academic Senate Meeting Minutes, March 13, 2023

III.D.2_06 MIPC Meeting Minutes, January 20, 2023

III.D.2_07 District Strategic Plan 2024-31

3. **The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

EVIDENCE OF MEETING THE STANDARD Several Board Policies outline the District's financial planning and budget processes, including one about sound fiscal management [III.D.3_01]. In accordance with California Education Code (Title 5) regulations, a tentative budget needs to provide sufficient detail to allow for comparisons between the proposed and actual revenues and expenses of the current year [III.D.3_02]. The Board of Trustees adopts a final budget reflecting all relevant provisions of the state budget act, closing balances from the previous year, and changes identified following approval of the tentative budget by September 15 each year [III.D.3_03]. The Board holds public hearings prior to adopting the annual budget [III.D.3_04].

The District Budget Advisory Committee (DBAC) advises the Chancellor's Advisory Council (CAC), and DBAC's mission is to share timely and accurate local and state budget information with constituency representatives and provide a forum for participation in the budget process [III.D.3_05]. DBAC reviews and discusses the annual adopted budget, quarterly budget updates, and supplemental financial information [III.D.3_06].

Foothill College also ensures constituent participation in financial planning and budget feedback, as outlined in Board Policy. Resource requests are identified through program review, and then reviewed and prioritized by the Finance Allocation Team (FAT). The team's decisions are shared and discussed in participatory governance.

When significant adjustments need to be made, these changes are communicated to all constituencies and decision-making is distributed among stakeholders. Due to an ongoing decrease in full-time equivalent students (FTES), District considered the decision to reduce part-time/adjunct budget for the 2023-2024 academic year. Administrators engaged in public discussions, such as with the Academic Senate, to discuss

this proposal [III.D.3_07]. Since this meeting, the District plans to use one-time money from an increase in non-resident tuition to fund additional classes where student demand exists.

ANALYSIS AND EVALUATION Foothill College identifies District Board Policies in providing guidance around financial planning and budget development. Constituent participation is ensured through various committees and subcommittees. Communication is maintained with all constituencies and decision-making is distributed among stakeholders to maintain transparency and inclusivity in financial planning.

EVIDENCE LIST

III.D.3_01 Board Policy 3000

III.D.3_02 Board Policy 3100

III.D.3_03 Board Policy 3110

III.D.3_04 Board Meeting Minutes, September 12, 2022

III.D.3_05 District Budget Advisory Committee (DBAC) Webpage

III.D.3_06 District Budget Advisory Committee (DBAC) Meeting Minutes, November 15 2022

III.D.3_07 1320 Budget presentation, March 13, 2023

Fiscal Responsibility and Stability

4. **Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

EVIDENCE OF MEETING THE STANDARD Foothill College's annual budget planning begins with a review of past financial results [III.D.4_01]. To ensure that individuals involved in institutional planning receive accurate information about available, ongoing, and anticipated funding, tentative and adopted budgets are reviewed by the Board of Trustees, Audit and Finance Committee, and District Budget Advisory Committee [III.D.4_02].

Quarterly reports assessing actual expenses versus budgeted forecasts for the District are also prepared and presented to the College, District, and Board. These reports provide an analysis of operations and financial status and allow for adjustments when necessary [III.D.4_03; III.D.4_04].

The College's financial information is accessible to appropriate personnel to perform routine budget queries [III.D.4_05]. Immediately after the monthly finance close, month-end financial reports are sent to administrators and other users. These cumulative-balance reports reflect ongoing budget surplus or deficits [III.D.4_06; III.D.4_07].

ANALYSIS AND EVALUATION Foothill College's planning reflects a realistic assessment of financial resources through sound financial planning and budgeting. Financial information is accessible to appropriate personnel, ensuring timely and accurate data for resource planning. The College's month-end financial reports and cumulative-balance reports allow ongoing refinement and adjustment of resources to support the institution's needs.

EVIDENCE LIST
III.D.4_01 Budget Planning 2024-25 presentation, March 3, 2023

III.D.4_02 District Budget Advisory Committee (DBAC) Meeting Minutes, November 15, 2022

III.D.4_03 First Fiscal Quarter Report 2022-23

III.D.4_04 Resolution First Quarter Revisions 2022-23

III.D.4_05 Financial Report Training

III.D.4_06 Financial Report, October 2022

III.D.4_07 Lottery Financial Report, October 2022

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

EVIDENCE OF MEETING THE STANDARD Foothill College's Finance and Administrative Services Office is responsible for preparing and distributing the institution's financial reports [III.D.5_01]. In addition to the annual college discretionary budget, this office conducts financial analyses and develops quarterly budget updates to the District and provides monthly financial reports to the campus to ensure that dependable and timely information is available for financial planning [III.D.5_02; III.D.5_03]. The District's financial reports are subjected to audit to validate the reliability and accuracy of the financial information presented to the Board and to constituency groups on campus [III.D.5_04]. The annual adopted budget and quarterly reports are posted publicly to the website [III.D.5_05].

Several purchasing procedures, policies and laws have been written and published to safeguard assets, promote operational efficiency, and encourage compliance [III.D.5_06]. Chapter 6 of the District Board Policy Manual governs fiscal management practices, including the establishment of the Audit and Finance Committee [III.D.5_07]. Board Policy requires employees whose duties involve handling of funds be properly bonded to protect the District from loss [III.D.5_08]. Accounting policies and Administrative

Procedures safeguard assets and promote operational efficiency [III.D.5_09]. These include policies related to purchasing and internal control mechanisms, such as Procard use, travel, and food purchase procedures [III.D.5_10; III.D.5_11; III.D.5_12]. Assets that meet the standard for capitalization are subject to more rigid control to protect them from losses and misappropriation or misuse [III.D.5_13]. Approval queues and signature authority requirements ensure that expenditures are reviewed [III.D.5_14; III.D.5_15].

ANALYSIS AND EVALUATION The College works with the District to implement appropriate control mechanisms and disseminate dependable and timely financial information for sound decision-making. The Participatory Governance process ensures responsible use of financial resources by providing feedback to college leadership, while the Office of Finance and Administrative Services prepares and distributes financial monthly reports, including district annual budgets, and quarterly updates. The College's financial practices are subject to audits and include approval queues and signature authority requirements for expenditures. Board policies are clear about the responsible use and evaluation of financial resources and to further safeguard assets and promote compliance, additional protocols such as purchasing procedures, policies, and laws have been established throughout the district, and several accounting policies and administrative procedures are publicly available on the District website. The institution's financial integrity is reinforced by proper bonding of employees handling funds and strengthened control over capitalized assets.

EVIDENCE LIST

III.D.5_01 Finance Office Webpage

III.D.5_02 First Fiscal Quarter Report 2022-23

III.D.5_03 Financial Report, October 2022

III.D.5_04 District Audit Report 2021-22

III.D.5_05 Annual Budget Quarterly Reports Webpage

III.D.5_06 Purchasing Procedures Policies Webpage

III.D.5_07 Board Policy 6401

III.D.5_08 Board Policy 3313

III.D.5_09 Accounting Policies Administrative Procedures

III.D.5_10 Procard Policies Procedures

III.D.5_11 Travel Guideline

III.D.5_12 Food Purchase Procedures

III.D.5_13 Capitalization Policy

III.D.5_14 Approval Queue Example

III.D.5_15 Purchase Payment Grid

6. **Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

EVIDENCE OF MEETING THE STANDARD Foothill College is committed to maintaining high standards of financial management and reporting. The District's adopted annual budget clearly explains funding allocations and provides an accurate reflection of spending that prioritizes student learning [III.D.6_01]. District quarterly budget reports identify variances and actuals in revenues and expenditures [III.D.6_02]. The College distributes monthly financial reports that show the variance between budget estimates and actual expenditures, as well as adjustments to budget allocations [III.D.6_03]. Independent auditors have issued a clean opinion of the District's financial statements [III.D.6_04].

The College discretionary budget is reflective of the institution's commitment to appropriate allocation and use of financial resources to support student learning programs and services. More than 75% of discretionary funds are allocated to instruction and student services [III.D.6_05]. Monthly lottery expenditure reports demonstrate the appropriate use of lottery funds for instructional purposes [III.D.6_06]. The discretionary budget is aligned to institutional goals through the program review process, and follows the Resource Allocation Guide.

ANALYSIS AND EVALUATION Foothill College's budget and monthly fund balance reports provide accurate and timely information about the allocation and use of resources. The discretionary budget is aligned with College priorities and reflects the commitment to prioritizing instruction and student services to ensure academic quality. The independent auditors' findings attests to the reliability of the College's financial reporting.

EVIDENCE LIST
III.D.6_01 Adopted Budget 2022-23

III.D.6_02 First Fiscal Quarter Report 2022-23

III.D.6_03 Financial Report, October 2022

III.D.6_04 District Audit Report 2021-22

III.D.6_05 Ongoing Discretionary Budget 2022-23

III.D.6_06 Lottery Financial Report, October 2022

7. **Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

EVIDENCE OF MEETING THE STANDARD Foothill College provides timely corrections to audit exceptions when they exist. In the 2021-2022 fiscal year, an independent audit of the College did not identify any findings or questioned costs in regards to financial reporting [III.D.7_01]. However, two issues were identified related to compliance testing that included enrollment reporting and census date calculations. The College responded to the audit findings with timely corrective action plans [III.D.7_02]. An independent audit report of bond measures found that the District appropriately accounted for the expenditures of Measure C and Measure G bond funds, ensuring that the funds were spent on authorized projects [III.D.7_03]. The results of audit reports and corrective action plans were presented in public sessions of the Board of Trustees meetings [III.D.7_04].

ANALYSIS AND EVALUATION Foothill College provides comprehensive and timely responses to external audit findings, and promptly implements corrective action plans for identified issues. Audit reports results and corrective action plans are communicated through public sessions of the Board meetings.

EVIDENCE LIST

III.D.7_01 District Audit Report 2021-22

III.D.7_02 District Audit Report 2021-22, pg 89-96

III.D.7_03 Measure C and G Audit Report 2021-22

III.D.7_04 Board Meeting Minutes, January 9, 2023

8. **The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

EVIDENCE OF MEETING THE STANDARD Foothill College and the District actively engage in evaluation and assessment processes to determine the validity and effectiveness of their financial and internal control systems. The District conducts an annual audit performed by an independent firm that includes all of the funding that the District receives including federal, state, and local sources, and bond measure activity. The District often requests additional internal control and compliance reviews, such as cash management controls. The independent auditors issued a clean opinion for the District's financial statements for the 2021-2022 fiscal year, endorsing their trustworthiness and accuracy, and the Board of Trustees reviews and accepts the audit statements [III.D.8_01]. The Audit and Finance Committee contributes to oversight of the District's financial activity.

Bond programs receive oversight from external agencies and an annual independent audit is conducted for these programs [III.D.8_02].The Citizens' Bond Oversight Committee (CBOC) is an independent group

of community members that is responsible for ensuring that all bond funds are used in accordance with the ballot language and applicable laws. The CBOC plays a crucial role in reviewing bond expenditures and assuring they align with community expectations of the funding [III.D.8_03].

District participatory governance is an additional part of this oversight. The District Budget Advisory Committee (DBAC) and Chancellor's Advisory Council (CAC) are provided with information on financial activities and have the opportunity for input and review. Both contain representatives from the various constituency groups on campus that have an opportunity to review the audit reports, quarterly reports, and other financial information that comes from the State Chancellor's Office and other sources including the Legislative Analyst Office.

The College promptly addresses audit discrepancies and the outcomes of audit reports. Corrective action plans that support improvement at the campus are shared during public Board of Trustees meetings [III.D.8_04]. Moreover, the District Grants Office oversees grant expenditures, ensuring adherence to grant agreements and District policies [III.D.8_05].

ANALYSIS AND EVALUATION The District and College actively evaluate and assess financial and internal control systems for validity and effectiveness under the oversight of the DBAC and the Audit and Finance Committee. The College utilizes the outcomes of audit reports and corrective action plans shared during Board of Trustees meetings for continuous improvement of its financial management practices.

EVIDENCE LIST

III.D.8_01 District Audit Report 2021-22

III.D.8_02 Measure C and G Audit Report 2021-22

III.D.8_03 Citizens' Bond Oversight Committee (CBOC) Meeting Minutes, December 13, 2022

III.D.8_04 Board Meeting Minutes, January 9, 2023

III.D.8_05 Grants Office Webpage

9. **The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

EVIDENCE OF MEETING THE STANDARD The District consistently exceeds the 5% minimum fund balance reserve required by the California Community Colleges Chancellor's Office and outlined in Board Policy [III.D.9_01]. Despite decreased full-time equivalent students (FTES) since 2017-2018 and with the help of the hold harmless provision of the Student Centered Funding Formula (SCFF), the District maintains a positive carryover balance. As of June 30, 2022, the District's unrestricted ending cash balance was $68

million. This amount, combined with a $30 million restricted balance, results in more than $98 million in cash in the County Treasury [III.D.9_02]. The District's unrestricted reserve balance was $29 million, which far exceeds the required 5% cash reserve of $10 million and is sufficient to meet the District's ongoing needs and any emergencies.

As noted in the 2021-2022 Audit Report, the State Chancellor's Office recommended that, "districts maintain two months of average operating expenses as a reserve in lieu of the traditional 5%. For the District, this would change the district's current 5% reserve from approximately $10 million to closer to $34 million. While this total would include the balances in the carryforwards and the stability fund, it is still a significant increase." The District is in the process of developing plans to meet this updated recommendation.

Out of a $54.8 million unrestricted expense budget, Foothill College maintained a $7.5 million discretionary carryover balance from 2021-2022. This amount is approximately 13.7% of the expense budget [III.D.9_03]. These resources enable the College to support adding classes where student demand exists, provide needed student services and allows for contingency plans where unexpected actual expenses exceeds the budget.

The District Risk Management Unit analyzes potential risks, identifies strategies to mitigate them, and ensures that the District has adequate liability coverage [III.D.9_04]. The District maintains a $50 million general liability insurance coverage and an additional $50 million excess liability insurance coverage, as well as a separate $2 million cyber insurance coverage to protect against unexpected risks [III.D.9_05].

ANALYSIS AND EVALUATION Foothill College consistently maintains cash reserves and carryover balances. These reserves, combined with contingency plans, adequate insurance coverage, and risk management strategies, allow the institution to maintain stability, support risk management, and address financial emergencies or unforeseen occurrences. The District's approach ensures that the minimum fund balance reserves exceed the requirements so there are no cash flow issues.

EVIDENCE LIST
III.D.9_01 Board Policy 3115

III.D.9_02 Annual Financial and Budget Report 2021-22

III.D.9_03 Budget Overview presentation October 21, 2022

III.D.9_04 Risk Management Webpage

III.D.9_05 Annual Risk Management Report 2022

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

EVIDENCE OF MEETING THE STANDARD The District Grants Office ensures expenses are aligned with the grant agreement; verifies adherence to District policies and procedures; prepares ad-hoc financial reports; coordinates budget revisions, expense transfers and other adjustments; creates invoices and reviews; facilitates quarterly and annual grant reports, budget and expenditure report certifications; coordinates with external auditors on issues related to the grant; and communicates with the granting agency [III.D.10_01].

Foothill College follows an established grant application process to ensure that grants align with College and District goals and are in compliance with District administrative policies and procedures [III.D.10_02]. Grant agreements include implementation plans, milestones, and schedules for disbursement of grant funds [III.D.10_03]. All grant expenditures go through an approval queue [III.D.10_04]. Grant agreements and contracts in excess of $20,000 must be approved by the Board of Trustees.

All contractual relationships are managed in accordance with established processes and procedures [III.D.10_05]. Approval limit and authorities are defined on the purchasing authority grid [III.D.10_06]. Bond programs are managed with the support of an external agency which provides oversight and regular financial reporting [III.D.10_07]. An annual independent audit is also completed for bond programs [III.D.10_08].

The Foothill-De Anza Foundation is a legally separate, tax-exempt component unit of the District. The Foundation acts primarily as a fundraising organization to provide grants and scholarships to students, and support to District and College employees and programs. The 20-member Board of the Foundation consists of community members, alumni, and other supporters and acts in accordance with established policies and procedures regarding gifts, assessment, endowments, investments, and operating reserves. Foundation financials are audited annually and the report is provided to donors [III.D.10_09; III.D.10_10].

The Financial Aid Office manages student aid. Annual audits of financial statements, including federal awards, ensure compliance with all federal and state regulations and provide analysis of any issues. The 2021-2022 audit noted a discrepancy in enrollment records between the College and the National Student Loan Database that resulted in a finding of noncompliance with Title IV regulations [III.D.10_11]. The College took immediate action to rectify the discrepancy, requesting a comprehensive review from the National Student Clearinghouse Audit that did not find any additional discrepancies. In order to prevent potential future issues and better engage with auditors, the dean of Enrollment Services received additional training on enrollment reporting from the National Student Clearinghouse and will subsequently train classified staff in the Admissions and Records Office as well as the Financial Aid Office.

The Associated Students of Foothill College (ASFC) develops and shares an annual budget with the College and the Board of Trustees [III.D.10_12]. This budget includes financial reports from the previous fiscal year as well as established processes for financial management and oversight [III.D.10_13].

ANALYSIS AND EVALUATION Foothill College maintains effective oversight of finances following established processes and procedures. The Grants Office, Citizens' Bond Oversight Committee, and

Foundation operate in accordance with established policies and procedures and engage in annual independent audits, ensuring financial transparency and accountability. The institution also manages its Financial Aid Office effectively, ensuring compliance with federal and state regulations, and promptly addressing discrepancies. ASFC adheres to their constitution and bylaws for financial management and oversight.

EVIDENCE LIST

III.D.10_01 Grants Office Webpage

III.D.10_02 Grant Application Process

III.D.10_03 Grant Agreement Sample

III.D.10_04 Grant Routing Sheet

III.D.10_05 Administrative Procedure 3143

III.D.10_06 Purchase Payment Grid

III.D.10_07 Contract Proposal Sample

III.D.10_08 Prop 39 Bond Audit Report 2021-22

III.D.10_09 Foundation Annual Report 2022

III.D.10_10 District Foundation Audit Report 2020-21

III.D.10_11 District Audit Report 2021-22, pg 88

III.D.10_12 Associated Students of Foothill College (ASFC) By-Laws 2017

III.D.10_13 Associated Students of Foothill College (ASFC) Budget 2022-23

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

EVIDENCE OF MEETING THE STANDARD The District carefully considers its long-range financial priorities and commitments when developing short-range financial plans to assure financial stability. Adopted budgets and budget planning documents contain previous years' data, current year information, and future projections. This information is presented to the Board of Trustees, District Budget Advisory Committee (DBAC), and Audit and Finance Committee [III.D.11_01].

The Board of Trustees establishes and maintains an adequate reserve level as required by California Education Code (Title 5) to address emergencies or unexpected catastrophic issues [III.D.11_02]. The District's annual adopted budget includes an undesignated reserve fund and ensures a positive cash position at the end of the fiscal year, providing a reasonable expectation of both short-term and long-term financial solvency [III.D.11_03]. The stability fund helps offset fluctuations in funding due to external economic trends and has maintained a positive balance since 2016. Foothill College has also maintained a positive carryover fund for the past several years, further ensuring financial stability [III.D.11_04].

The District plans and allocates resources for the repayment of long-term liabilities, including bonds, notes payable, compensated absences, claims payable, and capital lease obligations with maturities exceeding one year. The adopted budget document addresses any long-term liabilities where the general fund services the debt, including payments of certificates of participation and capital lease obligations [III.D.11_05].

ANALYSIS AND EVALUATION The District considers long-range financial priorities when developing short-range financial plans. The Board of Trustees maintains an adequate reserve level to ensure financial stability and solvency in both short-term and long-term, and the positive carryover fund also contributes to financial stability. The District budgeting process plans and allocates resources for repayment of long-term liabilities, ensuring resources are available for future obligations.

EVIDENCE LIST
III.D.11_01 Adopted Budget 2022-23 presentation

III.D.11_02 Board Policy 3115

III.D.11_03 Adopted Budget 2022-23, pg 55-58

III.D.11_04 Adopted Budget 2022-23

III.D.11_05 Budget Overview presentation, October 21, pg 13

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

EVIDENCE OF MEETING THE STANDARD The District is committed to addressing long-term liabilities, specifically Other Post-Employment Benefits (OPEB). Consistent with prior years, the adopted budget for fiscal year 2022-2023 planned for a $1.5 million contribution to the CalPERS California Employers' Retiree Benefit Trust (CERBT), an irrevocable trust to fund the OPEB liability [III.D.12_01].

During the 2021-2022 fiscal year, a full actuarial study was prepared under the GASB 74/75 accounting standard to revise the liability. The report, dated February 18, 2022, with a valuation date of June 30, 2021, and measurement date of June 30, 2021, calculated the District's Total OPEB Liability at $101,774,285. Per CalPERS CERBT, the market value of the asset funds held within the irrevocable trust as of June 30, 2022 was $30,245,035 [III.D.12_02].

ANALYSIS AND EVALUATION The District demonstrates its commitment to addressing long-term liabilities, specifically OPEB, with an ongoing planned $1.5 million contribution to the CalPERS CERBT. Actuarial studies to calculate liability ensure appropriate accounting standards.

EVIDENCE LIST

III.D.12_01 Adopted Budget 2022-23 presentation

III.D.12_02 Actuarial Study Report 2021

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

EVIDENCE OF MEETING THE STANDARD The District allocates resources annually for repaying its locally incurred debt. General obligation bond liabilities are liquidated through property tax collections as administered by the County Auditor-Controller's Office through the Bond Interest and Redemption Fund. Payments on the certificates of participation and capital leases are paid through the Debt Service Fund. As of June 30, 2022, the District had a balance of $883,479,600 for total bonds payable. All obligations are budgeted at the District and reported in the notes to audited financial statements [III.D.13_01].

Long-term debt service is budgeted as a District priority. A debt-service summary is included in the District's annual budget [III.D.13_02]. This summary identifies all major debt instruments issued, their interest rates, payment dates, and information regarding refinancing and refunding obligations.

In 2021, the District defeased its outstanding certificates of participation related to the Foothill College Campus Center and the College Bookstore using campus generated funds [III.D.13_03]. Proceeds associated with the refunding were deposited into an irrevocable escrow account for future repayments. The outstanding balance of the defeased debt of $22 million, to be paid by the escrow agent, has various

expected redemption dates of August 1, 2023, to August 1, 2040. The refunded bonds are considered fully defeased.

ANALYSIS AND EVALUATION The District provides for an annual allocation of resources for repaying locally incurred debt, including general obligation bond liabilities and payments on certificates of participation and capital leases. The District also includes a debt-service summary in its annual budget, detailing all major debt instruments, their interest rates, payment dates, and information on refinancing and refunding obligations. Additionally, the District demonstrates proactive debt management by defeasing outstanding certificates of participation.

EVIDENCE LIST
III.D.13_01 District Financial Statement 2021

III.D.13_02 Adopted Budget 2022-23

III.D.13_03 Campus Center Debt Schedule

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

EVIDENCE OF MEETING THE STANDARD The District establishes and implements various oversight mechanisms, policies, and procedures to ensure that resources are used according to their intended purpose and in compliance with relevant regulations.

The Citizens' Bond Oversight Committee (CBOC) plays a vital role in overseeing bond spending and ensuring alignment with the ballot language as promised to the community. The committee meets quarterly to review bond-related expenses. Through regular meetings with District employees, as well as reviews of annual independent performance and financial audits, the CBOC reviews bond expenditures to ensure they are made in accordance with the projects approved by voters and are in compliance with Proposition 39 requirements [III.D.14_01].

Bond audits are conducted to ensure the proper use of funds. Both the District Grants Office and the Foothill-De Anza Foundation participate in annual audits and the resulting reports are shared publicly [III.D.14_02; III.D.14_03]. Bond audits found that the financial statements of bond funds present a fair representation of the financial position and changes in the respective financial positions. These audits confirm that the District expends bond funds only for specific projects developed by the Board of Trustees and approved by the voters in accordance with Proposition 39 requirements [III.D.14_04]. To encourage transparency and maintain alignment with program goals, quarterly summary reports for Bond Measures are

regularly presented to District and College constituents. This practice allows for input and feedback from all stakeholders [III.D.14_05; III.D.14_06].

ANALYSIS AND EVALUATION The District and College use financial resources with integrity and according to their intended purpose. CBOC and bond audits ensure that bond funds are used in compliance with Proposition 39 requirements. The District Grants Office and the Foundation oversee grant and fundraising efforts, respectively, and adhere to policies and procedures to ensure appropriate use of funds and compliance with donor intentions.

EVIDENCE LIST
III.D.14_01 Citizens' Bond Oversight Committee (CBOC) Meeting Minutes, June 7, 2022

III.D.14_02 District Audit Report 2021-22

III.D.14_03 District Foundation Audit Report 2020-21

III.D.14_04 Prop 39 Bond Audit Report 2021-22

III.D.14_05 Measure C Quarterly Report, June 30, 2021

III.D.14_06 Measure G Quarterly Report, June 30, 2021

15. **The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

EVIDENCE OF MEETING THE STANDARD Foothill College monitors and manages student loan default rates to ensure compliance with federal requirements. The College submits the ACCJC Annual Fiscal Report, which includes default rates and shows a declining trend over three years [III.D.15_01]. Foothill College's cohort default rate has decreased from 13.8% in 2017, to 11.2% in 2018, and to 3.7% in 2019 [III.D.15_02]. This consistent decline places the College in the "low" category (below 15%) for official default rates and confirms its compliance with Title IV federal regulations (below 30%).

The College uses Student Connections to track and manage student loan default rates. This tool allows for in-house default management, as well as mail, email, and phone campaigns. It is user-friendly and provides visual chart displays, projections for relevant cohort years, and streamlined record-keeping and tracking of student borrowers. This service helps the institution reduce its cohort default rate. By investing about one hour per month in email and letter campaigns, the College has been able to further reduce its rate by approximately 6%. Phone campaigns for defaulted or near-default populations are a more recent addition to further improve the default rate [III.D.15_03].

ANALYSIS AND EVALUATION Foothill College actively monitors and manages student loan default rates to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The ACCJC Annual Fiscal Report shows a declining trend in default rates over three years, with the cohort default rate falling below the 15% threshold for low risk. The institution utilizes Student Connections to track and manage default rates, employing email, letter, and phone campaigns to further reduce the default rate.

EVIDENCE LIST

III.D.15_01 ACCJC Annual Fiscal Report 2020-21

III.D.15_02 Cohort Default Rate

III.D.15_03 Cohort Default Rate Communication

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

EVIDENCE OF MEETING THE STANDARD Foothill College applies District policies and procedures to ensure that external contracts align with its mission, adhere to requirements, and maintain integrity and quality in programs, services, and operations. To ensure appropriate oversight and maintain institutional integrity, Board Policy requires all contracts and purchasing transactions be in writing and reviewed by the Board [III.D.16_01]. Administrative Procedure provides additional guidance on independent contracts, contract duration, and required records and audits [III.D.16_02].

A Board-approved purchasing and payment grid outlines quotation, bid, and authorization requirements for contracts. It identifies purchasing limitations, quote or solicitation requirements, relevant Board Policies or Administrative Procedures, types of contracts, documentation of payment, and signature authority [III.D.16_03].

There is a District Administrative Procedure that provides a detailed overview of all contractual agreement policies and procedures, ensuring that contracts are in line with the California Education Code (Title 5), relevant Board Policies, and other applicable laws [III.D.16_04]. Contracts are only considered valid and enforceable obligations when approved or ratified by the Board. Contract duration is limited to three years for materials or supplies and five years for equipment, work, or services. Contract changes must be made through written amendments, and if the total dollar amount of an amended contract exceeds the original amount by more than 10%, Board authorization is required. Officials exercising contractual authority must maintain records for a minimum of three years, and these records are subject to audit. Employees who

substantially influence the award of contracts must file an annual Statement of Economic Interests Form 730 and comply with conflict-of-interest regulations.

ANALYSIS AND EVALUATION Foothill College confirm that contracts align with District and College mission and goals and adhere to District policies and procedures. Checks and balances at the College and District levels ensure that Board Policy and Administrative Procedures are followed. These policies and procedures ensure compliance with the California Education Code and other applicable laws.

EVIDENCE LIST

III.D.16_01 Board Policy 3140

III.D.16_02 Administrative Procedure 3140

III.D.16_03 Purchase Payment Grid

III.D.16_04 Administrative Procedure 3143

Conclusions on Standard III.D: Financial Resources

Foothill College demonstrates effective use of financial resources to support its institutional mission and goals, prioritizing student learning and program enhancement. The budget allocation process is aligned with the College's objectives, financial stability principles, and planning documents like the Strategic Vision for Equity. Through participatory governance, the institution engages constituent groups in financial planning and decision making. The College maintains transparency and financial integrity through regular audits, public hearings, and accessible financial reporting. The Foothill-De Anza Foundation supports the District with fundraising efforts, ensuring transparency and accountability. The College consistently exceeds minimum cash reserve requirements and maintains a positive carryover balance. The District addresses long-term liabilities and manages contracts in accordance with established policies and procedures to ensure compliance and alignment with institutional priorities.

Improvement Plan(s)
None needed.

STANDARD IV
LEADERSHIP & GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Governing Board and the chief executive officer. Through established governance structures, processes, and practices, the Governing Board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. DECISION-MAKING ROLES & PROCESSES

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution- wide implications, systematic participative processes are used to assure effective planning and implementation.

EVIDENCE OF MEETING THE STANDARD Foothill College is engaged in ongoing and continuous efforts to support all constituencies engaged with improving practices, programs, and services regardless of their role on campus. These planning conversations occur through the College's participatory governance process and are supported by the President's Office [IV.A.1_01]. Anchored by the Mission Informed Planning Council (MIPC), this constituency group's membership is composed of 21 representatives from Academic

and Classified Senates, Associated Students of Foothill College (ASFC), bargaining units, and affinity networks (Figure 54).

FIGURE 54: MIPC Membership
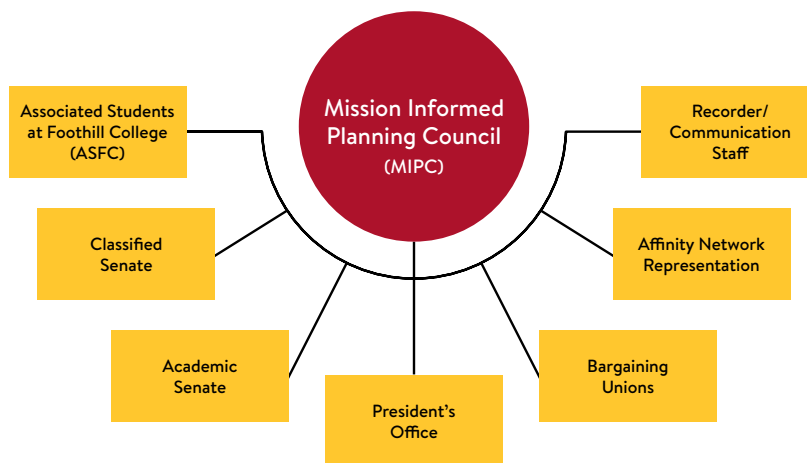
The MIPC steering committee, composed of the College president, Academic Senate president, ASFC president, and Classified Senate president, meet regularly to determine each meeting's agenda, priorities, and goals. Any individual can bring forward an idea for innovation and decision-making, have it agendized at MIPC, and after discussion, a recommendation is made to the president for final determination [IV.A.1_02]. MIPC facilitates participative processes related to improvement efforts with policy or significant institution-wide implications to the College mission, including:

- Access (program/service);
- Community at large (neighboring community);
- CTE (certificate/degree workforce programs);
- Degree/certificate educational programs;
- Equity;
- Empowerment (student activities, service leadership, etc.);
- Sustainability (facilities/financial/resources);
- Transfer; and
- Well-being (student/employee).

The program review revisioning effort is an example of participatory governance engaged in an institutional effectiveness effort. The Integrated Planning and Budget (IP&B) Task Force was convened by the main participatory group (then called the Planning and Resource Council) to identify areas for improvement in the program review process. Membership included all constituency groups and the instructional and student services units. The resulting templates and processes were reviewed and discussed in governance (then called the Advisory Council) and based on the governance group's recommendation, were accepted by the president for adoption [IV.A.1_03]. The resulting process involves program review writers, readers, and a program presentation to governance to identify themes and trends to guide College-level planning.

When the District went through budget reductions, participatory governance was engaged to identify guiding principles to facilitate the process. These all-constituency conversations began at the annual governance retreat and continued during the academic year. The main participatory governance group (then called the Advisory Council) established guidelines reflecting the institution's values and criteria for reduction [IV.A.1_04; IV.A.1_05].

Additional evidence of the College's broad engagement process with institutional improvement efforts is seen through the participatory governance's dialogue about whether the dual enrollment initiative supports the College mission. These conversations centered on whether dual enrollment focused primarily on enrollment (as an outreach effort) or had the potential to enhance student equity and achievement outcomes [IV.A.1_06; IV.A.1_07]. This college wide approach demonstrated that program changes are considered at the institutional level in terms of continuous improvement and institutional effectiveness.

ANALYSIS AND EVALUATION Foothill College leaders head an ongoing, systematic process of improvement across the College where all constituents can engage in innovative practices. Continuous improvement efforts to increase engagement and effectiveness yielded the current participatory governance process that became operational spring 2022.

EVIDENCE LIST
IV.A.1_01 MIPC Overview Webpage

IV.A.1_02 MIPC Agenda Request

IV.A.1_03 IP&B Summer Report presentation, October 5, 2018

IV.A.1_04 Advisory Council Meeting Minutes, October 5, 2018

IV.A.1_05 Guiding Principles for Reduction

IV.A.1_06 Equity & Education Meeting Minutes, January 10, 2020

IV.A.1_07 Dual Enrollment presentation, December 6, 2019

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

EVIDENCE OF MEETING THE STANDARD Board Policies outline the District's support in fostering participation for staff, faculty, and students in District and College governance [IV.A.2_01; IV.A.2_02; IV.A.2_03; IV.A.2_04; IV.A.2_05]. Foothill College formulates a governance structure with constituency representation as described in Standard IV.A.1. Participation among all constituencies is broadly supported [IV.A.2_06; IV.A.2_07; IV.A.2_08]. Guiding principles and operating principles are publicly posted on the Mission Informed Planning Council (MIPC) website [IV.A.2_09].

Students have a prominent role in the College participatory governance process and the membership structure allows five student representatives at MIPC. These student representatives include the ASFC president, the student trustee, an affinity group member, an ASFC-appointed member, and an elected member. The ASFC president is a constituency representative to MIPC and part of the MIPC steering committee (along with the College president, Academic Senate president, and the Classified Senate president). Students have equal voice in creating the MIPC agendas and prioritizing items for discussion and consideration. Student representation is also solicited to serve on any committees formed by the participatory governance process.

Foothill College makes continuous improvements to its participatory governance process to better facilitate the participation of all constituents in providing input on student achievement and planning outcomes. The goals outlined in the Educational Master Plan, institutional learning outcomes, and the Strategic Vision for Equity helped inform the current design and structure of MIPC. Governance meetings are open to the College community and input from administrators, faculty, staff, and students is welcomed [IV.A.2_10; IV.A.2_11; IV.A.2_12].

ANALYSIS AND EVALUATION Foothill College has a system of governance that is fair, transparent, and inclusive of all constituents, ensuring participation and consideration of student perspectives. Board Policy and participatory governance allow for faculty, classified staff, and administrators to come together for effective and informed decision-making.

EVIDENCE LIST
IV.A.2_01 Board Policy and Administrative Procedure Manual

IV.A.2_02 Board Policy 2222

IV.A.2_03 Board Policy 2223

IV.A.2_04 Board Policy 2224

IV.A.2_05 Board Policy 2230

IV.A.2_06 Academic Senate Resolution, March 2021

IV.A.2_07 Classified Staff Governance Proposal

IV.A.2_08 Classified Staff Meeting Minutes, May 6, 2021

IV.A.2_09 MIPC Operating Principles

IV.A.2_10 Ed Master Plan 2016-22

IV.A.2_11 Governance Handbook, ILOs

IV.A.2_12 Strategic Vision for Equity 2021-25

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

EVIDENCE OF MEETING THE STANDARD Foothill College administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in policies, planning, and budget as related to their designated areas of expertise and responsibility. Board Policies and Administrative Procedures outline how these roles are defined and the areas of responsibility [IV.A.3_01; IV.A.3_02]. Per California Education Code (Title 5) regulations, the College and District are obligated to consult faculty as part of the 10+1 process, where Academic Senate is recognized as an organization whose primary function is to make recommendations regarding policy development and implementation processes [IV.A.3_03; IV.A.3_04].

Dialogue on these academic and professional matters occur throughout the participatory governance process. Faculty are represented at the Mission Informed Planning Council (MIPC) and the various committees charged with supporting planning and institutional effectiveness. Part-time faculty are included on MIPC and eligible for a participation stipend, and part-time faculty have elected senators to Academic Senate. Administrators and faculty are also instrumental in the resource allocation process as members of the Faculty Prioritization Committee; they also engage in other policy development through their work together on the Scheduling Committee and the Committee on Online Learning. These roles are defined in documents such as the Governance Operating Procedures and the Resource Allocation Guidelines [IV.A.3_05; IV.A.3_06].

The implementation of Guided Pathways across the campus demonstrates substantive voice of faculty and administrators using well-defined policies and procedures in institutional governance. A February 2022 Resolution from the College Curriculum committee details, "… Whereas, the majority of campus constituents voiced preference for the Career and Academic Pathways groupings of meta majors, and that program placement impacted by the adoption of these groupings and their names, rather than another proposed option, has been considered and approved by individual departments," indicating a process that allowed all constituents to voice preferences for the implementation of a campuswide, state-led initiative at the

College. This resolution also indicates the role administrators and faculty hold in their areas of responsibility and expertise in shaping the focus of meta majors on the campus, ultimately leading to meta major mapping, or Career and Academic Pathways (CAPs). [IV.A.3_07]

ANALYSIS AND EVALUATION Administrators and faculty engage in robust ways on topics, procedures, and processes related to their responsibility and expertise. Board Policy and state regulations acknowledge the unique role and expertise of faculty to be consulted on academic instructional issues. Foothill College supports faculty engagement in institutional governance and provides the institutional organization needed for ongoing faculty involvement.

EVIDENCE LIST

IV.A.3_01 Administrative Procedure 2410

IV.A.3_02 Board Policy 2410

IV.A.3_03 Academic Senate For California Community Colleges, 10+1

IV.A.3_04 Board Policy 2223

IV.A.3_05 Resource Allocation Guidelines, pg 3

IV.A.3_06 MIPC Operating Procedures

IV.A.3_07 College Curriculum Committee Resolution, February 2022

4. **Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

EVIDENCE OF MEETING THE STANDARD Several Board Policies are explicit in identifying the role and responsibilities of faculty and administrators in making recommendations about curriculum and student learning programs and services. These policies describe Academic Senate as the primary body to develop curriculum and academic standards [IV.A.4_01; IV.A.4_02; IV.A.4_03].

As a subcommittee of Academic Senate, the College Curriculum Committee (CCC) is composed of representatives from division curriculum committees. The divisional faculty representatives are approved by Academic Senate as CCC members. New and discontinued programs are discussed and approved by both the division curriculum committees and CCC. New courses are first approved by the division curriculum committees before being reported out at CCC, with certain aspects of new courses approved by CCC. Changes to programs and courses are discussed and approved within the division curriculum committees. All policies and procedures, including resolutions, are available on the curriculum website [IV.A.4_04].

Baccalaureate Degree Program
The Dental Hygiene program dedicates a full-time faculty member to serve as program director. This position, under the division dean's supervision, manages all aspects of the program, including scheduling, program assessment, budget preparation, and coordination of adequate and effective student support services. Any curriculum changes are discussed at the division curriculum committee and adheres to the procedures outlined above.

ANALYSIS AND EVALUATION Academic Senate is the primary organizational structure by which faculty have responsibility to make recommendations about curriculum and student learning. Faculty work with administrators in CCC to make improvements to existing programs and courses. Existing Board Policies identify faculty as the discipline experts positioned to uphold academic quality.

EVIDENCE LIST
IV.A.4_01 Board Policy 2223

IV.A.4_02 Board Policy 4020

IV.A.4_03 Board Policy 6000

IV.A.4_04 CCC Policies & Resolutions Webpage

5. **Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

EVIDENCE OF MEETING THE STANDARD Through its system of Board and participatory governance, Foothill College fosters an inclusive and collegial approach to decision-making. The College allows for the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular changes, and other key considerations. While the Mission Informed Planning Council (MIPC) serves as the primary governance group engaged in broad-based discussions and action on institutional planning and effectiveness efforts, these conversations also occur in Academic Senate, Classified Senate, and the Associated Students of Foothill College (ASFC), demonstrating the inclusion of diverse perspectives in informing institutional priorities. The presidents from the two senates and student government serve with the College president on the MIPC as the steering committee.

Timely action on the items and processes listed on the College's planning calendar reflects the key considerations for ongoing continuous improvement [IV.A.5_01; IV.A.5_02]. Examples of this reporting out and decision-making is reflected in the regular discussion of the annual program review and resource allocation processes (refer to Standard I.B.5 for additional context and visuals). Other items not part of the

regular cycle of review can be included on the MIPC agenda, and action can result in the creation of task forces and committees.

Board Policy outlines the roles of students, staff, and faculty in governance, as well as the academic roles of faculty. Attendance at district wide and college wide committees by administrators, faculty, classified staff, and students allows for inclusion of a wide range of perspectives. The Board of Trustees relies primarily on the expertise of faculty to make responsible decisions through participatory governance and in all curricular areas. The Mission Informed Planning Council's (MIPC) operating procedures define the roles and responsibilities of constituent groups in the decision-making process [IV.A.5_03; IV.A.5_04]. Governance retreats assist in onboarding and informing constituencies of the governance structure [IV.A.5_05].

ANALYSIS AND EVALUATION Foothill College works with the Board of Trustees and respective governance organizations within the institution to ensure the appropriate consideration of perspectives, decision-making, responsibilities, and timely action of plans, policies, curriculum, and other key considerations. The guiding principles, operating principles, operating procedures, and meeting agendas and minutes document the inclusion and expertise relied upon to make recommendations regarding institutional planning and effectiveness efforts. While these documentation are all accessible on the MIPC website, the College is working on creating a governance handbook in a pdf format that will be web-accessible to facilitate the identification of information in one document.

EVIDENCE LIST
IV.A.5_01 7-Year Planning Cycle

IV.A.5_02 7-Year Planning Calendar Expanded

IV.A.5_03 MIPC Operating Procedures

IV.A.5_04 MIPC Membership

IV.A.5_05 Governance Summit Agenda, September 14, 2018

6. **The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

EVIDENCE OF MEETING THE STANDARD Decision-making processes and resulting decisions are documented and widely communicated across Foothill College. Through committee meeting minutes and regular newsletter publications, decision-making and resulting decisions are communicated internally and posted on the College's website for transparency and public access. Minutes from key committees, such as Academic Senate and the College Curriculum Committee (CCC) are emailed weekly by local division representatives to individual departments and minutes are posted monthly on these committees' webpages [IV.A.6_01; IV.A.6_02; IV.A.6_03]. The Parliament newsletter is emailed weekly to all employees by the

Marketing and Public Relations Office to highlight campus events, accolades, and programmatic updates [IV.A.6_04]. The president also communicates regularly with constituents [IV.A.6_05].

ANALYSIS AND EVALUATION Foothill College continually engages the College community in decision-making and actively documents and communicates those decisions, making public this information on the institution's website and through emails.

EVIDENCE LIST

IV.A.6_01 Academic Senate Meeting Information

IV.A.6_02 CCC Meeting Information

IV.A.6_03 CCC Communiqué February 24, 2023

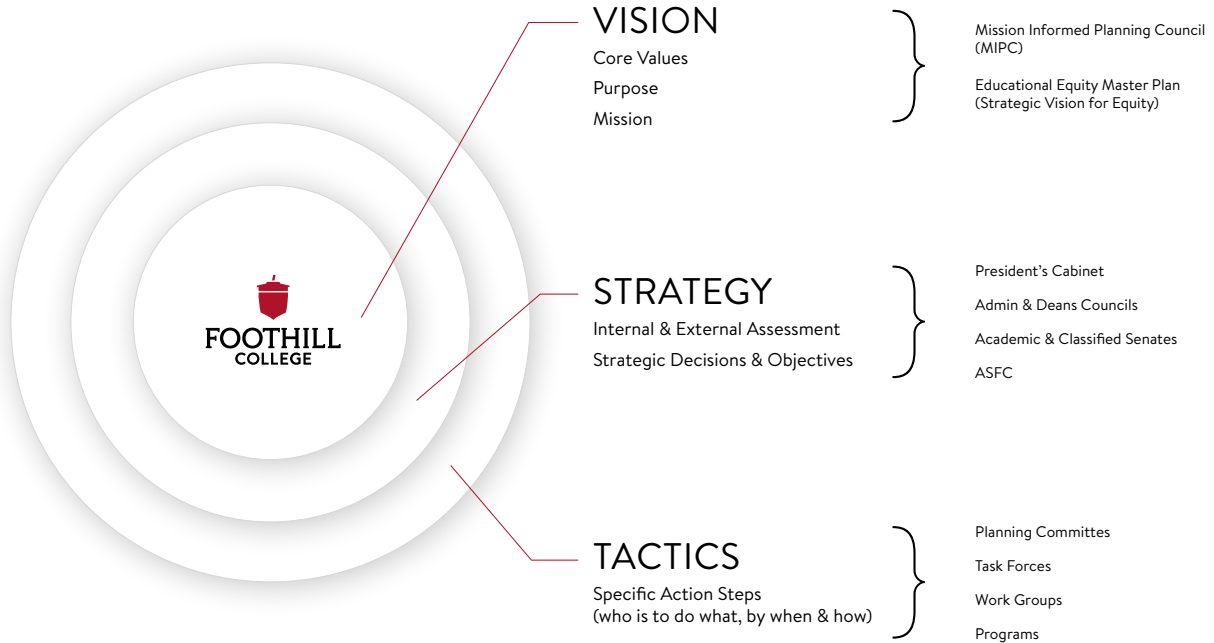IV.A.6_04 Parliament Archives

IV.A.6_05 President's Messages

7. **Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

EVIDENCE OF MEETING THE STANDARD Foothill College conducts ongoing and regular evaluations of its processes to ensure their effectiveness. After the 2017 reaffirmation process, the College identified the opportunity for improvement within the participatory governance process (as a Quality Focused Essay action project). Governance meeting archives show that a four-council structure was established after a year-long redesign process [IV.A.7_01; IV.A.7_02]. Each council was assigned a distinct charge by the president. Robust discussions regarding the evaluation approach for this structure concluded with a recommendation to the president for an external evaluator [IV.A.7_03; IV.A.7_04; IV.A.7_05].

The Research and Planning Group was engaged to assess the participatory governance process, and results of this study were published in spring 2021. Key findings identified areas for improvement such as participation and engagement, trust in the governance process, and faculty inclusion in areas of academic and professional matters as identified in 10+1 [IV.A.7_06]. This report was publicly accessible through the governance website and discussed in multiple settings, including Academic and Classified Senates.

Based on these results, the president proposed and convened a shared governance task force reflecting all constituencies [IV.A.7_07; IV.A.7_08; IV.A.7_09; IV.A.7_10]. The group's work concluded in winter 2022, and the updated participatory governance process debuted in spring 2022 as the Mission Informed Planning Council (MIPC) (Figure 55).

FIGURE 55: Governance & Decision Making Model

VISION
Core Values
Purpose
Mission

Mission Informed Planning Council
(MIPC)

Educational Equity Master Plan
(Strategic Vision for Equity)

STRATEGY
Internal & External Assessment
Strategic Decisions & Objectives

President's Cabinet

Admin & Deans Councils

Academic & Classified Senates

ASFC

TACTICS
Specific Action Steps
(who is to do what, by when & how)

Planning Committes

Task Forces

Work Groups

Programs

ANALYSIS AND EVALUATION Foothill College regularly reviews its participatory governance and decision-making policies, procedures, and processes, making improvements based on evaluation results. Broad engagement among all constituencies is encouraged, evidenced by representation from full and part-time faculty, students, classified staff, bargaining units, and affinity network groups. Faculty are consulted in academic and professional matters. MIPC representatives follow operating procedures that clearly identify their roles and processes for engagement in college wide policies, planning, and resource allocation. Evaluation of MIPC is a priority in the coming cycles.

EVIDENCE LIST

IV.A.7_01 Governance Archives

IV.A.7_02 Governance Redesign Webpage

IV.A.7_03 Community & Communication Memo, April 23, 2020

IV.A.7_04 Community & Communication Memo, May 28, 2020

IV.A.7_05 President's Memo, July 28, 2020

IV.A.7_06 Shared Governance External Evaluation Findings, 2021

IV.A.7_07 Shared Governance Task Force Proposal

IV.A.7_08 Academic Senate Meeting Minutes, April 26, 2021

IV.A.7_09 Classified Senate Recommendation, May 10, 2021

IV.A.7_10 Community & Communication Memo, May 3, 2021

Conclusions on Standard IV.A: Decision-Making Roles and Processes

Foothill College encourages and provides opportunities for administrators, classified staff, faculty, and students to contribute to discussions and planning around student learning and achievement initiatives that sustain academic quality, integrity, fiscal stability, and continuous improvement. The participatory governance structure facilitates the inclusion of all constituencies and encourages their meaningful participation. These roles are clearly defined and governance policies support their ongoing engagement. The College is working on identifying these processes and procedures in one standardized document that will be easily accessible. Evaluation of these processes is public and shared widely to help facilitate continuous improvement efforts around governance and decision-making processes.

Improvement Plan(s)
None needed.

B. CHIEF EXECUTIVE OFFICER

1. **The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

EVIDENCE OF MEETING THE STANDARD The Foothill College president (Chief Executive Officer) is directed by the District chancellor to have primary responsibility in all institutional aspects: planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness [IV.B.1_01]. The position provides College leadership as the chair of the Mission Informed Planning Council (MIPC), and is responsible for the effective functioning of this main participatory governance body. She ensures MIPC facilitates an open and transparent agenda-setting process, develops inclusive procedures for participation, and operates with consensus-based decision-making processes.

The president appoints an administrator to oversee the completion of required College planning documents including, but not limited to, the Educational Master Plan, Facilities Master Plan, Technology Plan, and Strategic Vision for Equity [IV.B.1_02].

Institutional Research and Planning supports the president with regular data for planning, resource allocation, and identifying areas for improvement. These student outcome data are presented and discussed

in public settings such as Administrative Council and President's Briefings [IV.B.1_03; IV.B.1_04; IV.B.1_05; IV.B.1_06].

The President's Office works with the Equity and Inclusion Office to develop the programming for Opening Day and Flex Day, two professional learning days aimed to promote teaching and learning. To ensure institutional effectiveness, these events are evaluated to ensure relevancy, currency, and appropriateness as supporting the College mission [IV.B.1_07; IV.B.1_08]

The Foothill College president's job description was updated in 2022 as part of the presidential job search process that concluded with the onboarding of a new president in April 2023 [IV.B.1_09].

ANALYSIS AND EVALUATION District policies, along with the Foothill College president's job description, identifies this position as having primary responsibility for the institution. The president provides leadership in guiding the College's continuous improvement efforts, including facilitating the institutional planning and evaluation.

EVIDENCE LIST

IV.B.1_01 Administrative Procedure 3100

IV.B.1_02 Administrative Procedure 3250

IV.B.1_03 Enrollment and Course Success presentation, September 8, 2021

IV.B.1_04 Return to Campus Survey presentation, August 16, 2021

IV.B.1_05 Fall-to-Fall Census Report 21-22

IV.B.1_06 Enrollment Comparison Report 2018 to 2021

IV.B.1_07 Spring Flex Day Survey Results, 2022

IV.B.1_08 College Flex and Opening Day Survey Results, Fall 2022

IV.B.1_09 President Qualifications

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

EVIDENCE OF MEETING THE STANDARD As noted in Standard IV.B.1, the Foothill College president reports to the District chancellor. In turn, the president assigns authority to qualified administrators to support and align the College's work to its institutional mission [IV.B.2_01]. The College's administrative structure is organized into areas headed by a vice president reporting directly to the president. These three areas, which are collectively responsible for the development and implementation of College plans, are:

- Finance and Administrative Services;
- Instruction; and
- Student Services.

The President's Cabinet includes these three vice presidents along with three associate vice presidents (two reporting to the vice president of Instruction and one to the president), and the dean of Institutional Equity, Inclusion, and Diversity. These Cabinet members meet weekly with the president, setting the agenda to discuss progress on current efforts, assigning initiatives, and confirming follow-through on existing process and procedures.

The president is responsible for administering a regular administrator evaluation process that documents each Cabinet member's accomplishments, priorities, and goals [IV.B.2_02].

ANALYSIS AND EVALUATION The president provides oversight, manages, and evaluates an administrative structure that is organized to support the institution's work. The president conducts administrative evaluations to help determine whether the (senior) administrator positions' roles and responsibilities meets the institutional mission's needs and whether the existing organizational staffing structure is appropriate to carry out these duties.

EVIDENCE LIST

IV.B.2_01 Administrative Organization Structure

IV.B.2_02 Administrative Comprehensive Evaluation Form

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;

- ensuring the college sets institutional performance standards for student achievement;

- ensuring that evaluation and planning rely on high-quality research and analysis of external and internal conditions;

- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;

- ensuring that the allocation of resources supports and improves learning and achievement; and

- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

EVIDENCE OF MEETING THE STANDARD The Foothill College president establishes a collegial process for ongoing and continuous improvement of the teaching and learning environment. The Mission Informed Planning Council (MIPC) is the primary structure for identifying institutional standards of performance, reviewing data to inform planning, integrating review of programs and services with resource allocation, and conducting a regular cycle of review aligned with College-identified goals and priorities. Since the last site visit, these processes have occurred in different participatory governance iterations.

The president chairs the main governance body and facilitates its deliberations, whether at MIPC or through the four-council structure that existed prior to 2020-2021. Improvements to the governance structure were chaired by the interim president and included representation from all constituencies [IV.B.3_01]. The interim president provided the group a vision of shared values and goals, as reflected in the College mission, to facilitate conversations and come to consensus for the re-imagined MIPC structure.

The president has a role in setting College strategic goals and priorities. In accordance with the seven-year planning calendar, they can identify institutional priorities, share them with participatory governance, and support campus efforts to ensure institutional performance standards are met [IV.B.3_02]. The president also communicates progress on these initiatives broadly and publicly, such as in President's Briefings and email communique [IV.B.3_03].

The president collaborates with Institutional Research and Planning (IRP) to provide high–quality data and analysis for collegial discussions and decision-making regarding student learning and achievement. Additionally, the president can access multiple data dashboards providing extensive reporting on areas such as enrollment, scheduling, course success, and disproportionate impact. The president may request IRP support to explore student achievement outcomes and share these results with the College in meetings such as the Governance Retreat, New Faculty Orientation Retreat, and Administrative Council [IV.B.3_04; IV.B.3_05].

Educational planning is integrated with resource allocation and the president makes final determination after receiving recommendations from MIPC. The program review process involves a comprehensive reflection by instructional and student success programs and includes the resource request process. These resource requests are expected to align with action plans identified in the comprehensive and annual program reviews. The president encourages a review and discussion of the program plans and resource allocation requests in

MIPC based on presentations from the Program Review Committee and Finance Allocation Team [IV.B.3_06; IV.B.3_07; IV.B.3_08].

The president establishes procedures to evaluate overall institutional planning and implementation efforts to achieve the College mission. Discussions about alignment occur in participatory governance spaces for consistency and transparency. College consideration about whether the dual enrollment program is an enrollment or equity initiative was debated in this open manner, culminating in a governance recommendation to the president [IV.B.3_09; IV.B.3_10; IV.B.3_11].

ANALYSIS AND EVALUATION The president's leadership in participatory governance and coordination with IRP make data accessible to all constituencies and aligns College planning and resource prioritization with institutional goals and priorities. Evaluation of processes such as program review and resource allocation guide the president's efforts in the improvement of teaching and learning.

EVIDENCE LIST

IV.B.3_01 MIPC Self Study

IV.B.3_02 College Strategic Objectives 2018-19

IV.B.3_03 President's Briefing, August 13, 2020

IV.B.3_04 Enrollment and Course Success presentation, September 8, 2021

IV.B.3_05 Understanding the Foothill Student presentation, September 13, 2022

IV.B.3_06 MIPC Meeting Minutes, November 18, 2022

IV.B.3_07 Annual Budget Requests presentation, November 18, 2022

IV.B.3_08 Budget Planning 2024-25 presentation, March 2, 2023

IV.B.3_09 Dual Enrollment presentation, December 6, 2019

IV.B.3_10 Equity & Education Meeting Minutes, January 10, 2020

IV.B.3_11 Equity & Education Memo, June 5, 2020

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

EVIDENCE OF MEETING THE STANDARD The president is responsible for appointing an Accreditation Liaison Officer (ALO), and both roles work together to ensure that the self-evaluation process and all related reports are appropriately completed [IV.B.4_01; IV.B.4_02]. The ALO facilitates the Accreditation Steering Committee that is composed of College constituency members, and reports out at regular constituency group meetings of MIPC, Academic Senate, Classified Senate, and the Associated Students of Foothill College (ASFC). The chancellor appoints a District Accreditation liaison to ensure the District complies with accreditation Standards and processes. All accreditation reporting is reviewed and confirmed by the president.

ANALYSIS AND EVALUATION The president ensures the institution complies with all eligibility requirements, accreditation Standards, and commission policies. She identifies an ALO to support the reporting requirements and guidelines set forth by the accrediting commission.

EVIDENCE LIST
IV.B.4_01 Chancellor's Advisory Council Agenda, April 28, 2023

IV.B.4_02 Board Policy 3200

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

EVIDENCE OF MEETING THE STANDARD The President's Cabinet of senior administrators and direct reports advise and support the president's implementation of College and District policies in ways that are consistent with the institutional mission. The president is also a member of the Chancellor's Cabinet and the Chancellor's Advisory Council, a participatory governance group that includes the leaders of the Academic Senate, Classified Senate, student government from the two colleges, and bargaining union representatives. This latter group engages in the review and revision of Board Policies and Administrative Procedures as well the review and update of District planning documents [IV.B.5_01; IV.B.5_02]. The president also attends meetings of the Academic and Professional Matters Committee. In all these settings, the president ensures that the discussions and resulting planning, policies, and procedures are communicated to the College and operationalized in a consistent manner to ensure College and District alignment.

The president is responsible for the oversight and management of the institution's financial resources. After the Mission Informed Planning Council (MIPC) approves the budget request list submitted by the Finance Allocation Team, the president makes the final determination about funding the prioritized requests. The College mission and its strategic priorities (along with District policies and regulations) inform the president's budget prioritization process. The president also reviews the funding recommendations from categorical funding, including the Student Equity and Achievement and Strong Workforce funds (in consultation with the vice president for Student Services for equity funding and the associate vice president

of Workforce Development and Career and Technical Education for workforce funding). The position also signs contracts for the College, including independent contractor assignments and grant applications.

Communication from the President's Office regarding College and District statutes, regulations and policies occur through multiple channels. There is an alert that can be set at the top of the College website or through the single sign-on landing page. The president also sends all-campus emails, holds listening sessions, conducts briefings, attends constituency groups' meetings, leads town halls, participates in campus events, and engages in Board meetings.

ANALYSIS AND EVALUATION The president works to demonstrate that policies and practices are administered consistently in an open and transparent manner. They communicate statutory and compliance expectations for informed decision-making, whether as chair of the College's main participatory governance body or as a participant at the Board of Trustees meetings.

EVIDENCE LIST
IV.B.5_01 Chancellor's Advisory Council Agenda, May 26, 2023

IV.B.5_02 Chancellor's Advisory Council Agenda, April 28, 2023

6. The CEO works and communicates effectively with the communities served by the institution.

EVIDENCE OF MEETING THE STANDARD The Foothill College president actively, clearly, and regularly communicates with the internal and external campus community. The President's Office maintains a webpage that communicates decisions and processes, reports and publications, strategic planning documents, governance committees, accreditation documents, and the president's communications to the College community [IV.B.6_01; IV.B.6_02].

The president's communiques relate to weekly events, ongoing priorities, and accolades for the College. The president leads College events such as Opening Day and town halls. Strategic objectives are identified and communicated to the College annually [IV.B.6_03].

As the Mission Informed Planning Council (MIPC) chair, the president ensures that all constituencies are informed about College priorities, opportunities, and challenges. They often attend other participatory governance meetings, including Academic Senate, Classified Senate, and Associated Students of Foothill College (ASFC). They also play a key role in championing various initiatives, such as the Mentor Mindset partnership [IV.B.6_04]. The president also engages in listening sessions, gathering feedback from employees to help identify College priorities for strategic planning and institutional effectiveness purposes.

ANALYSIS AND EVALUATION The president regularly and clearly communicates with internal and external communities through a variety of modalities, including in-person and digital formats.

EVIDENCE LIST

IV.B.6_01 President's Office Webpage

IV.B.6_02 President's Messages Webpage

IV.B.6_03 College Opening Day 2020 presentation

IV.B.6_04 Mentor Mindset Institute Notification

Conclusions on Standard IV.B: Chief Executive Officer

The College president leads the institution in its ongoing demonstration of academic quality and institutional effectiveness. The president ensures that College practices reflect the mission, vision, and values, while remaining in compliance with statutes, regulations, Board Policies, Administrative Procedures, and accreditation Standards and guidelines.

The president also manages a senior administrative team and is responsible for identifying and evaluating these individuals. The position engages in decision-making processes that are documented and inclusive as reflected in the Mission Informed Planning Council operating guidelines and procedures. Communication from the president occurs regularly and frequently, whether in person or virtually. The president maintains a community presence with local, regional, statewide, and national organizations.

Improvement Plan(s)
None needed.

C. GOVERNING BOARD

1. **The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. (ER 7)**

EVIDENCE OF MEETING THE STANDARD The Foothill-De Anza Community College District Board of Trustees is charged by California Education Code (Title 5, Section 70902), with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District. Board Policy and Administrative Procedures outline the role of the Board of Trustees, including explicit policy stating the Board, "carries out the philosophy, mission and priorities of Foothill-De Anza Community College District" [IV.C.1_01; IV.C.1_02]. These responsibilities identify students and their progress as the central purpose, with the District charged to support a climate that prioritizes teaching and learning. Additionally, the Board has authority for the

financial stability of the District. This responsibility includes adopting sound fiscal management principles and requires, at a minimum, quarterly reports on the District's financial and budgetary condition that are included as standing items on the Board's adopted meeting calendar [IV.C.1_03; IV.C.1_04].

In support of the District mission and continuous improvement at the College, the Board consults collegially with the Academic Senate on academic and professional matters and ensures the joint development of policies in critical areas such as educational program development and program review. Following the recommendation of the Academic and Professional Matters Committee, which includes leaders of the College and District Academic Senates and administration, the Board adopts policies on a wide range of matters, including curricular offerings, graduation requirements, and program discontinuance [IV.C.1_05].

The Board ensures the financial stability of the District through adoption of annual budgets. Adhering to policy, the process starts with analysis of the Governor's proposed budget, continues with the approval of the tentative budget, and concludes with a public hearing. Presentations to the Board provide detailed information and multi-year projections [IV.C.1_06; IV.C.1_07; IV.C.1_08; IV.C.1_09].

ANALYSIS AND EVALUATION As established in policy and documented in practice, the Board has authority over and responsibility for regularly reviewed policies that ensure the academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of Foothill College.

EVIDENCE LIST

IV.C.1_01 Board Policy and Administrative Procedure Manual

IV.C.1_02 Board Policy 2200

IV.C.1_03 Board Policy 3000

IV.C.1_04 Board Policy 3112

IV.C.1_05 Board Policy 2223

IV.C.1_06 Board Policy 3100

IV.C.1_07 Board Policy 3110

IV.C.1_08 Tentative Budget 2022-23

IV.C.1_09 Adopted Budget 2022-23

2. **The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

EVIDENCE OF MEETING THE STANDARD The Board of Trustees pledges in its philosophy statement, "to work together on behalf of our community in a spirit of cooperation and collaboration." The pledge is underscored in the code of ethics policy, which requires trustees to "work with fellow Board members in a spirit of harmony, respect and cooperation, acknowledging that differences of opinion will arise," "base personal decisions upon all available facts in each situation, vote honest conviction in every case, and respect the final majority decision of the Board," and "remember at all times that an individual Board Member has no legal authority outside the meetings of the Board and conduct all relationships with the college staff, students, local citizenry and media on the basis of that fact." [IV.C.2_01; IV.C.2_02]

While the Board does not always vote unanimously, trustees accept and support the decision of the majority. The Board's own self-evaluation reflects a unanimous opinion that trustees are adhering to the statements that relate to collective action [IV.C.2_03; IV.C.2_04]. The Board's commitment to this ethos reflects in the adoption of a resolution changing from at-large trustee representation to trustee representation by area. The minutes of the meeting reflect debate over the final trustee map plan and sequence of elections. The final vote was not unanimous; however, following the vote, individual trustees acted in support of the Board's collective decision [IV.C.2_05; IV.C.2_06].

ANALYSIS AND EVALUATION The Board adopts policies that acknowledge its responsibility to act as a collective entity. The Board demonstrates support for its policies and decisions and meets the high standards set for the conduct of its members included in its philosophy and code of ethics.

EVIDENCE LIST
IV.C.2_01 Board Policy 2200

IV.C.2_02 Board Policy 2715

IV.C.2_03 Board Self-Evaluation, 2021-22

IV.C.2_04 Board Self-Evaluation Summary, 2021-22

IV.C.2_05 Board Agenda Item #2, February 14, 2022

IV.C.2_06 Board Meeting Minutes, February 14, 2022

3. **The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

EVIDENCE OF MEETING THE STANDARD The Board of Trustees has clearly defined policies for the selection and evaluation of the District chancellor, including adopting a nationwide search timeline as well as approving the search committee composition, the committee charter, and the search profile [IV.C.3_01; IV.C.3_02; IV.C.3_03; IV.C.3_04]. Note there is Administrative Procedure that defines the organizational

and reporting structure where the College president reports up and is evaluated by the chancellor [IV.C.3_05].

Board Policy requires that the chancellor is evaluated at least annually, and performance goals and objectives developed jointly between the chancellor and Board [IV.C.3_06]. Institutional performance is a key indicator of the chancellor's success in performance of duties.

The Board meets in closed session at the beginning of each fiscal year to conduct a written evaluation of the chancellor and to set performance objectives related to the goals and mission of the District. The chancellor's annual and mid-year evaluations and progress reports are part of the Board's comprehensive meeting calendar approved in August of each year [IV.C.3_07; IV.C.3_08; IV.C.3_09].

ANALYSIS AND EVALUATION The Board has clearly defined policies and procedures for the selection and evaluation of the District chancellor (and College president). A process for evaluating the chancellor is defined in policy, and the chancellor's evaluation, which includes annual goal setting, is conducted in accordance with policy.

EVIDENCE LIST
IV.C.3_01 Board Policy 2431

IV.C.3_02 Chancellor Search Timeline

IV.C.3_03 Chancellor Search Committee Charter

IV.C.3_04 Draft Chancellor Search Profile

IV.C.3_05 Administrative Policy 3100

IV.C.3_06 Board Policy 2435

IV.C.3_07 Board Meeting Calendar 2022

IV.C.3_08 Board Meeting Minutes, August 2, 2021

IV.C.3_09 Board Meeting Minutes February 14, 2022

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

EVIDENCE OF MEETING THE STANDARD The Foothill-De Anza Community College District Board of Trustees consists of five publicly elected trustees selected by voters from five geographic areas within the District's boundaries and two student trustees, one from Foothill College and one from De Anza College, selected annually by the student body [IV.C.4_01]. Citizens of the District are appointed to the Board's Audit and Finance Committee and Citizens' Bond Oversight Committee. The Board also takes initiative to include community members on major search committees such as those for the District chancellor and college presidents [IV.C.4_02].

The Board regularly reviews policies addressing conflict of interest, expectations for ethical behavior, political activity, and communication among Board members [IV.C.4_03; IV.C.4_04; IV.C.4_05; IV.C.4_06; IV.C.4_07]. The conflict of interest policy requires trustees to disclose potential conflicts and prohibits trustees from financial interest in any contracts made by the Board. Trustees annually file a Statement of Economic Interests form required by the Fair Political Practices Commission and kept on file with the Santa Clara County Clerk of the Board of Supervisors and the District Chancellor's Office.

ANALYSIS AND EVALUATION The Board of Trustees regularly encourages and enables citizens' participation in public meetings and on appropriate committees. The Board is a strong advocate for the colleges, and are actively involved in local, state, and national efforts to improve student success, strengthen legislation, and increase funding for community colleges. The Board is independent, with members elected by eligible voters who reside within five trustee areas. The Board also works to shield the colleges from undue influence and political pressure.

EVIDENCE LIST

IV.C.4_01 Trustee Area Election Map

IV.C.4_02 Chancellor Search Committee Members

IV.C.4_03 Board Policy 2710

IV.C.4_04 Board Policy 2712

IV.C.4_05 Board Policy 2715

IV.C.4_06 Board Policy 2716

IV.C.4_07 Board Policy 2720

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has

ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

EVIDENCE OF MEETING THE STANDARD Existing Board Policy regarding program, curriculum, and course development states, "programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency" [IV.C.5_01]. Board Policies related to fiscal management, preparation of the budget, and reports on the District's financial condition further define the Board's responsibility to safeguard the financial integrity and stability of the District [IV.C.5_02; IV.C.5_03; IV.C.5_04].

The District Strategic Plan establishes priorities related to student achievement, learning and support services, and fiscal responsibility [IV.C.5_05]. The plan incorporates priorities derived from the District mission and supported by goals and strategies aligned with the colleges' educational master plans and the District's defined planning cycle.

The Board meeting minutes are publicly accessible, providing evidence that the District adheres to its policies ensuring the quality, integrity, and improvement of student learning programs and services as well as the resources necessary to support them [IV.C.5_06]. Curriculum and fiscal matters appear on meeting agendas with regularity, conferences with legal counsel are included on closed session agendas when necessary, and the Board seeks and acts on the advice of legal experts in matters such as bond issuance and the California Voting Rights Act.

ANALYSIS AND EVALUATION The Board has established policies consistent with the District mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Regular in-depth discussions regarding student achievement and resource allocation are conducted at Board meetings, and the Board approves institutional plans. Board Policies and meeting minutes provide evidence that the Board retains ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

EVIDENCE LIST
IV.C.5_01 Board Policy 4020

IV.C.5_02 Board Policy 3000

IV.C.5_03 Board Policy 3110

IV.C.5_04 Board Policy 3112

IV.C.5_05 District Strategic Plan 2024-2031

IV.C.5_06 Board Docs Webpage

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

EVIDENCE OF MEETING THE STANDARD The Board publishes an online Board Policy and Administrative Procedures Manual displayed prominently on the Board of Trustees section of the District website [IV.C.6_01; IV.C.6_02]. Chapter 2 of the manual includes policies specifying the Board's size, duties, responsibilities, and operating procedures [IV.C.6_03; IV.C.6_04; IV.C.6_05; IV.C.6_06; IV.C.6_07; IV.C.6_08; IV.C.6_09; IV.C.6_10; IV.C.6_11].

ANALYSIS AND EVALUATION The Board makes its policies available to the public in an online Board Policy and Administrative Procedure Manual that includes policies defining the Board's size, duties, responsibilities, structure, and operating procedures.

EVIDENCE LIST
IV.C.6_01 Board Policy and Administrative Procedure Manual

IV.C.6_02 Board of Trustees Webpage

IV.C.6_03 Board Policy 2010

IV.C.6_04 Board Policy 2015

IV.C.6_05 Board Policy 2110

IV.C.6_06 Board Policy 2200

IV.C.6_07 Board Policy 2305

IV.C.6_08 Board Policy 2310

IV.C.6_09 Board Policy 2330

IV.C.6_10 Board Policy 2340

IV.C.6_11 Board Policy 2360

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

EVIDENCE OF MEETING THE STANDARD Minutes from each Board of Trustees meeting posted on the Board's website document decisions and actions that align with Board Policies. Examples include adherence to fiscal, public participation, and student services policies.

Existing Board Policy states, "policies of the Board may be adopted, revised, added to or amended at any regular Board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended." The Board conducts an annual self-evaluation assessing its efforts to support the district mission, uphold ethics, and behave in manner consistent with policy and bylaws [IV.C.7_01; IV.C.7_02].

The District has long held a contract with the Community College League of California (CCLC) for its policy and procedure service. The CCLC's service provides policy and procedure templates vetted by legal counsel and updated twice per year to reflect changes in laws and regulations. Because the District's policy numbering system and base policy structure differ significantly from the CCLC system, efforts at keeping policies and procedures up-to-date and relevant do not consistently align. For this reason, the District is in the process of systematically reviewing all policies and procedures [IV.C.7_03].

ANALYSIS AND EVALUATION The Board acts in a manner consistent with its policies. The Board has a process for the regular assessment of its policies in fulfilling the mission and revises them as necessary. Despite limited staff and personnel turnover, the District is prioritizing the review of all policies and procedures by methodically bringing each up for review at Chancellor's Advisory Council, sharing with key constituencies for feedback, and seeking Board approval on any revisions and updates.

EVIDENCE LIST
IV.C.7_01 Board Self-Evaluation, 2021-22

IV.C.7_02 Board Self-Evaluation Summary, 2021-22

IV.C.7_03 Board Policy and Administrative Procedure Review and Renumbering

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

EVIDENCE OF MEETING THE STANDARD The Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. Progress reports on multiple and varied student metrics are provided at the Board of Trustees retreat [IV.C.8_01]. Board Policy charges the chancellor to seek Board approval of institutional plans, a process that requires an examination of multiyear trends, institutional goals, and discussions about student learning and achievement data [IV.C.8_02; IV.C.8_03; IV.C.8_04].

ANALYSIS AND EVALUATION The Board regularly reviews and discusses student performance data, setting aside time for in-depth examination of College plans for improving academic quality and student success.

EVIDENCE LIST

IV.C.8_01 Board Priorities and Metrics presentation, September 10, 2022

IV.C.8_02 Board Policy 3250

IV.C.8_03 Board Approval of Student Equity Plan and Vision for Success

IV.C.8_04 Board Meeting Minutes, December 12, 2022

9. **The governing board has an ongoing program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

EVIDENCE OF MEETING THE STANDARD The Board of Trustees has an ongoing program for Board development that includes regularly scheduled study sessions; attendance at conferences, workshops, and webinars related to effective trusteeship and advocacy; participation in college and district wide professional development; and a comprehensive new trustee orientation. Governing Board members complete sexual harassment and discrimination prevention training every two years and ethics training as part of their orientation [IV.C.9_01; IV.C.9_02].

The annual meeting calendar includes scheduled retreats, and the conference calendar lists conferences trustees are authorized to attend each year without separate advance approval [IV.C.9_03; IV.C.9_04; IV.C.9_05]. Trustees provide a report of workshops and conferences attended during regular meetings [IV.C.9_06]. Trustees regularly participate in professional development opportunities offered by the Colleges and District, including Opening Day activities and workshops. Board members also attend a special meeting on their roles and responsibilities for accreditation [IV.C.9_07; IV.C.9_08].

All Governing Board candidates are provided with publications prepared by the Community College League of California related to California community college governance and a list of online resources to help them learn more about the District and its two colleges. Candidates are also invited to an orientation session that covers the mission of the District, opportunities and challenges, roles and responsibilities, and District and College governance. The Board president, executive administrators, faculty, classified staff, and student leaders give brief presentations and answer questions during the orientation session.

Orientation begins immediately upon trustee confirmation and requires attendance at the Community College League of California's Effective Trustee Workshop; completion of sexual harassment and discrimination prevention, ethics, and accreditation trainings; and review of materials relevant to the role of a trustee [IV.C.9_09]. Two trustees participated in a year-long Trustee Fellowship and Trustee Fellowship

Intersession Project, designed by the California Community Colleges Chancellor's Office in partnership with the Aspen Institute College Excellence Program and Foundation for California Community Colleges [IV.C.9_10; IV.C.9_11]. New student trustees are encouraged to attend the Community College League of California's Student Trustee Workshop each August and other conferences throughout their terms of office.

Board members are elected to four-year terms pursuant to Board Policy [IV.C.9_12]. In keeping with the requirement for staggered terms, trustee areas 2 and 4 were elected in November 2022, and elections to fill trustee areas 1, 3, and 5 will be held in 2024.

ANALYSIS AND EVALUATION The Board has a comprehensive process for trustee orientation and a documented commitment to Board development. Formal policies provide for staggered terms of office and continuity of membership.

EVIDENCE LIST
IV.C.9_01 Sexual Harassment and Discrimination Prevention Training Email

IV.C.9_02 Trustee Orientation Email, September 5, 2018

IV.C.9_03 Board Policy 2740

IV.C.9_04 Board Calendar 2023

IV.C.9_05 Board Conference Calendar 2023

IV.C.9_06 Board Policy 2735

IV.C.9_07 Board ACCJC Training presentation, September 16, 2021

IV.C.9_08 Board ACCJC Training Minutes, September 16, 2021

IV.C.9_09 Candidate Orientation Invite

IV.C.9_10 Trustee Fellowship Participant Agenda, June 19, 2020

IV.C.9_11 Trustee Fellowship Participant Agenda, July 24, 2020

IV.C.9_12 Board Policy 2100

10. **Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes**

public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

EVIDENCE OF MEETING THE STANDARD Existing Board Policy defines the Board's commitment to and process for annual self-evaluation [IV.C.10_01]. The Board has a consistent record of conducting its annual self-evaluation with full participation from all elected members. The evaluation instrument asks trustees to measure individual and collective performance [IV.C.10_02; IV.C.10_03]. In odd years, the Board solicits feedback from the Chancellor's Advisory Council, public members of the Citizens' Bond Oversight Committee, Audit and Finance Committee, and the executive committee of the Foothill-De Anza Foundation Board of Directors. In 2021, feedback from the student trustees who served during the evaluation period was also included for the first time. The Board uses retreats to discuss suggestions for improvement.

ANALYSIS AND EVALUATION The Board has a defined process for evaluation that is consistently applied. The evaluation includes assessment of the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness, both from the perspective of trustees and from stakeholders. Results of the annual self-evaluation are publicly shared during the July regular meeting, prior to the development and adoption of Board priorities in August.

EVIDENCE LIST
IV.C.10_01 Board Policy 2745

IV.C.10_02 Board Self-Evaluation, 2021-22

IV.C.10_03 Board Self-Evaluation Summary, 2021-22

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER7)

EVIDENCE OF MEETING THE STANDARD The Board of Trustees has a long-standing code of ethics policy that clearly outlines the standards expected of all Governing Board members [IV.C.11_01]. In accordance with state law and Board Policy, Board members are prohibited from employment with the District and may not hold an incompatible office [IV.C.11_02].

The District's Governing Board adopts a conflict of interest policy that ensures Board members disclose financial interests and do not financially benefit from Board decisions [IV.C.11_03; IV.C.11_04]. Trustees routinely file annual statements of personal financial interest pursuant to the conflict of interest policy, the conflict of interest code, and the Political Reform Act. Statements of economic interest are kept on file in the District Chancellor's Office and with the Santa Clara County Clerk of the Board of Supervisors.

ANALYSIS AND EVALUATION Trustees are elected by the public, prohibited from having employment or financial interest in the District, and disclose all potential conflicts. The Board's long-standing policies on both conflicts of interest and ethics demonstrate a deep and abiding commitment to the highest ethical standards. The District's Governing Board complies with an established code of ethics, a conflict of interest policy, and relevant statutory law as to the conduct, notice, and reporting of meeting actions and information.

EVIDENCES LIST
IV.C.11_01 Board Policy 2715

IV.C.11_02 Board Policy 2010

IV.C.11_03 Board Policy 2710

IV.C.11_04 Administrative Procedure 2710

12. **The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

EVIDENCE OF MEETING THE STANDARD The Board delegates the District chancellor the executive responsibility to administer Board Policies and execute all decisions requiring administrative action [IV.C.12_01]. The chancellor may delegate any powers and duties entrusted to them, including the administration of each College (and the Sunnyvale Center), but is specifically responsible to the Board for the execution of such delegated powers and duties. The chancellor is held accountable for the operation of the District through regularly scheduled performance evaluations [IV.C.12_02]. The chancellor is also empowered to reasonably interpret Board Policy. The public is reminded that the Board's role is oversight, not creating plans for the colleges [IV.C.12_03].

ANALYSIS AND EVALUATION The Board establishes policies that delegate the chancellor the authority to implement and administer Board Policies, and provides for a clearly defined separation between the roles of the Governing Board and District CEO. The chancellor provides leadership for the District and implements and administers policies without Board interference. The Board holds the chancellor accountable through an evaluation process documented in Board Policy and sets expectations for regular reports on institutional performance through policy and its adopted meeting calendar.

IV.C.12_01 Board Policy 2430

IV.C.12_02 Board Policy 2435

IV.C.12_03 Board Meeting Minutes, December 12, 2022

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

EVIDENCE OF MEETING THE STANDARD The Board of Trustees recognizes the importance of accreditation and its participation in the process [IV.C.13_01]. Trustees are provided the Commission's Guide to Accreditation for Governing Boards, and a liaison is appointed as part of the process [IV.C.13_02]. New trustees are encouraged to view the accreditation resources on the Commission's website as part of their orientation [IV.C.13_03].

The Board holds a special meeting to receive training from the ACCJC regarding the roles and responsibilities of the Governing Board related to accreditation [IV.C.13_04; IV.C.13_05]. Trustees engage in a review of the accreditation process that covers the purpose of accreditation, the accreditation cycle, components of the Institutional Self Evaluation Report, and team roles and timelines [IV.C.13_06]. The Board is regularly informed of the College's accredited status and related ACCJC communication, reviewing and approving all institutional accreditation reports on an ongoing basis [IV.C.13_07].

ANALYSIS AND EVALUATION The Board is informed and actively involved in the accreditation process. Board members review and approve all institutional accreditation reporting.

EVIDENCE LIST
IV.C.13_01 Board Policy 3200

IV.C.13_02 Board Agenda Item #20, May 1, 2023

IV.C.13_03 Trustee Orientation Email

IV.C.13_04 Board Agenda, September 16, 2021

IV.C.13_05 Board ACCJC Training Minutes, September 16, 2021

IV.C.13_06 Board Meeting Mins, September 12, 2022

IV.C.13_07 Board Agenda Item #12, August 2, 2021

Conclusions on Standard IV.C. Governing Board

The Foothill-De Anza Board of Trustees has a clearly delineated role within the District. Board Policies identify the Governing Board's authority over and responsibilities for policies that ensure student learning and achievement as well as the financial stability of the College. The Board works collaboratively with the College to approve institutional-level planning documents, such as the Educational Master Plan, Strategic Vision for Equity, Student Equity Plan, and Facilities Master Plan. The Board also develops and supports its own District mission and a strategic plan that is supported by a defined planning cycle. The Board supports the allocation of resources that reflect the District and College mission and adequately support and sustain the College.

Additionally, the Board is responsible for selecting and evaluating the chancellor. The Board has a regular process for evaluation and feedback to assess its own effectiveness in promoting and sustaining academic quality and institutional effectiveness. Trustees participate in ongoing professional development to improve performance, and staggered terms of office ensures leadership continuity. Board members receive orientation and trainings on accreditation-related requirements, policies, and process, including the trustees' role in the accreditation process.

The Governing Board functions as an independent body and operates with integrity. Trustees uphold a code of ethics and conflict of interest policy that list consequences should these policies be violated. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

D. MULTI-COLLEGE DISTRICTS OR SYSTEMS

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/ system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

EVIDENCE OF MEETING THE STANDARD The Foothill-De Anza Community College District Chancellor establishes and communicates expectations of educational excellence and integrity through both direct and indirect communication channels. The chancellor convenes weekly Executive Leadership Team meetings with the college presidents, vice chancellors (3), senior advisor to the chancellor, Foundation executive director,

International Student Programs executive director, and the Communications and Public Affairs coordinator to set expectations and engage senior leadership in communicating expectations and setting priorities.

The effective operation of the College is supported through an organizational structure with multiple layers of reporting responsibility that culminate in the chancellor's leadership and oversight. The related Administrative Procedure charges the college presidents and vice chancellors with determining the lines of management and supervisory responsibility within their operational units [IV.D.1_01; IV.D.1_02].

Despite the delegation of authority, the chancellor carries executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board that necessitate administrative action. The chancellor is empowered to reasonably interpret Board Policy and to take action where Board Policy does not exist or is lacking. The chancellor also must ensure compliance with relevant laws and regulations and that required reports are submitted in a timely fashion. [IV.D.1_03]

Regular meetings of the Board of Trustees, Chancellor's Advisory Council, Academic and Professional Matters Committee, all administrators and supervisors, and senior administrators provide additional forums for the chancellor to provide leadership in setting and communicating expectations. The chancellor's regular open hour conducted via Zoom provides an opportunity to emphasize District's commitment to excellence, spotlight the work of the campuses, provide operational updates, and share important statewide and national educational trends in an informal format.

ANALYSIS AND EVALUATION The chancellor communicates expectations for educational excellence and integrity and ensures support for effective operations through regular and ongoing meetings and events across the District. The chancellor establishes structurally clear roles of authority and responsibility between the Colleges and the District to ensure effective functioning.

EVIDENCE LIST
IV.D.1_01 Board Policy 3100

IV.D.1_02 Administrative Procedure 3100

IV.D.1_03 Board Policy 2430

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated

against the Standards, and its performance is reflected in the accredited status of the institution.

EVIDENCE OF MEETING THE STANDARD The chancellor delineates, documents, and communicates operational responsibilities and functions of the District from those of the colleges and adheres to this delineation in practice. The District's organizational structure Administrative Procedure outlines operational responsibilities for and the responsibility for delineating lines of management and supervisory roles [IV.D.2_01; IV.D.2_02].

A delineation of functions map clarifies the primary, secondary, and shared responsibilities of the Colleges and District (Central Services) in meeting accreditation Standard. This functional map was developed in consultation with the vice chancellors, discussed with the Board of Trustees, as well as reviewed and accepted by the Chancellor's Advisory Council [IV.D.2_03; IV.D.2_04; IV.D.2_05; IV.D.2_06].

The chancellor meets weekly with the college presidents and vice chancellors and at least once per quarter with the District and College administrators and supervisors to ensure adequate resources are deployed in support of the College mission.

District wide participatory governance groups facilitate communication between the District and colleges, provide a forum for expressing concerns about the Central Services that support the College in achieving their mission, and act as a feedback mechanism to provide assessment of the effectiveness of District functions (Figure 56). These entities are instrumental in developing and approving the planning that support the College missions.

FIGURE 56: District Governance Structure
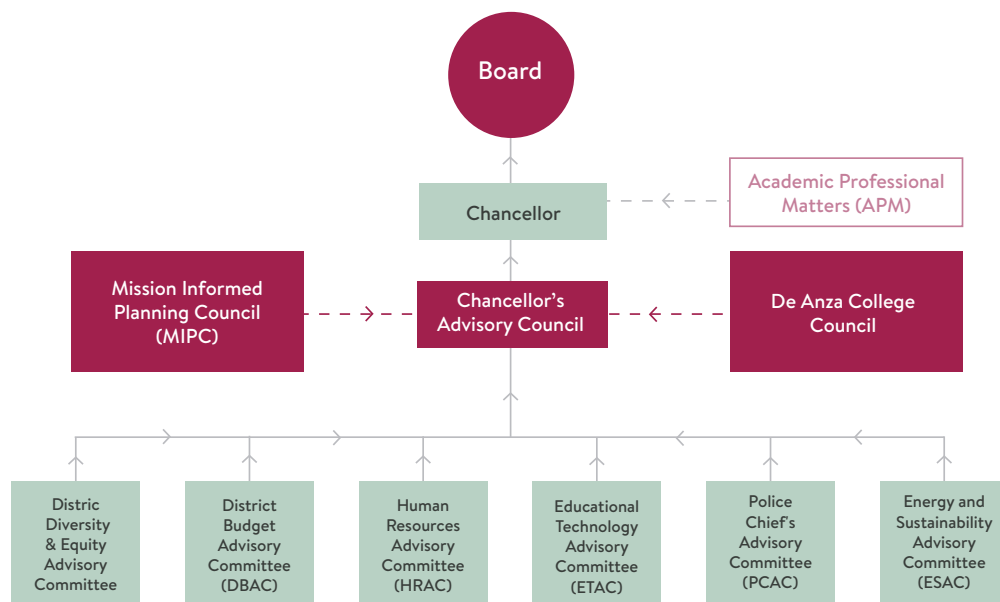
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The chancellor advises on District plans including its Technology Plan, the Strategic Plan, Facilities, Energy, and Sustainability plans, which are designed to support the needs of the Colleges, differentiate the responsibilities of the Colleges and district, and provide data-driven metrics for measuring success.

To support the College missions, Central Services, which includes the Chancellor's Office, Business Services, Human Resources, and Educational Technology Services, provides high-quality services to both Colleges that serve to minimize costs, ensure consistency, and avoid duplication of effort. The District Resource Allocation Cycle demonstrates how participatory governance, with representatives from Central Services, De Anza College, and Foothill College, are fully engaged in discussions and deliberations about resource prioritization and guided by the annual Board Priorities [IV.D.2_07] (Figure 57). After receiving the annual state allocation, the District Budget Advisory Committee (DBAC) and Chancellor's Advisory Council (CAC) are the District participatory governance groups that engage in an iterative process before resources are allocated. College-level leadership are also involved in this process, through the Mission Informed Planning Council (MIPC), whose membership includes administrators, classified staff, faculty, and students. This review and feedback process reports out on a quarterly and yearly basis to the Board of Trustees. The District Budget Advisory Committee, Chancellor's Cabinet, and the participatory governance bodies of the two Colleges regularly review the allocation process and consider areas for improvement.

FIGURE 57: District Resource Allocation Cycle

Beyond the various institutional plan metrics and governance process feedback, Central Services are assessed through a variety of surveys and reports. External auditors conduct an annual financial audit of District funds, books, and accounts, and the contracts for an annual performance audit of the bond program and periodic performance audits [IV.D.2_08; IV.D.2_09].

Other mechanisms in place to assess the effectiveness of Central Services include regular reports on risk management and environmental compliance services; the Measure G and C Citizens' Bond Oversight Committee annual report, which provides an independent assessment of the District's construction bond program; and surveys administered by Educational Technology Services and Facilities to determine user satisfaction with regard to help requests [IV.D.2_10; IV.D.2_11; IV.D.2_12].

Each administrative unit also evaluates its support for the institutional mission through administrative unit reviews that include an assessment of progress toward meeting goals related to the District Strategic Plan and a realignment of objectives supporting goals [IV.D.2_13; IV.D.2_14].

ANALYSIS AND EVALUATION The chancellor oversees an organizational structure that sets forth the authority of each operational unit and a cooperatively developed and widely shared functional map delineating operational responsibilities and functions of the Colleges and District. The District employs multiple data-driven measures to evaluate the effectiveness of Central Services and to ensure the Colleges receive adequate support in achieving their missions.

EVIDENCE LIST

IV.D.2_01 Board Policy 3100

IV.D.2_02 Administrative Procedure 3100

IV.D.2_03 Board Meeting Minutes, September 12, 2022

IV.D.2_04 Chancellor's Advisory Council Agenda, October 28, 2022

IV.D.2_05 Chancellor's Advisory Council Agenda, April 28, 2023

IV.D.2_06 District Delineation of Functions Map

IV.D.2_07 Board Priorities 2022-23

IV.D.2_08 District Annual Audit 2022

IV.D.2_09 Measures G & C Bonds Reports & Audits

IV.D.2_10 Board Meeting Minutes, December 12, 2022

IV.D.2_11 Board Agenda Item #22, December 13, 2021

IV.D.2_12 Board Agenda Item #2, March 13, 2023

IV.D.2_13 Administrative Unit Reviews Webpage

IV.D.2_14 Chancellor's Office Admin Unit Review 2023

3. **The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the college and district/system. The district/system CEO ensures effective control of expenditures.**

EVIDENCE OF MEETING THE STANDARD Board Policies entrust the District chancellor with overall responsibility for sound fiscal management and responsible stewardship of resources. District budgets are required for resource allocation planning, and the chancellor must report to the Board at least quarterly regarding the District's financial and budgetary condition [IV.D.3_01; IV.D.3_02; IV.D.3_03; IV.D.3_04].

The District Budget Advisory Committee (DBAC), a participatory governance body, meets multiple times a year to discuss resource allocation policies and strategic issues [IV.D.3_05]. Committee members report back to constituent groups, and periodic reports are provided to the Chancellor's Advisory Council. Administrators, faculty, and classified staff are given appropriate opportunities to participate in and influence the development of College financial plans and budgets. Personnel resource planning is closely integrated with budget planning. District and College participatory governance engagement ensures a realistic assessment of each Colleges' needs and priorities are identified and considered fairly in District budgeting and resource allocation processes.

ANALYSIS AND EVALUATION The District has policies for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the College and District. The District follows a resource allocation process that is College-centered and provides opportunities for constituency review and feedback. Additionally, the District engages the Colleges to establish annual financial projections, issue quarterly budget reports, maintain adequate cash and fund balance reserves, follow responsible investment practices, and maintain a balanced budget. Ultimately, the chancellor is responsible for effective control of expenditures.

EVIDENCE LIST

IV.D.3_01 Board Policy 2200

IV.D.3_02 Board Policy 3000

IV.D.3_03 Board Policy 3100

IV.D.3_04 Board Policy 3112

IV.D.3_05 District Budget Advisory Committee (DBAC) Webpage

4. **The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.**

EVIDENCE OF MEETING THE STANDARD The chancellor has delegated full responsibility and authority to the college presidents to implement and administer delegated District policies without interference. This delegation is documented in Board Policies and procedures [IV.D.4_01; IV.D.4_02]. The college presidents are held accountable through regular meetings with the chancellor and a comprehensive annual performance evaluation that involves the setting of goals and objectives related to the goals and mission of the District, self-evaluation, and a formal evaluation of key position responsibilities and progress in meeting goals. Periodically, input into the president's evaluation is sought from faculty members, administrators, classified staff, students, and community members [IV.D.4_03].

Administrative Procedure and the delineations of functions map delegates the administration of each College to its president and requires the president to delineate the lines of management and supervisory responsibility within their organizational units (Figure 58) [IV.D.4_04].

FIGURE 58: District Organizational Chart
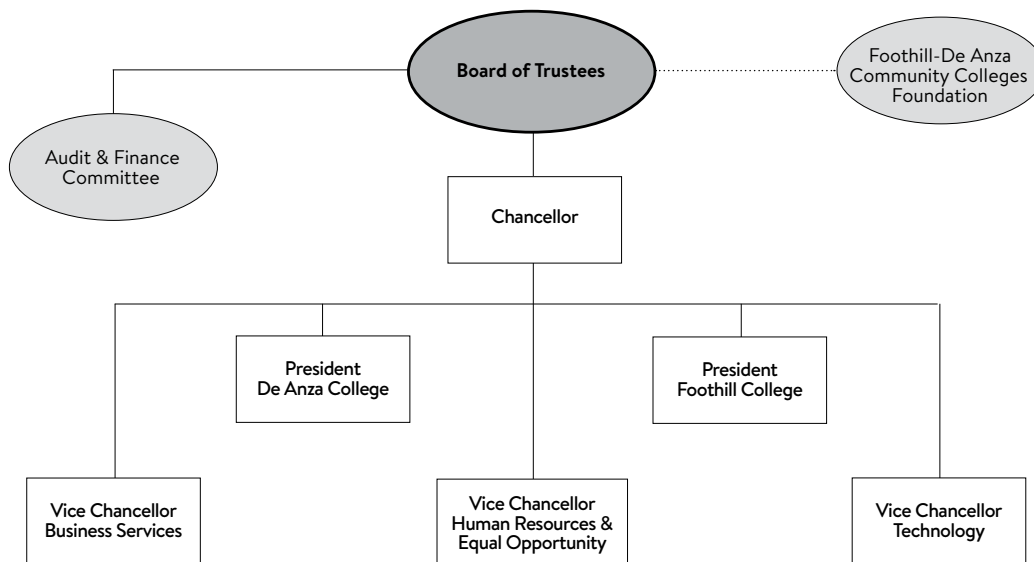
ANALYSIS AND EVALUATION Existing Board Policy delegates the chancellor full authority and responsibility to the college presidents and holds them accountable for the operation of the colleges. The college presidents implement and administer delegated policies in a manner that ensures the quality and integrity of programs, student services, and financial stability.

EVIDENCE LIST

IV.D.4_01 Board Policy 2430

IV.D.4_02 Board Policy 3100

IV.D.4_03 President Contract Performance Objectives

IV.D.4_04 District Delineation of Functions Map

5. **District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.**

EVIDENCE OF MEETING THE STANDARD The District has established integrated processes for strategic, financial, facilities, and technology planning to optimize student learning and achievement. Planning is integrated with resource allocation through the budget review process.

The District Planning cycle shows a linear timeline through 2037-38, where there is a regular process for the colleges to evaluate and revise their educational master plan while the district updates its strategic and facilities master plans (Figure 59). District Strategic Plan priorities and goals are derived from the District mission statement and aligned with the Colleges' Educational Master Plans. The District uses outcome metrics to determine the effectiveness of the integrated planning process [IV.D.5_01].

FIGURE 59: District Planning Cycle

At the Colleges, institutional goals are developed through the participatory governance process. The integration of these goals with the District's goals is documented in the District planning cycle. Central Services units participate in administrative unit outcomes evaluation, and administrators and classified staff in each District area are responsible for working toward the District Strategic Plan goals, identifying their unit's contribution, collecting evidence of progress toward these goals, and documenting the annual activities and outcomes [IV.D.5_02]. District and College dialogue and collaboration occur through the participatory governance process that takes place in the Chancellor's Advisory Council. Reports to the Board also includes updates on District and institutional metrics, including the most recent effort to reimagine the District efforts in budget and resource allocation, enrollment management, and business and services operations [IV.D.5_03].

ANALYSIS AND EVALUATION District and College planning and evaluation are integrated to improve student learning and achievement and institutional effectiveness. The District planning cycle allows for evaluation, reflection, and alignment between District and College planning efforts. District plans are developed with district wide participatory governance and informed by College planning efforts to improve student learning and achievement.

EVIDENCE LIST

IV.D.5_01 Board Priorities 2022-23

IV.D.5_02 Admin Unit Review - Educational Technology Services 2019-22

IV.D.5_03 Chancellor's Reimagining Initiative Update presentation, June 12, 2023

6. **Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

EVIDENCE OF MEETING THE STANDARD The chancellor, vice chancellors, college presidents, senior advisor to the chancellor, and the communications and public affairs coordinator meet weekly in Chancellor's Cabinet to ensure effective operation of the colleges. This structured and defined communication opportunity between the District and Colleges focuses on important and complex topics in a timely, accurate, and complete manner to allow for effective decision-making.

The Chancellor's Advisory Council (CAC) serves as the primary governance group for the District. Members serve as a conduit for cross-District communication on a wide variety of issues, represent the interests of their constituency, and solicit feedback from their respective groups [IV.D.6_01]. Agendas and minutes for CAC meetings are posted publicly [IV.D.6_02]. Reporting to the CAC are six district wide committees: District Budget and Advisory Committee (DBAC), District Diversity and Equity Advisory Committee (DDEAC), Educational Technology Advisory Committee (ETAC), Energy and Sustainability Advisory Committee (ESAC), Human Resources Advisory Committee (HRAC), Police Chief's Advisory Committee (PCAC), and one task force on Affordable Housing. The Academic and Professional Matters (APM) Committee, which includes Academic Senate leadership from the two Colleges, the chancellor, the college presidents, and College vice presidents of Instruction and associate vice presidents of Instruction, is another conduit for information sharing.

The chancellor reinforces and supplements communication through regular email updates, open office hours, District Opening Day gatherings, the District website, and District wide informational meetings [IV.D.6_03; IV.D.6_04].

Efforts to improve communication between the District and Colleges are documented though regular administration of the District Governance Survey, conducted in spring 2017, 2019, and 2022 [IV.D.6_05]. These survey results identify the ways that the District constituencies participate and share decision-making. These findings also document how committee information dissemination occurs in person, by email, and in committee meeting updates [IV.D.6_06].

ANALYSIS AND EVALUATION The organizational structure of the District ensures timely, accurate, and complete communication for effective operation of the colleges. Chancellor's Cabinet meetings provide a

forum to discuss District and College operational policies, procedures, and challenges. The chancellor uses multiple means to disseminate information and gather feedback from all constituency groups.

EVIDENCE LIST

IV.D.6_01 Chancellor's Advisory Council Membership

IV.D.6_02 Chancellor's Advisory Council Agendas and Meeting

IV.D.6_03 Chancellor's Messages to Faculty and Staff

IV.D.6_04 District Informational Sessions Webpage

IV.D.6_05 District Governance Survey 2022

IV.D.6_06 Chancellor's Office Hour Webpage

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

EVIDENCE OF MEETING THE STANDARD Under the chancellor's guidance, the District regularly evaluates the effectiveness of District and College role delineations, governance, and decision-making processes. In spring 2023, the Chancellor's Advisory Council evaluated its delineation of functions map [IV.D.7_01]. The District planning cycle provides a timeline for regular evaluation and revision of District and College strategic plans [IV.D.7_02]. This planning process also provides an opportunity for the collective community to engage in analysis and discussion of District and College strategies, goals, and metrics [IV.D.7_03].

The District Governance Survey findings shows general agreement that constituency groups have adequate representation in participatory governance committees; roles and responsibilities of committee members are clear; the work of the committees effectively supports the mission of the District; discussions allow adequate opportunity to participate; and decisions are made in an appropriate manner [IV.D.7_04].

Participatory governance feedback and Board of Trustees meetings discussions about increasing effectiveness in governance and decision-making processes resulted in the creation of the Affordable Housing Task Force and the evolution of the Police Chief's Advisory Council into a District wide participatory governance committee [IV.D.7_05; IV.D.7_06].

The District wide reimagining process initiated in summer 2021 included a series of information gathering sessions in spring, summer, and fall 2022 that surfaced priority areas of developing a new budget allocation model, creating a District Enrollment Management Committee, and improving business processes and alignment between the Colleges. As a result of the research findings, the District Budget Advisory Committee (DBAC) began a review of alternate approaches to budget allocation, and the District Enrollment Management Committee (DEMC) launched in winter 2023 began an exploration in anticipation of when the state's Student Centered Funding Formula's hold harmless clause ends in 2024-2025 [IV.D.7_07; IV.D.7_08].

ANALYSIS AND EVALUATION The District Governance Survey assesses the constituency awareness of the District's planning and decision-making processes. Results of evaluations are communicated through the participatory governance process, and changes to improve effectiveness and support the Colleges in meeting educational goals are implemented on an ongoing basis.

EVIDENCE LIST

IV.D.7_01 District Delineation of Functions 2023

IV.D.7_02 District Planning Cycle

IV.D.7_03 District Strategic Plan 2024-31

IV.D.7_04 District Governance Survey

IV.D.7_05 Board Meeting Minutes, April 5, 2021

IV.D.7_06 Board Meeting Minutes, May 3, 2021

IV.D.7_07 Board Agenda Item #13, December 12, 2022

IV.D.7_08 Chancellor's Reimagining Initiative

Conclusions on Standard IV.D: Multi-College Districts or Systems

Under the leadership of the Board of Trustees, the District chancellor, and the two college presidents, Foothill College is properly allocated resources and has clearly delineated leadership to result in effective operations. These respective roles, whether of primary, secondary, or shared responsibility, are documented in the functional map. The chancellor communicates and establishes expectations for academic excellence through a defined reporting structure and executes all Board decisions as needed. The District also utilizes data-driven measures to evaluate its effectiveness and ensure that the District and Colleges can achieve their missions sustainably, especially through resource allocation alignment. District budget decisions involve maintaining adequate support for effective operations at the College while preserving long-term financial stability. The chancellor grants full authority to the College president for institutional operations and lines of management and holds the president accountable. The District and the College maintain integrated planning

processes to allow for effectiveness through a cycle that is timely and accurate, and includes evaluation, reflection, and alignment of all efforts. District-College communication occurs in District participatory governance structures such as Chancellor's Advisory Committee, in District planning documents, and through regular information dissemination from the chancellor (e.g. emails, website, Zoom office hours). These efforts are regularly assessed through Central Services' Administrative Unit Outcomes evaluation and the District Governance Survey for continuous improvement.

H. QUALITY FOCUS ESSAY

Introduction and Rationale

Foothill College experienced enrollment decline since the last accreditation site visit. Like many other institutions, the pandemic accelerated this downward pattern. Between fall 2018 and fall 2022, enrollment dropped by more than 10,000 students, resulting in a decrease of more than 800 full-time equivalent students (FTES). The impact of this decline is not insignificant but currently has measured effect due to the hold harmless clause in the state's Student Centered Funding Formula (SCFF). According to the State Chancellor's Office Launchboard data, roughly two-thirds of students persist from fall-to-winter. However, there was a decline by two-percentage points in fall-to-winter persistence between 2016-2017 to 2021-2022. This decline is magnified given that this rate represents a drop of over 3,000 students. The loss of students, combined with recent retention and persistence data, suggests that a more proactive strategic approach is warranted.

Past enrollment management sought to increase student enrollment to help bolster FTES-generation, which would also increase the annual apportionment allocation. The challenge with this approach is that ongoing and continuous resources are required to identify new, more, and different student populations (or attempting to bring back those who left). As student educational needs and goals continue to evolve post pandemic, the College seeks to implement enrollment management efforts that are strategic and effective given available resources.

One approach Foothill has adopted is to focus on those students who are already enrolled at the institution. The College has established various initiatives such as meta-majors and program mapping to clarify student educational pathways from onboarding to completion. These efforts aims to retain students during their educational journey at Foothill College.

The retention topic also surfaced in a series of campus wide events focused on open dialogue about how to serve current students better. Robust discussions were framed using the lens of the four key student completion metrics as identified by the California Community Colleges Chancellor's Office's (CCCCO) Student Equity Plan: Enrollment, Retention, Transfer Level English and Math, and Completion. Participants in these conversations were asked to prioritize these four metrics of the student pathway continuum in terms of perceived urgency, impact, and available resources.

Given the campus feedback, the Accreditation Steering Committee agreed the College should prioritize retention improvement efforts. This decision aligns with the College's Strategic Vision for Equity in its aim to minimize disproportionate impact and to ensure that student outcomes are not predictable by race.

By referencing the Loss/Momentum Framework [QFE_01], as well as the College's Strategic Vision for Equity (SVE) [QFE_02] and Equity Plan 2.0 [QFE_03], Foothill identifies two retention action projects that will be undertaken at the institutional level over this upcoming accreditation cycle. These projects are grounded in the College's long-term, ongoing, and continuous efforts to foster equitable opportunities for learning, and represent the intentional alignment of equity efforts across all constituencies and through the greater campus community. An anticipated outcome of these action plans is improved communication and messaging to students and a more defined infrastructure to teach and support students.

PROJECT 1: RACE-CONSCIOUS COURSE OUTLINES OF RECORD (COR)

Introduction and Rationale

Foothill College is committed to centering students' lived experiences as part of their educational journey. A survey of the curriculum suggests that many disciplines are taught as if they are race-neutral, without acknowledging the racist historical and societal context underlying a discipline's epistemology or the ongoing implicit biases in these fields. As the myth of objectivity can manifest throughout the curriculum, the College is working to ensure that students' lived experiences with racism are recognized and acknowledged as systemic, even in the academic curriculum. A review of the course outlines of record (COR) for race consciousness serves as a focus for this effort as the COR define the content, objectives, learning outcomes, methods of instruction and evaluation, and identify instructional materials, thus establishing a standard for approaching this learned knowledge. The Strategic Vision for Equity outlines a plan to dismantle oppressive systems (structural, cultural, and individual) and create a more equitable learning environment for all students (Issue 6, Goals 26 and 27). Project 1 is an important step in the College's efforts to achieve these goals.

Anticipated Impact on Student Learning and Achievement

In an education system that grants access to all who want it but that was not created to serve students of color, Project 1 will ensure that faculty examine the foundations of all courses to make them race-conscious and thus more equity-minded. As the basis and guidelines for how both faculty and students approach a course, from learning outcomes to required texts, ensuring equity-mindedness in COR is critical to students' sense of belonging at Foothill College. Addressing issues of race explicitly in each discipline through the COR will prepare students of color to better disrupt the disciplines that have historically oppressed them

while also allowing them the opportunity to become an integral part of their classroom communities and the greater campus.

Project 1 is expected to have the following impacts on student learning and achievement:

- Increased student engagement and motivation: When students see themselves reflected in the curriculum, they are more likely to be engaged and motivated to learn. Project 1 will help to create a more inclusive learning environment for students of color by centering race and ethnicity in the curriculum.

- Improved academic performance: Studies have shown that students who are exposed to diverse perspectives and learn about different cultures tend to perform better academically. Project 1 will help to prepare students of color for success in college and beyond by providing them with the knowledge and skills they need to navigate a diverse world.

- Increased sense of belonging: When students feel like they belong, they are more likely to persist in school and achieve their academic goals. Project 1 will help to create a more inclusive and welcoming environment for students of color by addressing issues of race and ethnicity in the curriculum.

In addition to the above, Project 1 is also expected to impact student learning, achievement, and well-being in the following ways:

- Reduced stress and anxiety: Students of color are disproportionately affected by stress and anxiety. Project 1 will help to reduce stress and anxiety among students of color by creating a more inclusive and supportive learning environment in every classroom.

- Increased self-esteem: Seeing themselves reflected in curricula can help to boost students' self-esteem. Project 1 will help to increase self-esteem among students of color by centering race and ethnicity in the curriculum.

- Improved critical thinking skills: When students are exposed to diverse perspectives, it can help them to develop critical thinking skills. Project 1 will help to improve critical thinking skills among students of color by providing them with the opportunity to learn about different cultures and perspectives.

- Increased community engagement: When students feel like they belong, they are more likely to be engaged in their communities, which is critical to accomplishing the college's mission of encouraging global citizenship. Project 1 will help to increase community engagement among students of color by creating a more inclusive and welcoming environment.

As such, the effort to review and revise the COR through a more race conscious lens seeks to enhance student learning by supporting the whole person through each discipline's curriculum (not just learned academic knowledge, but also an increased sense of belonging within academia where the subject content is accessible to and inclusive of everyone). Overall, Project 1 is expected to have a positive impact on student learning and achievement by creating a more inclusive and equitable learning environment for students of color.

Outcome Measures

After the campus wide implementation of guidelines as described in the action plan below, Foothill College, its constituents, and community will expect to see that 100% of the Course Outlines of Record will become race-conscious over a five-year period.

Project Action Plan

Currently, the College Curriculum Committee (CCC) reviews and discusses course outlines of record (COR) prior to sending a course for approval to the Board of Trustees. Given this important role in the curriculum process, this decision body can develop COR guidelines to be approved by the Academic Senate. Discussions on how to introduce race conscious COR started in 2021-2022. In 2022-2023, the CCC took the lead in creating the guidelines for course authors and elicit feedback from constituents for suggestions and revisions for approval by the end of the academic year. Implementation will begin in 2023-2024 with the goal of 20% of the College's COR subject to the new guidelines. Every subsequent academic year, it is expected an additional 20% will be revised to these guidelines, with the goal of achieving 100% at the end of the fifth year of implementation.

FIGURE 60: Race-Conscious COR Project Overview

Activity 1: Define and Establish COR Guidelines

Responsible Party	Academic Senate Chair
Resources Required	Academic Senate and Office of Retention Services
Timeline	Yearly beginning Spring 2023 and through 2023-24

Activity 2: Review and Approve COR Guidelines

Responsible Party	Curriculum Committee Chair
Resources Required	Instructional Divisions
Timeline	Spring 2023 and through 2023-24

Activity 3: Deans and Instructional Managers Meetings

Responsible Party	Vice President of Instruction
Resources Required	College Curriculum Committee and Division Curriculum Representatives
Timeline	Ongoing

Responsible Party	Associate Vice President of Instruction; Faculty Professional Development Coordinator; Dean of Online Learning
Resources Required	Professional Development
Timeline	Ongoing

PROJECT 2: ANNUAL ACADEMIC COURSE SCHEDULE

Introduction and Rationale

The development of an annual academic course schedule (as opposed to the current quarterly course schedule) stems from data showing few students successfully navigate all discipline coursework within two years as full-time students or within six years as part-time students [QFE_04]. Reducing time to completion would more fully integrate the College's Guided Pathways effort (as directed by the State Chancellor's Office) to define and establish structured and systematic policies and processes to more effectively facilitate students' progress toward their educational goal.

Anticipated Impact on Student Learning and Achievement

This project seeks to align practices to policies to decrease the average number of units accumulated by all associate degree earners and reduce students' time to completion by establishing an annual schedule of classes, with the aspirational goal of ultimately developing a three-year schedule. Additionally, there is alignment with the College's Strategic Vision for Equity document that emphasizes the need to address the fact that all students are not succeeding in comparable rates at reaching their educational goals (Issue 13, Goal 54).

A year-long class schedule will allow students to stay on the path recommended by their program mapper. These program maps highlight the pathway for two-year full-time student journeys. By knowing what classes they need to take and when these classes will be offered, students will be less likely to take unnecessary classes or fall behind in their chosen studies. This ability to plan in advance will facilitate transfer and the pursuit of future paths after the students' time at Foothill concludes. A key focus with this project is to simplify the paths to any educational goal where these paths are shorter and provide less opportunity for stop out and exit.

Outcome Measures

Foothill College seeks to decrease the average number of units accumulated by degree earners by 10% from its baseline identified in 2016-2017 as part of the State Chancellor's Office Vision for Success initiative. Per the Launchboard's Student Success Metrics dashboard, there has been a 5% decline in average units attained by first time associate degree earners. While these data suggest the College is effectively working toward

its identified goal, ongoing work must continue reducing the units accumulated, and ultimately reducing the time to completion of students' degree goals.

By engaging in academic schedule planning one year ahead, students will be able to take the classes they need when they need them and avoid taking classes that result in an accumulation of units outside of their target pathway or educational goals.

Project Action Plan

YEAR 1   Develop guiding principles of how to implement future scheduling process

YEAR 2   Draft tentative annual schedule

YEAR 3   Draft annual schedule, finalize annual schedule, complete all required trainings for various parties, post entire year calendar

FIGURE 61: Annual Academic Course Schedule Project Overview

Activity 1: Planning Meetings

Responsible Party	Vice President of Instruction
Resources Required	Collaboration between key stakeholders/groups: Enrollment Services, Guided Pathways Coordinators, Learning Communities (Puente, Umoja, Honors, Instructional Deans, Dual Enrollment, Athletics, Scheduling staff
Timeline	Publish Academic Year Course Schedule for 2025-2026 by Spring Quarter 2024

Activity 2: Instructional Deans Retreats

Responsible Party	Associate Vice President of Instruction
Resources Required	Attendance of stakeholders, Clerical staff to schedule retreats
Timeline	Winter 2023: February 1st, March 2nd, March 31st

Activity 3: Scheduling Workshops and Trainings

Responsible Party	Associate Vice President of Instruction
Resources Required	Attendance of stakeholders, Clerical staff to schedule retreats
Timeline	Spring 2023

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