

Institutional Self-Study for Reaffirmation of Accreditation 2011



FOOTHILL COLLEGE

Institutional Self-Study for Reaffirmation of Accreditation

Submitted to:

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

Prepared and submitted by:

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

July 11, 2011

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FOOTHILL COLLEGE

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Certification of the Institutional Self-Study Report

Date: July 11, 2011

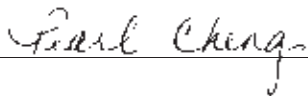
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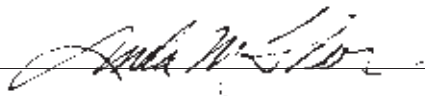
This Institutional Self-Study is submitted for the purpose of assisting in the determination of the institution's accreditation status.

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

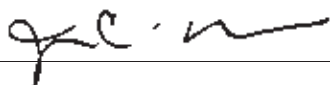
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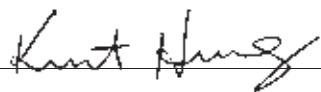
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President, Board of Trustees



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Chancellor, Foothill-De Anza Community College District



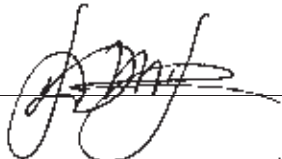
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President, Foothill College



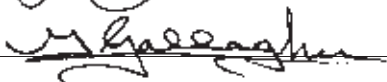
Kurt Hueg, M.B.A.
Accreditation Liaison Officer




Eloise Orrell, M.S.
Interim Vice President, Instruction & Institutional Research



Dolores Davison, M.A.
President, Academic Senate



Gigi Gallagher, M.A.
President, Classified Senate



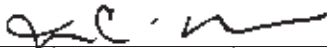
Gustavo Okamura, A.A.
President, Associated Students of Foothill College

Certification of Continued Compliance with Eligibility Requirements

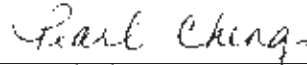
The Accreditation Self-Study Steering Committee has had ample opportunity to review and discuss the eligibility requirements for accreditation. The committee agrees that Foothill College continues to meet each of the 20 eligibility requirements for accreditation set by the Western Association of Schools & Colleges.

Statement of Assurance

We hereby certify that Foothill College continues to comply with the eligibility requirements for accreditation established by the Western Association for Schools & Colleges.



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



*Pearl Cheng
President, Board of Trustees
Foothill-De Anza Community College District*

July 11, 2011

Date

July 11, 2011

Date

- **Authority:** Foothill College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the Foothill-De Anza Community College District.

Foothill is accredited by the Accrediting Commission for Community & Junior Colleges of the Western Association of Schools & Colleges. This organization is recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education.

The college is also accredited by the American Veterinary Medical Association, American Dental Association Commission on Dental Accreditation, American Medical Association Council of Medical Education and Commission on Accreditation of Allied Health Education Programs.

- **Mission:** The board of trustees publicly affirms the college's educational mission statement, and the college reviews and updates it regularly. The mission statement appears in the *Educational & Strategic Master Plan* and is published in the *Course Catalog*, is posted in key meeting rooms and buildings on campus and is published on the college website at www.foothill.edu/president/mission.
- **Governing Board:** The board of trustees of the Foothill-De Anza Community College District is an independent policy-making board, which ensures that the district's educational mission and the missions of both colleges are being implemented. The board, which includes an elected student trustee from each college, also ensures the quality, integrity and financial stability of Foothill and De Anza colleges. The five at-large members are elected for four-year terms, and these terms are staggered. Board members have no employment, family or personal financial interest in the colleges or the district. Biographical information of board members, the governing board bylaws and conflict of interest policy are all located at the district website at www.fhda.edu/about_us/board.
- **Chief Executive Officer:** Foothill College has a chief executive officer, the college president, who is appointed by the board of trustees and whose primary responsibility is to the institution and who possesses the authority to administer board policies.

- **Administrative Capacity:** The number of administrative staff members at Foothill College supports the services necessary to carry out the institution's mission and purpose. Their preparation and experience are scrutinized through an open and competitive employment process.

- **Operational Status:** Foothill is operational, with students actively pursuing its degree programs. Enrollment history and demographic information about our student population is publicly available through the Institutional Research & Planning website at <http://research.fhda.edu>. The current schedule of classes is posted on the Foothill College homepage at www.foothill.edu/schedule.

- **Degrees:** Foothill College's stated priorities of transfer preparation, work force and basic skills education establish the focus of the institution on offering courses and programs that lead to associate degrees, certificates of achievement, or for preparation for transfer to a four-year university or college. College outcomes and data demonstrate that these priorities are carried through in its course offerings, and the majority lead to degrees and certificates, and are linked to programs.

- **Educational Programs:** The college's *Course Catalog* contains a comprehensive statement of educational purpose and objectives for each of the academic programs offered. Degree programs are in line with the college's mission, based on recognized fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. Every course outline contains course objectives that are achieved through class content, assignments and activities. The Foothill College catalog includes 40 associate in arts degree programs, 32 associate in science degree programs and 56 certificate of achievement programs. In addition, the college offers 25 career certificate programs, 33 certificate of proficiency programs, 29 certificate of specialization programs, 27 skills certificate programs and three noncredit certificate programs.

- **Academic Credit:** The quarter unit is based on 12 hours of student contact for lecture and 36 hours of student contact in laboratory. The college awards academic credit based on this standard of instructional activity. The award of academic credit for each course is clearly delineated in the *Course Catalog*.

- **Student Learning Achievement:** Foothill College defines learning outcomes at the institutional, program, course, service and administrative level. Through an integrated planning and budgeting process, these outcomes are defined and assessed annually, and form the basis for program improvement, college goals, decision-making and resource allocation. The *Course Catalog* contains a comprehensive statement of educational purpose and objectives for each of the academic programs offered. Additionally, institutional, program, and course-level learning outcomes are published, implemented and assessed. The *2011-2012 Course Catalog* includes published program learning outcomes.
- **General Education:** All degree programs require a minimum of 30–35 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Mathematics and writing requirements are also stipulated in the above requirements. The institution's general education program is scrutinized for rigor and quality by the College Curriculum Committee.
- **Academic Freedom:** The college's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by the *Board Policy 4190* on academic freedom.
- **Faculty:** The college employs 202 full-time contract faculty who are qualified under state-mandated minimum qualifications to conduct the institution's programs. Faculty duties and responsibilities are clearly outlined in the *Faculty Agreement*. In addition, the college employs approximately 358 adjunct faculty. The hire date, name, subject area and degrees of all full-time faculty are published in the *Course Catalog*.
- **Student Services:** Student services are comprehensive and accessible to all students. The array of services is provided based on the college mission and on the assessment of student needs. The college maintains a comprehensive list of services in its catalog and on its website at www.foothill.edu/services.
- **Admissions:** Foothill College maintains an open-door admissions policy. This policy is consistent with the college mission statement, the *Education Code*, Title 5 regulations, and the statewide mission for the California Community Colleges.
- **Information & Learning Resources:** The college houses a variety of media collections and is staffed to assist students in their use. The Foothill College Semans Library and related online library resources serve all populations of students and modes of instructional delivery. These resources are available without charge to students, both through the Internet and on campus in computer labs, and in media centers. The college is committed to enhancing its learning resources, regardless of location or delivery method, and continues to improve services to its numerous student populations by adding new learning resources and new informational resources, such as the AskFoothill online information system.
- **Financial Resources:** The college maintains and documents a funding base, financial resources, and plans for financial development that are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. The district maintains reserve funds to protect against financial emergency, and the college and district maintain conservative fiscal policies to ensure stability.
- **Financial Accountability:** Annual financial audits are conducted by externally contracted certified public accountants. The board of trustees reviews these audit reports on an annual basis. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions.
- **Institutional Planning & Evaluation:** The college has continued to foster a culture of evidence that serves as the foundation for the critical and continuous cycle of assessment and improvement of campus programs, services and policies. Institutional planning and program evaluation is systemic and cyclical for all departments and divisions of the college, including instruction, student services and administrative services. The college publishes its *Educational & Strategic Master Plan* annually, which includes numerous appendices such as the *Technology Master Plan*, *Facilities Master Plan* and *Staffing Plan*. The college's Planning and Resource Council (PaRC) supervises the ongoing planning process, including development of SLOs, program reviews, and the integrated budgeting process that ultimately leads to research allocation through PaRC.

- **Public Information:** Foothill College publishes in its catalog, and posts on its website, precise and up-to-date information on the following:
 - **General Information:** (including educational mission; course, program and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; and names of board of trustees members)
 - **Requirements:** (including admissions; student fees and other financial obligations; and degree, certificate, graduation and transfer requirements)
- **Major Policies Affecting Students**
- **Marketing & Communications Office:** maintains relationships with the local media and publishes news about the college through numerous channels, including press releases, electronic newsletters, social media, website news page, campus television news system and LED signage.
- **Relations with the Accrediting Commission:** The college and district board of trustees hereby affirm by signatures of the official representatives above, that Foothill College has consistently adhered to the eligibility requirements, standards and policies of the Accrediting Commission for Community & Junior Colleges. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out accrediting responsibilities. All disclosures by the college are complete, accurate and honest.

Introduction





Foothill College Profile

Located in the high-tech heart of California's Silicon Valley, Foothill College is just four miles from Stanford University, 40 miles south of San Francisco and 20 miles north of San Jose. As part of the Foothill-De Anza (FHDA) Community College District, Foothill College serves the Santa Clara County communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, Sunnyvale, and west San Jose, which have a population of approximately 500,000 residents. More than 1 million students have attended the colleges since Foothill College opened in 1958 and De Anza College in 1967.

Foothill's more than 16,000 students, 202 full- and 358 part-time faculty members make up a dynamic and successful community of scholars that are supported by 142 classified professional staff and 25 administrators. Academic excellence thrives in a vibrant multicultural community created by students, faculty and staff from a diverse mix of racial, ethnic and cultural backgrounds. Foothill College has a long and productive tradition of shared governance. The college's Planning and Resource Council (PaRC), comprised of faculty, staff and student leaders, is the main participatory governance group that advises the college president.

Our Mission

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

Our Vision

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary

student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

Our Values

- Forgiveness
- Honesty
- Integrity
- Openness
- Sustainability
- Transparency
- Trust

Our Purpose

To provide access to educational opportunity for all, with innovation and distinction.

Our Offerings

- associate in arts and associate in science degrees, and certificates
- preparation for transfer to another college, university or postsecondary institution
- career education, training and services
- basic skills, English as a Second Language (ESL)
- leadership skills, student development and student support services to promote student success

Our Success Measurements & Quality Indicators

The success of Foothill's academic, career training and basic skills instructional programs as well as its student services and administrative services programs is measured by the following quality indicators:

1. Access: Educational Opportunity for All
2. Student Success: Completion of Student Goals
3. Pedagogy, Scholarship & Support of Learning
4. Climate for Learning
5. Fiscal & Enrollment Stability
6. Reputation: Innovation & Distinction

Our History

The Foothill-De Anza Community College District was formed Jan. 15, 1957, following several months of study by citizens groups and the California Department of Education. The district covers an area of approximately 105 square miles and includes the Palo Alto Unified School, Mountain View-Los Altos Union High School and Fremont Union High School districts. On Sept. 15, 1958, Foothill College opened a temporary campus on El Camino Real in Mountain View. The Los Altos Hills Main Campus was completed and opened to students in September 1961. In 1967, the district opened its second campus, De Anza College, in Cupertino. For more than a half-century, Foothill College has served northern Santa Clara County, educating more than 16,000 day and evening students at the Main Campus, Middlefield Campus in Palo Alto, online, and many community and industry sites each quarter.

Measures C and E are plans to renovate existing college facilities as well as construct new facilities at Foothill and De Anza colleges and the district's central services plant. Voters approved passage of Measure E in 1999 and the passage of Measure C in 2006. Funding for Measure C and E projects is generated from general obligation bonds. To review Measures C and E projects at Foothill College, access <http://www.foothill.edu/news/construction.php>.

Founded with the hallmark of educational opportunity for all, Foothill College is recognized internationally as one of the nation's most outstanding community colleges. Students of all ages and abilities, and from diverse cultural, financial and educational backgrounds may enroll at Foothill College for a single class, degree programs, or to complete general education requirements for transfer to four-year universities. Foothill College academic programs lead to associate in arts and associate in science degrees, certificates of achievement or other specialty certificates. They also meet freshman and sophomore requirements of University of California (UC), California State University (CSU) and private education systems in California and out of the state. In addition, Foothill College offers many professional and technical programs for students seeking re-training or career advancement.

Our Commitment to Diversity

We value the diversity of students on our campus and continually work to meet the needs of this entire population through instructional, student services and campus life programs. Our faculty, staff and administrators believe that teaching a multicultural perspective is just as important as teaching reading, writing and technology in today's world.

Our Commitment to Our Community

Foothill College enjoys strong support from a community that values and respects quality education. Local citizens continue to be actively involved in the district's nonprofit foundation and raise more than \$3 million dollars annually to support programs, scholarships and facilities. Other community advocates serve on its bond oversight, audit and finance committees.

We are committed to community education. At Foothill College, we:

- Offer low-cost, quality education.
- Recognize that our students have different, changing educational needs.
- Strive to create a college community of scholars that is comprised of students, faculty, classified staff and administrators.

Our educational process should help students:

- Develop and recognize human dignity.
- Think for themselves, learn to learn, and practice creative arts and skills.
- Become a contributing community member.

We meet our commitments by providing:

- An academic program to help students transfer to a four-year college or university.
- Professional and technical programs to help students develop skills for job entry, re-entry and career upgrading.
- A general-education program to broaden educational and cultural experiences.
- Remedial and developmental education to bring basic skills up to full potential.

- Excellence in all academic programs, student services and community-outreach programs.
- Convenient community classrooms.
- Out-of-class activities so that students can learn in less formal, more hands-on environments.
- A counseling and matriculation program to help students recognize their capabilities, and educational and life goals.
- Health services, psychological services, financial aid, job counseling and placement testing.
- Partnerships with social and educational agencies, business and industry to determine and serve our community's educational needs.
- Cultural programs, recreational activities, resources and facilities available to the general public.

Our Reputation

Foothill College has a long-standing international reputation for teaching excellence and innovation. As the first community college in California to offer an online course, Foothill College now offers more online classes than any other community college in the Bay Area—approximately 175 courses each quarter.

Foothill College has also achieved state, regional and national acclaim for its numerous academic programs, including health care careers, mathematics, bioinformatics, child development, computer programming, interactive and multimedia design, nanoscience and theatre arts. Foothill College is also a member institution of the prestigious League for Innovation in the Community College, a consortium of the most recognized, innovative and forward-thinking colleges in North America. The Foothill-De Anza Community College District's more than 40 years of affiliation with the organization have brought the college many benefits. Foothill-De Anza is also only one of 19 colleges and districts across the country represented on the league's governing board.

Our Campus

Built in 1961, the serene campus rests on 122 acres of rolling foothills in Los Altos Hills. Incorporating Pacific-style architecture into its park-like setting, the Foothill campus has been called “the most beautiful community college ever built” by the *San Francisco Chronicle*. Foothill's award-winning original and recent architecture encourages close relationships between students and faculty. The American Institute of Architects has honored Foothill for its outstanding design four times.

Foothill has offered classes at community sites for more than two decades. Today, approximately 4,000 students enroll in classes at Foothill's Middlefield Campus, and more than 50 other convenient community locations.

Middlefield Campus

The Foothill College Middlefield Campus, located at the Cubberley Community Center in Palo Alto, is a full-service campus. It offers computer labs, an art lab, student lounge, gyms, a weight room and classrooms. The Middlefield Campus is also headquarters for the college's popular Child Development, Paramedic, Emergency Medical Technician and Pharmacy Technician programs. A variety of student support services are also available at the Middlefield Campus, including counseling, financial aid assistance, open access computer labs, placement testing and OwlCard distribution.

Our State-of-the-Art Facilities

Learning at Foothill College occurs in state-of-the-art facilities, many of them newly renovated or constructed and funded by Measures C & E. The Lower Campus Complex, which opened in 2007 and houses the Student Services Building, Life Sciences Building and Lohman Theatre, serves as the visual gateway to the campus and provides welcoming, easy access to students and visitors. Both standing three stories and built into the hillside, the Student Services and Life Sciences buildings house a multitude of campus facilities. The Students Services Building was designed to function as a one-stop shop—a convenient, inviting resource that houses student services in a central location. The Student Services Building now houses admissions, records, outreach, assessment,

financial aid, counseling services, Career Center, Transfer Center, three multipurpose rooms, a lecture hall, faculty offices and workspace for classified staff. The Life Sciences Building houses the Veterinary Technology Program, Environmental Horticulture & Design Program, two classrooms/labs and a computer lab. The upper floor houses the Biology Program, with five new labs and instructional support spaces. The building exits to new outbuildings that also support these instructional programs, including kennels, a barn, green house, lath house and open space for animal paddocks and gardens. At the top of the Lower Campus Complex, a classroom building houses a multimedia computer lab and two large lecture halls. The buildings feature green roofs with soil and plantings to mimic the natural landscape when viewed from the upper campus. Both large buildings have outside elevators that offer access to the upper campus.

The 180-seat Lohman Theatre, which opened in 2007, offers the community a new venue for teaching and fine arts performances in a beautiful and comfortable facility. With an intelligent design that utilizes technology and maximizes space flexibility, the Lohman Theatre is one of Silicon Valley's top venues for performing arts experiences.

The Campus Center, which opened in 2007, was designed to be one of Foothill's signature buildings. It features architectural elements from its predecessor in a modern context for the next century of students. The two-building structure houses a dining room, food services, bookstore, student lounge, student government and activities offices, health and psychological services, district police, Middle College and two large meeting rooms. Outside, an inviting plaza serves as a prime gathering site for campus activities.

Foothill's much-anticipated Physical Sciences & Engineering Center (PSEC) Building will open for classes in 2013, and will feature flexible learning environments, state-of-the-art laboratories, classrooms and lecture halls designed to support today's educational innovations.

Our Faculty & Staff

Foothill College faculty are nationally recognized for their excellence in the classroom and educate more than 16,000 day, evening and online students each quarter. In keeping with its purpose of providing access to educational opportunity for all with innovation and distinction, Foothill College offers 33 professional and technical programs and more than 47 university

transfer majors, and students can earn associate degrees in 72 fields of study and 56 certificates of achievement (Academic Year 2010–2011). Foothill offers more than 1,000 course sections of university transfer, career training and basic skills instruction each 12-week quarter.

Foothill faculty and staff embrace the institution's core values of honesty, integrity, trust, openness, transparency, forgiveness and sustainability, and are dedicated to the college's mission of providing access to outstanding educational opportunities for all students. Whether through basic skills, career preparation, university transfer or lifelong learning, the Foothill community is dedicated to the achievement of learning and student success. Foothill College faculty and staff work to ensure that the college is a multicultural institution that is committed to meeting the evolving higher education, economic and cultural needs of an increasingly technology-based global community.

In addition to providing high-quality instruction, Foothill College is committed to innovative instruction. A sampling of some of the ground-breaking instructional excellence for which Foothill College has become a national bellwether include:

- Administered by the Foothill Global Access (FGA) Program, the college's online courses offer students quality instruction and a diverse, multidisciplinary selection of program options, including 11 online associate degrees, seven online certificates of achievement and seven online specialty certificates as well as the opportunity to complete select bachelor's degree programs online at partner institutions such as CSU East Bay, Franklin University and University of Illinois at Springfield;
- With the support of outside foundation grants, the district established the Community College Consortium for Open Educational Resources to encourage and support the use of open educational resources, including digital textbooks. The consortium, which is headquartered at Foothill College, now includes more than 90 colleges and universities in 10 states and Ontario, Canada;
- The Bill & Melinda Gates Foundation awarded \$3.6 million to the Global Skills for College Completion (GSCC) Project, an innovative education endeavor, for which Foothill College Mathematics Instructor Kathryn Perino, M.S., and English Instructor Rosemary Arca, M.A., have been selected to participate. The goal of the GSCC in-person and online "think tank"—comprised

of just 26 outstanding basic skills educators in 16 states on 13 community college campuses—is to try out new ideas, develop innovative resources and introduce fresh ways of teaching developmental mathematics and writing to community college students that will consistently increase students’ pass rates. A key goal of the GSCC project is to create a database of effective practices that will bring the pass rate of students from the national average of 40-percent completion to the goal of 80-percent completion. If the project is successful, Gates Foundation researchers estimate that this will create a powerhouse force of workers and thinkers, and estimates are that this higher pass rate will pump billions of dollars into the economy;

- Long applauded as a national model for developmental math instructional success, the goal of Foothill’s Math My Way Program is to increase the number of science, math and engineering graduates at Foothill College, and expand opportunity for students from historically underserved groups, such as Latinos and African Americans, to earn advanced degrees in these subject areas. The program is instrumental in preparing students with poor math skills to advance into college-level mathematics, a gateway class for transfer to a four-year university. The program groups together cohorts of students who have similar math skill levels. Through small group interaction and one-to-one attention from math instructors, participating students are challenged by computer drills, paper drills and computer games that reinforce mathematical concepts. Working at their own pace, students must master each conceptual building block before progressing to the next level, and can move quickly through the program to more advanced coursework. In 2007, the League for Innovation in the Community College presented its prestigious Innovation of the Year Award to members of the Foothill College Mathematics Department who developed the Math My Way basic skills and developmental education program. In April 2010, Bill Gates, chairman of the Microsoft Corporation and co-chair of the Bill & Melinda Gates Foundation, visited Foothill College to learn more about the innovative Math My Way Program first hand—from the faculty who created it and the students who are enrolled in it. Gates and his team are looking at models and best practices in developmental mathematics education. Gates was intrigued that Foothill’s Math My Way Program is

helping students grasp basic math concepts, develop math confidence, outperform their peers, and progress faster to college-level math classes; and

- Since 2000, the Krause Center for Innovation (KCI) at Foothill College has served as a regional hub for Silicon Valley teachers and has provided critical professional development resources for more than 13,000 local elementary, middle and high school teachers from more than 25 school districts to use technology in the classroom to increase student success. The KCI empowers educators to improve their students’ learning outcomes by transforming their teaching practices through the use of technology that engages and challenges students. The KCI is also focused on professional development design and delivery excellence. Based on its success, it has broadened its mission to provide professional development services to other work force groups. The KCI’s mission is to design and implement innovative professional development education and training, with an emphasis on technology integration and science, technology, engineering and math, in order to support the diverse work force needed to compete in the knowledge economy.

Foothill-De Anza Community College District Overview

The Foothill-De Anza (FHDA) Community College District consists of two colleges, Foothill College in Los Altos Hills and De Anza College in Cupertino. The district encompasses the Santa Clara County communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, Sunnyvale, and west San Jose, which have a population of approximately 500,000 residents. More than 1 million students have attended the colleges since Foothill College opened in 1958 and De Anza College in 1967. Foothill-De Anza’s districtwide mission is student success. The district accomplishes this by providing access to a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the diverse educational and career goals of our students and communities.

Foothill-De Anza enjoys strong support from a community that values and respects quality education.

Background & Demographics





Background & Demographics

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

Foothill College Trends & Key Planning Indicators

The college's planning efforts rely on an understanding of key variables affecting Foothill College and its ability to serve students. Important demographics of Foothill's student population include:

Key Student Characteristics, Fall 2010

(Source: www.research.fhda.edu)

- Students from Foothill-De Anza Community College District's service area account for about 37 percent of the student population. More than half of Foothill's students reside in the following communities: 18 percent reside in San Jose, 12 percent reside in Mountain View, 10 percent reside in Palo Alto, 7 percent reside in Sunnyvale, and 7 percent Los Altos/Los Altos Hills.
- More than a quarter of Foothill's students are full time, taking 12 or more units (28 percent).
- At least half of Foothill's students are female (51 percent).
- About one-third of students have completed a bachelor's degree or higher prior to attending Foothill (33 percent).
- Almost half of Foothill's students are age 24 years or younger (46 percent).
- Over half of Foothill's students have an educational goal of earning a degree, certificate, or transferring (52 percent).

Key Indicators—Trends in Access & Success

- Fall Headcount Enrollment
- Santa Clara County Adult Population Participation Rate
- Santa Clara County Adult Population & Foothill College Students by Ethnicity
- Santa Clara County Public High School Graduate Participation Rate
- Total Full-Time Equivalent Students Enrollment (FTES)
- Ethnic Distribution of Students
- Certificates & Degrees Awarded
- Transfers to Four-Year Institutions
- Course Success & Retention Rates Compared to State
- Course Success Rates by Ethnicity
- Vocational Course Success Rates
- Basic Skills Course Success Rates
- Student Progress & Achievement Rate
- Fall-to-Fall Persistence of First-Time Students
- Fall-to-Fall Persistence of First-Time Students by Ethnicity
- Fall-to-Winter Persistence of First-Time Students
- Fall-to-Winter Persistence of First-Time Students by Ethnicity
- Headcount of Employees by Job Group
- Fall Headcount of Students & Teaching Faculty by Ethnicity

Fall headcount enrollment decreased 6 percent from 2009 to 2010 (18,036 to 16,898) (Figure 1).

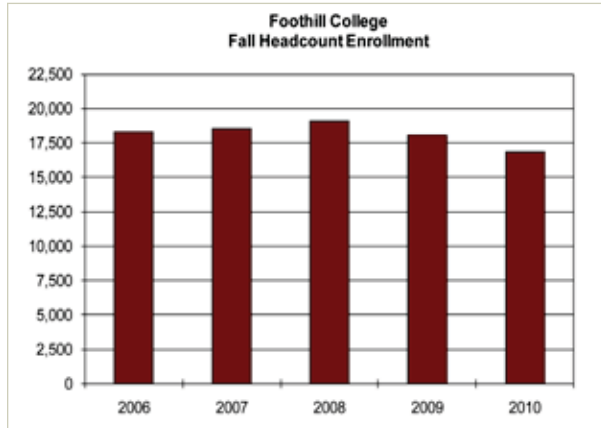


Figure 1 Source: FHDA IR&P

Full-Time Equivalent Student (FTES) enrollment increased 1 percent from 2008–2009 and 2009–2010. The 2010–2011 FTES is estimated to decline by almost 7 percent (Figure 2). This figure is in line with recent budget cuts and reflects the fact that the institution was over cap the previous year. The 2011–2012 FTES is projected to decline by another 14 percent, given an anticipated 16 percent workload reduction and additional budget cuts.

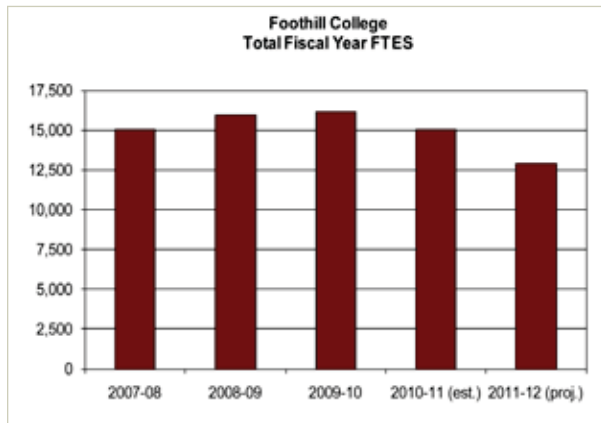


Figure 2 Source: FHDA IR&P and CCFS-320 Reports, P-1 Report, 2011–2012 District Budget Update

Figure 3 allows for a comparison of Fall headcount enrollment and FTES trends over the past five years. Given both the recent and anticipated budget cuts, these figures are anticipated to decline in 2010–2011 and 2011–2012.

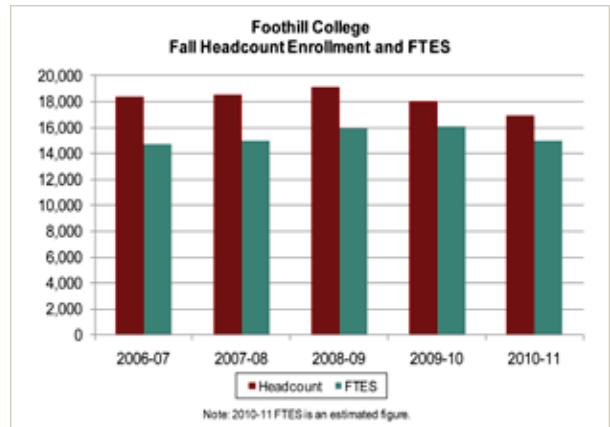


Figure 3 Source: FHDA IR&P

Between 2009 and 2010, the adult population (age 18 and older) of Santa Clara County was projected to grow by around 15,000, from 1.372 million to 1.387 million people. In Fall 2010, Foothill enrolled about 1.22 percent of this projected adult population; this figure is down from the projected 1.31 percent in 2009 (Figure 4).

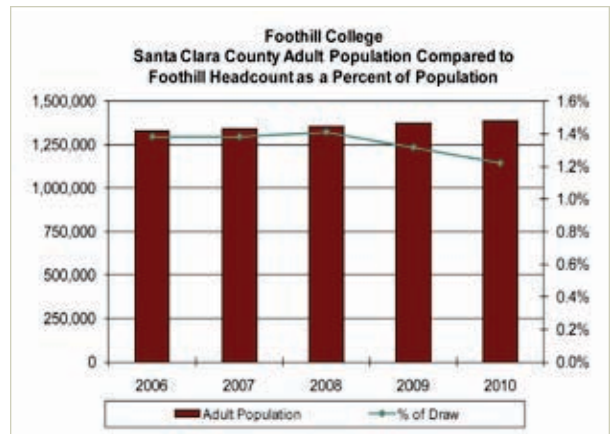


Figure 4 Source: FHDA IR&P and CA Department of Finance

In 2010, Foothill’s student population reflected Santa Clara County’s diversity (Figure 5). About one-third of both populations were of Asian, Filipino or Pacific Islander descent (29 percent at Foothill compared to 28 percent for Santa Clara County). The Hispanic population, composing 23 percent of the county, was underrepresented at Foothill (13 percent). The multi-ethnic category represented 8 percent of Foothill students but only 2 percent of the county.

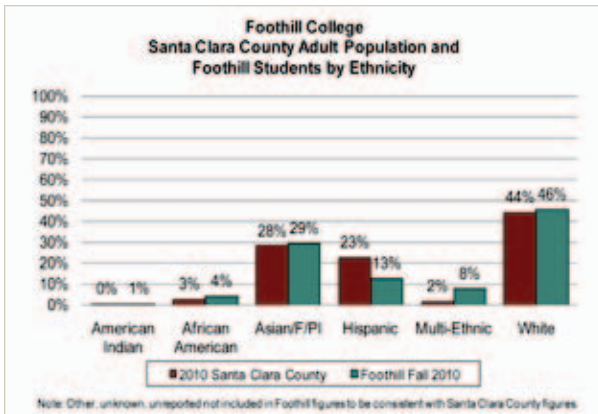


Figure 5 Source: FHDA IR&P and CA Department of Finance

Foothill attracted 3.7 percent of all Santa Clara County students graduating from a public high school in 2009 and it was estimated that the 2010 figure will be comparable (Figure 6).

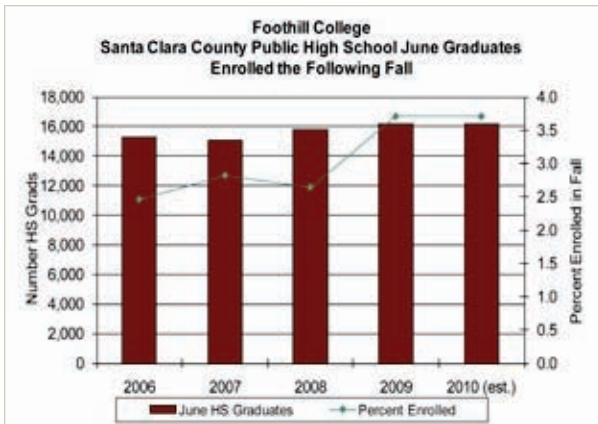


Figure 6 Source: FHDA IR&P and the CA Department of Education

The Foothill student population represents a wide range of ethnic groups (Figure 7). Students identifying themselves as Asian, Filipino or Pacific Islander comprised 25 percent of the Fall 2010 headcount enrollment. The multi-ethnic group increased to 6 percent in 2010 from 5 percent in 2009.

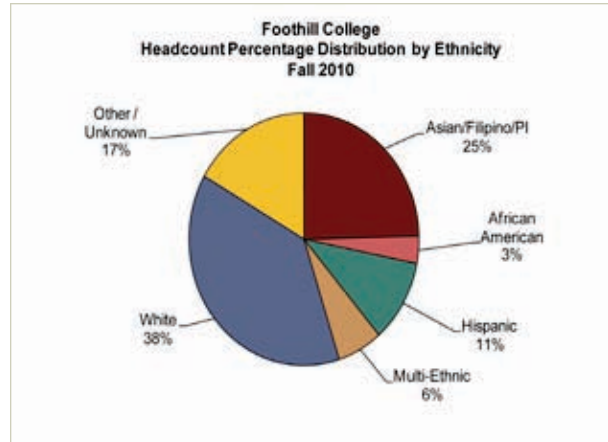


Figure 7 Source: FHDA IR&P

One measurement of college outcomes is the number of certificates and degrees awarded (Figure 8). Over the past five years, there was a decline in both the number of certificates and degrees awarded, primarily due to California’s recent 18-unit certificate requirement.

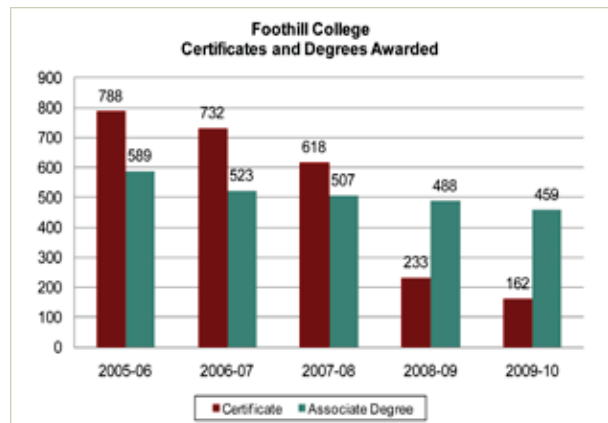


Figure 8 Source: FHDA IR&P

About 1,000 Foothill students transferred to a four-year institution in 2009–2010 (Figure 9). While the number of students transferring to the CSU system has declined over the last five years, students transferring to the UC system remained relatively constant. The 2009–2010 transfer rate to an in-state private or out-of-state institution is an estimate based on the more than 400 students who transferred outside the UC and CSU systems in 2008–2009.

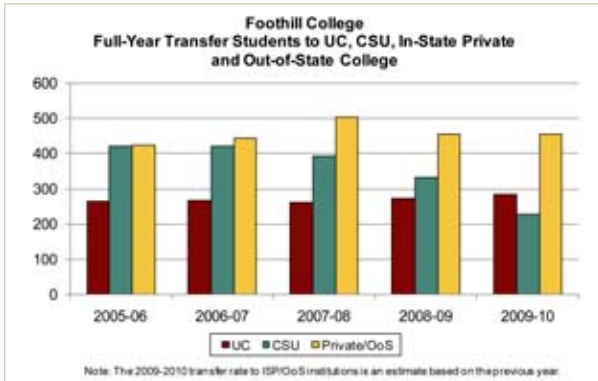


Figure 9 Source: CCCCO Report, CPEC, CSU

Foothill course success (79.7 percent) and retention (92.3 percent) rates for Fall 2010 is an increase from the previous year (Figure 10). Both rates should remain higher than the estimated state average for 2010.

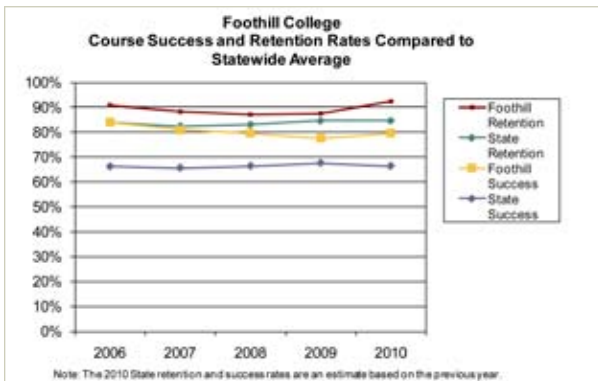


Figure 10 Source: FHDA IR&P and CCCCO Data Mart

Asian and White students continue to have higher course success rates than African Americans and Hispanics (Figure 11).

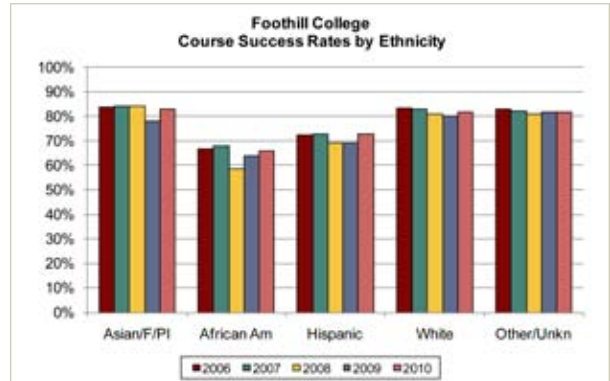


Figure 11 Source: FHDA IR&P

The percentage of Foothill students demonstrating success in vocational courses remained comparable to 2009 at 87.9 percent, continuing to rank higher than Foothill’s statewide peer group, which averaged 75.7 percent (Figure 12).

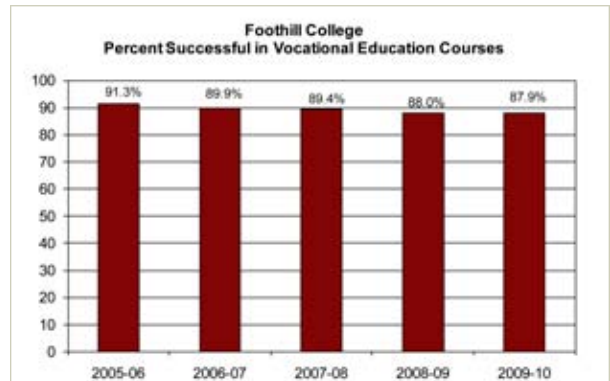


Figure 12 Source: ARCC 2011 Report

The basic skills course success rate reached a five-year low in 2009–2010 with a success rate of 80.7 percent, compared to a five-year high in 2005–2006 with a success rate of 87.1 percent. Although 80.7 percent was a five-year low for Foothill, it was the highest score in Foothill’s statewide peer group, which averaged 64.4 percent (Figure 13).

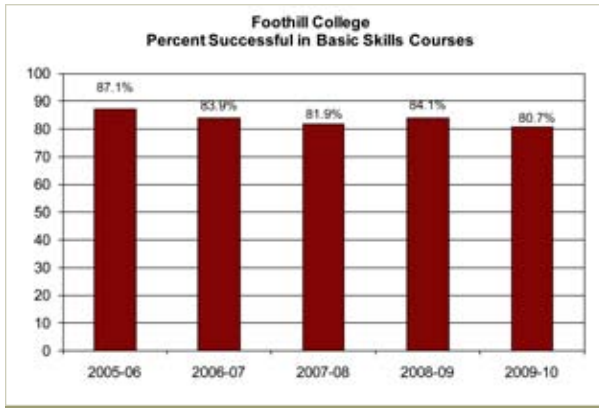


Figure 13 Source: ARCC 2011 Report

While the previous six-year cohort groups have comparable achievement rates, the 2004–2005 cohort had a 3.2 percentage-point decline compared to the 2003–2004 cohort (Figure 14).

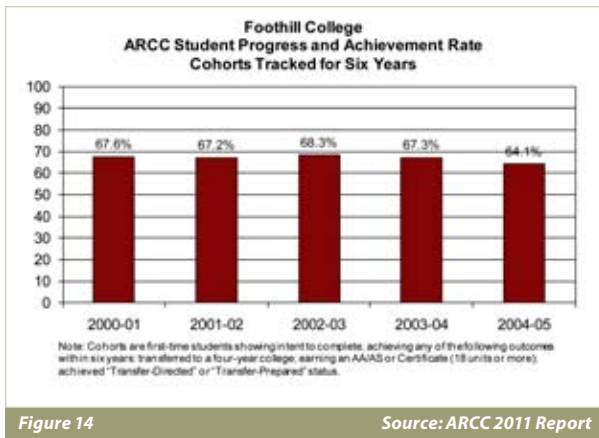


Figure 14 Source: ARCC 2011 Report

The Fall-to-Fall persistence rate of first-time Foothill students (new college students as well as students who may have previously attended another college) increased by 3.4 percentage points from Fall 2007–Fall 2008 (n=942) to Fall 2008–Fall 2009 (n=948) (Figure 15).

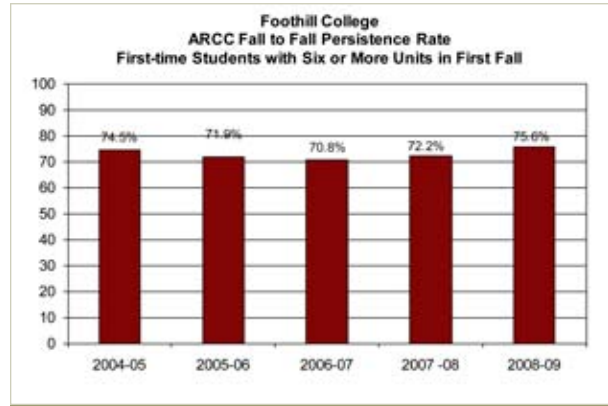


Figure 15 Source: ARCC 2011 Report

As depicted in Figure 16, the Fall-to-Fall persistence rate of first-time Foothill students by ethnicity has been more than 60 percent over the past five years within each group. The Asian cohort experienced a nine percentage-point increase in persistence from 75 percent from Fall 2007–Fall 2008 to 84 percent from Fall 2008–Fall 2009.

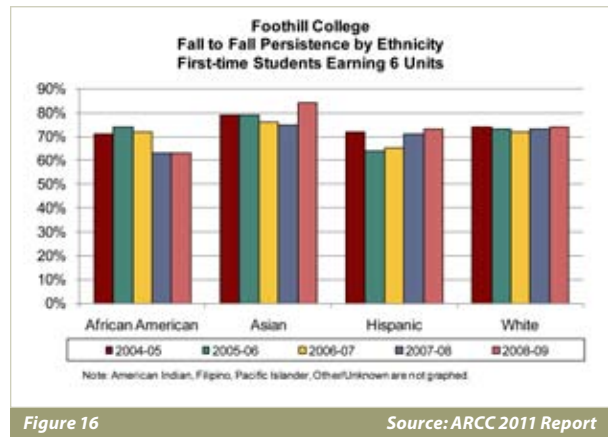


Figure 16 Source: ARCC 2011 Report

The Fall-to-Winter persistence rate of first-time Foothill students (new college students as well as students who may have previously attended another college) increased by three percentage points from 66 percent from Fall 2009–Winter 2010 to 69 percent from Fall 2010–Winter 2011 (Figure 17).

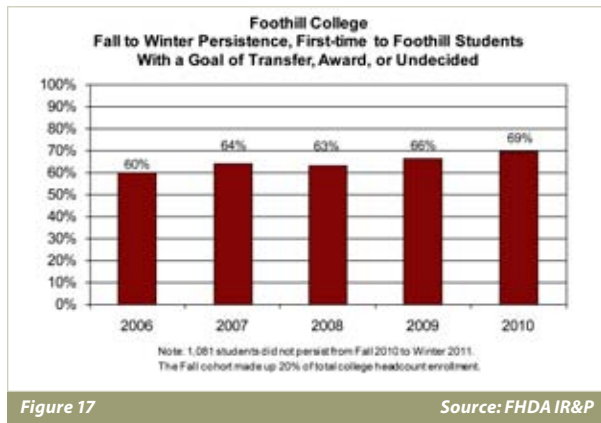


Figure 17 Source: FHDA IR&P

Figure 18 depicts the Fall 2010–Winter 2011 persistence of first-time Foothill students by ethnicity. Asian and multi-ethnic students have higher persistence than other groups.

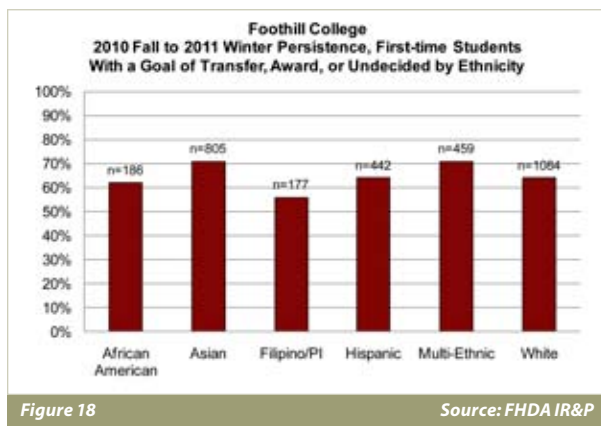


Figure 18 Source: FHDA IR&P

The numbers of Foothill administrators, faculty and classified professional staff remained relatively stable over the past five years (Figure 19). Out of 369 total employees, there was an increase in full-time faculty in 2010 compared to 2009 (202 in 2010 and 196 in 2009) and a decrease in classified professionals from 151 in 2009 to 142 in 2010.

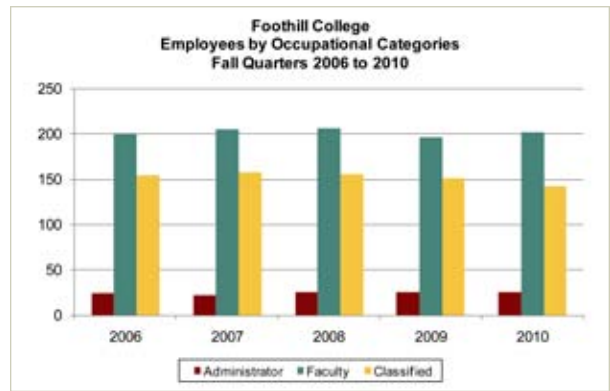


Figure 19 Source: FHDA IR&P and CCCCO Employee Data

Figure 20 examined the ethnic breakdown among Foothill faculty and students in relation to their total populations (202 for faculty and 16,898 for students). Asian, Filipino or Pacific Islanders compose 14 percent of the faculty population compared to 25 percent of the student body. Over half of the faculty identify as White (62 percent) while 38 percent of the student population is White.

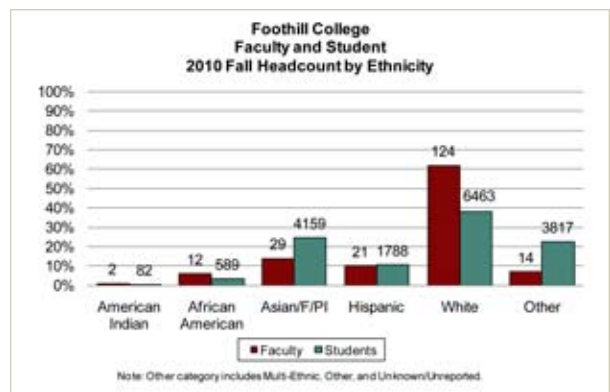
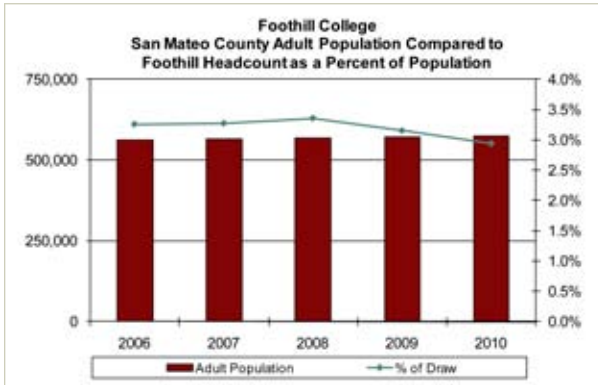


Figure 20 Source: FHDA IR&P

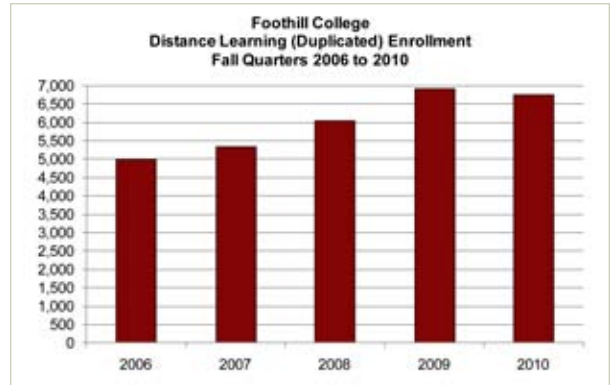
Appendices Indicators

Appendix 1:



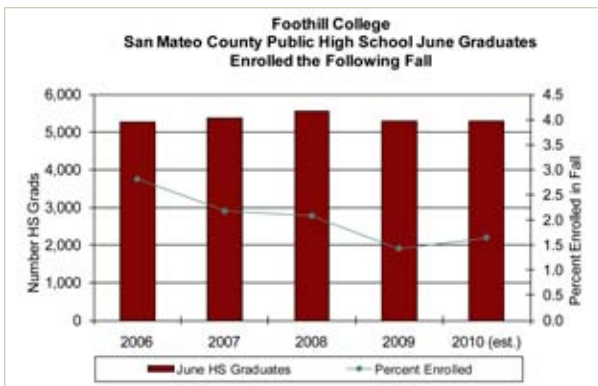
Appendix 1 Source: FHDA IR&P and CA Department of Finance

Appendix 4:



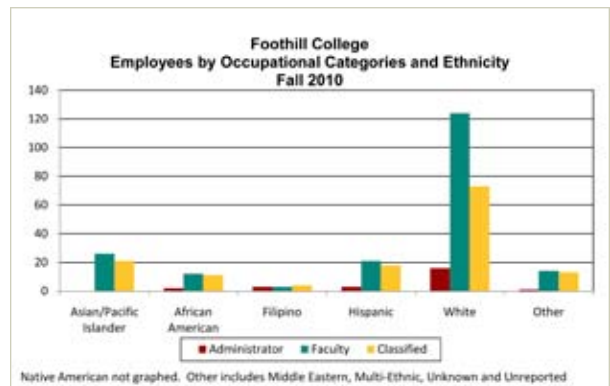
Appendix 4 Source: FHDA IR&P

Appendix 2:



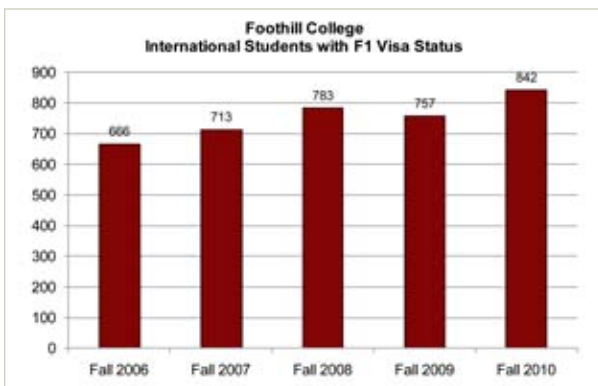
Appendix 2 Source: FHDA IR&P and CA Department of Education

Appendix 5:



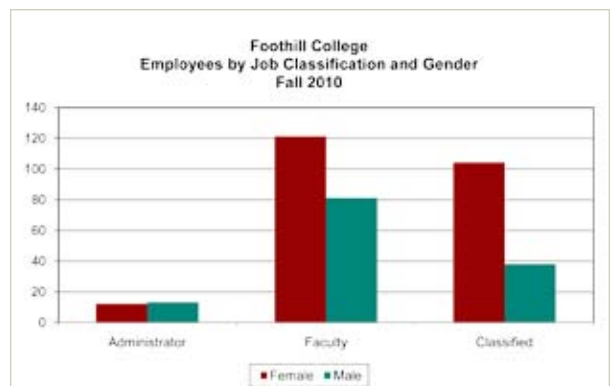
Appendix 5 Source: FHDA IR&P

Appendix 3:



Appendix 3 Source: FHDA IR&P

Appendix 6:



Appendix 6 Source: FHDA IR&P

Appendix 7a:

Foothill College 2008–2009 Top Five In-State Private Transfer Institutions		
Rank	Institution	Transfers
1	University of Phoenix	44
2	Santa Clara University	22
3	University of Southern California	21
4	University of San Francisco	14
5	Academy of Art University	12
5	Notre Dame de Namur University	12

Appendix 7a Source: CCCC Reports

Appendix 7c:

Foothill College 2009–2010 Top Five CSU Transfer Institutions		
Rank	Institution	Transfers
1	San Jose State University	90
2	San Francisco State University	48
3	California State University, East Bay	37
4	California State University, Sacramento	11
5	California State University, Chico	7

Appendix 5c Source: CCCC Reports

Appendix 7b:

Foothill College 2008–2009 Top Five Out-of-State Transfer Institutions		
Rank	Institution	Transfers
1	Massachusetts Institute of Technology	17
2	Ashford University	8
2	University of Oregon	8
3	Cornell University- Endowed Colleges	7
4	University of Maryland- University College	6
5	Brown University	5
5	University of Hawai'i at Manoa	5
5	University of Puget Sound	5

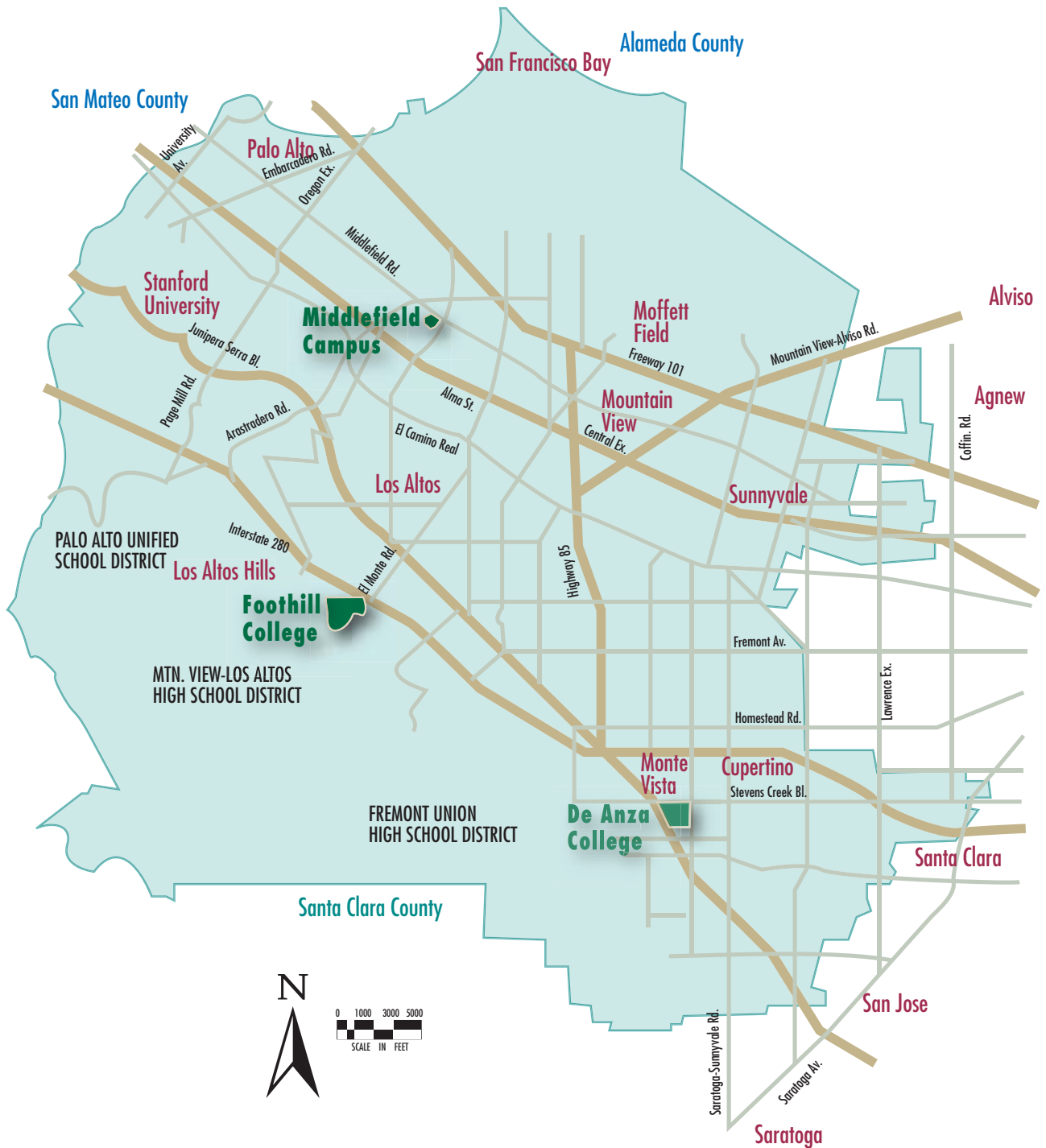
Appendix 7b Source: CCCC Reports

Appendix 7d:

Foothill College 2009–2010 Top Five UC Transfer Institutions		
Rank	Institution	Transfers
1	University of California, Davis	66
2	University of California, San Diego	63
3	University of California, Los Angeles	55
4	University of California, Berkeley	47
5	University of California, Santa Cruz	19

Appendix 7d Source: CCCC Reports

Foothill-De Anza Community College District District Service Area



Campus Map Legend

Program/Division	Room
Academic Senate	1929
Adaptive Learning Division	5801
Adaptive Physical Education	2509
Admissions & Records Office	8101
Altos Room	2019
Appreciation Hall	1501
Apprenticeship Program	1948
Articulation	1960
ASFC Design Center	2017
ASFC Smart Shop/OwlCard	2016
Associated Students of Foothill College (ASFC)	2011
Biological & Health Sciences Division	5211
Bookstore	2301
Business & Social Sciences Division	3007
Career Center	8329
Chancellor's Office	D120
Chinese Heritage Room	3523
Classified Senate	1932
Computer Access Center	5710
Cooperative Work Experience Program	1945
Counseling Division	8301
CTIS Computer Center	4001
Dental Hygiene Clinic	5312
Dining Room	2201
Disability Resource Center	5801
Distance Learning	3600
Entrepreneur Center	4015
Environmental Horticulture & Design	8602
EOPS Computer Lab	8212
EOPS Tutoring	3526
Evening College	1908

Program/Division	Room
Extended Opportunity Program & Services (EOPS) Office	8202
Facilities Rental	2713
Faculty Association	D140
Financial Aid	8202
Fine Arts & Communication Division	1701
Fitness Center	2506
Forum	5001
Health Services	2126
Hearthside Lounge	2313
Honors Institute	1960
IDEA Lab	1211
Instructional Support Center	3612
International Programs	1940
International Students Office	1934
Intramurals	2150
KFJC-FM Radio Station	6202
Krause Center for Innovation	4001
Language Arts Division	6406
Library	3501
Lohman Theatre	8002
Marketing & Communications	1950
Matriculation	8301
Middle College	2152
Observatory	4001
Occupational Training Institute (OTI)	6408
Older Adult Program & VAMC	5801
Outreach & Retention Office	8102
Pass the Torch	5999
Physical Education & Athletics Division	2710
Physical Sciences, Mathematics & Engineering Division	4118

Program/Division	Room
Placement Testing	8213
Police	2103
President's Office	1904
PSME Center	4213
Psychological Services & Personal Counseling	2120
Quick Copy	4052
Robert C. Smithwick Theatre	1001
Service Learning & Volunteer Center	2150
Student Accounts	2006
Student Activities	2009
Student Affairs	2002
Student Success Center	8102
Temporary Village	5901–5999
Theatre Box Office	8007
Toyon Room	2020
Transfer Center	8329
Transition to Work	5801
Tutorial Center & Programs	3526
Veterinary Technology	8504
Wellness Center	2506

Parking

All vehicles must display a parking permit at all times including weekends. Failure to display a permit will result in a citation. Day-use permits are \$2 at dispensers located in all student parking lots. Quarterly and annual permits can be purchased at the Admissions Office (Room 8101).

Accessible Elevators

Located at Krause Center for Innovation, Library, Pool Deck, Campus Center, Student Services Building and Life Sciences Building

Accessible Parking

Located in Lots 1, 2-A, 3-A, 5, 8 and transit stations. You must display the DMV-issued placard. To obtain a temporary disability on-campus permit, call (650) 949-7017

Shuttle Service

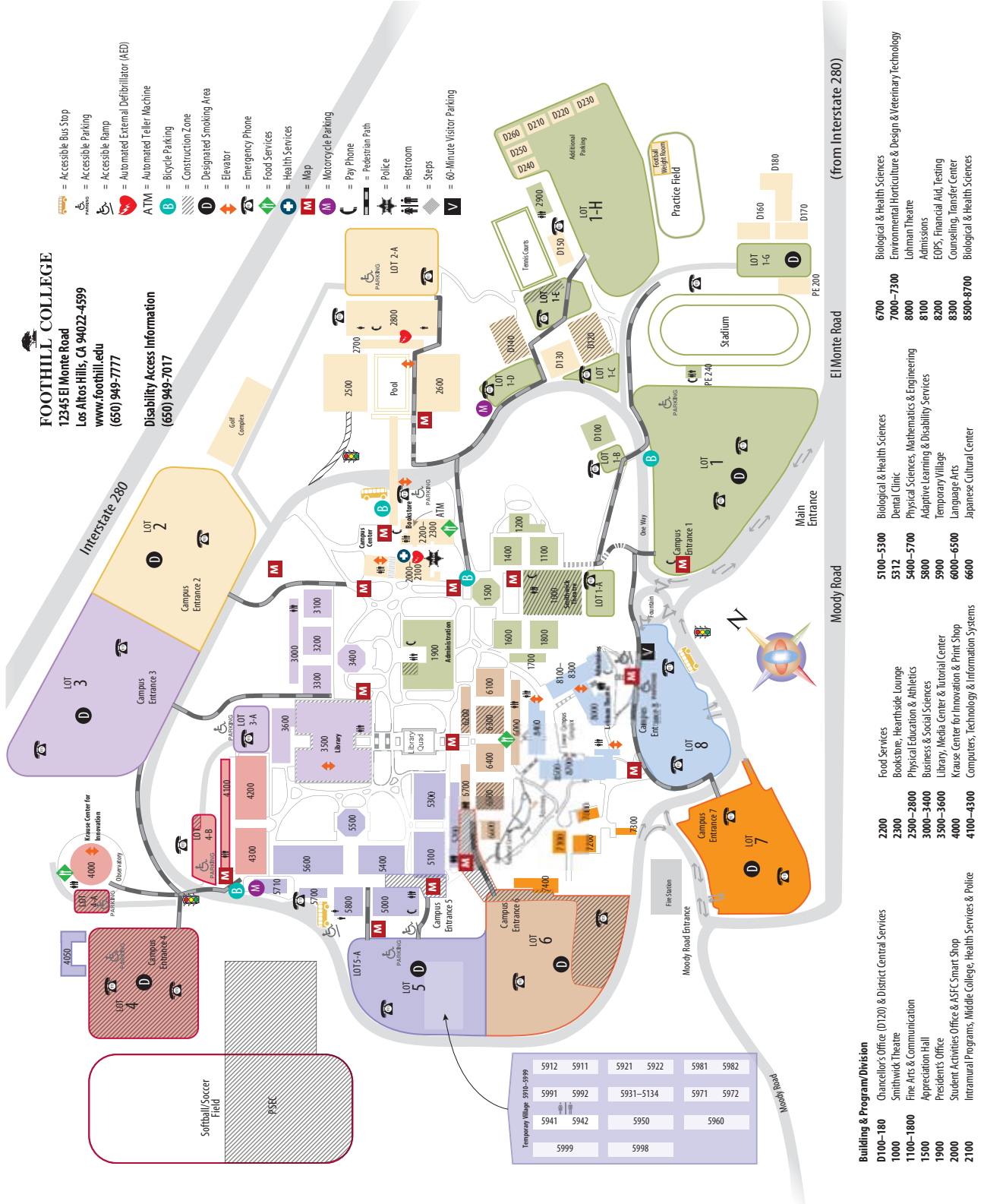
To all points on campus is available for students with physical disabilities. For operating hours, call (650) 949-7017.

Deaf Access

Call (650) 949-7017 or e-mail DavisBrenda@foothill.edu.

For more access information, visit the Disability Resource Center (Room 5801); access www.foothill.edu/al; or call (650) 949-7017.

Campus Map



Abstract of the Self-Study





Abstract of the Self-Study

Since its last accreditation in 2005, Foothill College has gone through a transformative period that has brought new leadership, faculty, staff and student populations and has renewed its focus on transfer preparation, basic skills and work force education. In the past six years, the college has renovated and expanded its facilities, and reorganized its processes for resource allocation and program review, and its approach to continuous quality improvement through the development of student learning outcomes, institutional, administrative and service area outcomes. Through a period of diminishing state resources, Foothill has remained strong and a top quality destination for students seeking degrees, transfer preparation to top universities, and career retraining, due to its sound fiscal management and focus on core missions. Through a process of collegial consultation and reflection, the college updated its mission statement to better reflect its core missions and student populations. Following this process, it reengineered its resource allocation process to align it with student learning outcomes, program review and the new mission statement. Foothill College continues to innovate and build new programs to serve its student populations, such as the nationally recognized Math My Way program, and as it looks to the future, The college will continue in a leadership role in granting degrees, transferring students to universities and providing work force training in areas such as STEM, health sciences and technology, to meet the needs of its community.

Standard I: Institutional Mission & Effectiveness

1.A. Mission

Foothill College places a high value on a mission that emphasizes its student populations, core values and purposes. The college is also committed to providing a range of instruction and services as diverse as the student population it serves. In recent years, the institution has focused on becoming more reflective and evaluative regarding the college mission and planning process.

This self-reflective, research-driven process led to the new mission statement and the revisioning of campus governance processes to be more inclusive and participatory. The inclusion of all constituent groups and varying viewpoints promotes effective collaboration in college planning. Ultimately, the

new model is intended to lead to sustainable quality improvement through a cyclical model, enabling the college to more effectively use resources to drive the strategic plan and to support student learning.

As the mission statement was substantially revised in Fall 2008 and Spring 2009, the guiding principles and groundwork completed will result in a more fluid and meaningful reflection process in the future. The Foothill College Mission Statement is posted throughout the campus and can be seen in poster form in many public spaces, reminding students, faculty, staff and administrators of the institution's work and goals as a college community.

1.B. Improving Institutional Effectiveness

Along with a recent update to the college mission and governance structure, Foothill College conducted a review to ensure that improvement of institutional planning is maintained. As a part of the institution's commitment to integrate its strategic initiatives and core missions of basic skills, transfer, work force and stewardship of resources, continual assessment and evaluation occurs on a collegewide level.

Foothill College has set goals in the *Educational and Strategic Master Plan* (ESMP) to improve student outcomes and institutional effectiveness that are consistent with its mission. The ESMP continues to evolve with the annual review of institutional trends in basic skills, transfer and work force data as well as data from outside sources. Foothill College will continue its proactive approach to creating ongoing evaluation and assessment of student learning and creating initiatives that modify and improve existing

processes. To facilitate and institutionalize these efforts, the college is taking steps to be more thorough and cyclical in its documentation and assessment process.

The integrated planning and budget cycle at Foothill College takes into consideration the value of input and dialogue from all constituents. Foothill College is committed to using documented data assessment

and evaluation methods to validate institutional efforts and goals and to communicate that data and assessment to its constituencies. The new mission statement and ESMP were presented and approved by the board of trustees in June 2010. These documents inform the decision-making process, and track progress toward sustainable quality improvement and institutional effectiveness.

Standard II: Student Learning Programs & Services

II.A. Instructional Programs

Foothill College offers a diverse range of high-quality educational offerings to its constituents in the community. Guided by a mission that embraces the role of a democratic educational institution, the institution provides degrees, certificates, transfer and career-orientated academic programs that are standard throughout the country, as well as programs that are unique and specific to the residents of California's Silicon Valley. This includes core mission instruction in basic skills, transfer, lifelong learning and career preparation with a diversity of delivery methods, including online, hybrid and traditional classroom instruction.

Initiated in Fall 2006 and completed in Spring 2009, faculty developed rubrics to clearly define and outline measureable outcomes of the adopted institutional learning outcomes (ILOs). Since beginning in earnest in Fall 2008, Foothill College has made steady progress in developing, writing and reflecting on course-level student learning outcomes (SLOs). As of 2009–2010, program reviews are completed on an annual basis to reflect on program outcomes and assess the need for resource allocation. As a part of this process, faculty will assess their program-level outcomes and ensure alignment with course- and institutional-level outcomes.

Foothill College ensures high-quality instruction through comprehensive and rigorous faculty hiring and tenure processes. Faculty integrate pedagogy that encompasses diverse learning styles into the development of the course outline of record for classroom and laboratory instruction. The college has an established and effective curriculum review process that determines the relevance, appropriateness and currency of course offerings. Annual assessment of achievement of outcomes and future needs is occurring at the institutional, program and course level. For example, the career and technical education programs at Foothill College exceed the standard as evidenced by superior outcomes on licensing examinations.

The college has developed an integrated planning and budget process that is clearly linked to program review, core missions and learning outcomes at all levels. Every program and course offered by Foothill College receives the same level and quality of support services and resources regardless of location or mode of instruction. Foothill College remains centered and committed to the diverse needs and learning styles of its current student population while planning for the future student needs.

II.B. Student Support Services

Foothill College offers a full program of student services to meet the diverse needs of students, including counseling, financial aid, the Extended Opportunities Programs and Services program, admissions and records, the Student Success Center and testing services. In 2006, a new cycle of strategic planning began and the student services program review process was revised and streamlined to better align with the instructional program review process and timelines, and to incorporate service area outcomes (SAOs) in the program review process. The ongoing goal remains to generate valid data to enable the student services areas to make data-driven planning decisions in program development, program improvement, and human, financial and facilities resource allocation.

In Academic Year 2009–2010, Foothill’s student services areas developed, assessed and reflected upon two to three SAOs per area. In Academic Year 2010–2011, the 2009 SAOs were re-defined and further assessed. These results are used within the service areas to initiate discussions and examine student services through a holistic lens. This information is used to guide further planning and to better serve the student population.

While several years of budget cuts have put significant stress on student support services, the college is still addressing the needs of students in a comprehensive way, and continues to seek outside sources of funding to offer new services, such as the Veterans Resource Center, which opened in Fall 2009. The college continues to look for ways to address student needs through online services and through technology.

II.C. Library & Learning Support Services

Located at the heart of the Foothill College campus, the Hubert H. Semans Library provides a rich environment to support student learning, academic research and scholarly inquiry. The library is part of the college’s Learning Resource Center (LRC), which includes the Media Center, an open-access computer lab, study area and multimedia resource collection, and the Tutorial Center, an open-access multi-subject tutorial service center. As part of the original campus construction completed in 1961, the library’s physical study and learning spaces are currently in need of upgrades to support changing student needs such as power outlets for laptop computing. Two phases of upgrades are currently planned for the LRC, a short-term project, which will address needs such as more power outlets for student study areas, and a larger facilities upgrade project, which could involve expanding the library.

Equally central to the student learning and support experience is the library website, www.foothill.edu/library, which serves the needs of all students, and in particular serves the needs of Foothill’s population

of online students, which currently comprises approximately 20 percent of all student attendance. Technology is central to the learning experience at Foothill College, and the library and LRC have always been at the forefront of evaluating and adopting new educational and technological resources for students, through its website and through procurement and adoption of online resources and study tools.

The Learning Resource Center serves as a central location for student learning, providing a well-equipped and welcoming environment conducive to independent and collaborative research and study. The library provides a balanced collection of print and online resources and the necessary equipment to support the use of the collection. The library acquires and maintains a collection of print and electronic materials which currently includes 90,000 print volumes, 280 print periodical subscriptions, 12,000 e-books, 2000 reserve items, and multiple general and subject specific databases providing access to thousands of articles and reference materials.

Standard III: Resources

III.A. Human Resources

To meet the needs of students and to offer high-quality educational opportunities, Foothill College puts a precedent on hiring talented faculty, staff and administrators, and in offering professional development opportunities to ensure that they stay current in their fields and areas of expertise. As a community of scholars committed to serving its diverse population of students, Foothill College puts a priority on hiring a diverse faculty, staff and administration, and in supporting diversity through hiring practices, staff development and educational opportunities for all members of the college community. Human resource planning is fully integrated with college resource allocation at the district and college

levels, and appropriate staffing levels for faculty, staff and administrators, are monitored carefully to ensure students receive a top-quality education, and college operations are maintained in an efficient, and productive manner. The college has fully integrated its resource allocation process with the allocation of full-time positions, and the process for any allocation of new positions must start by a need being identified and prioritized through program review. The college and district have established processes for evaluations and providing feedback to all employees for continuous quality improvement. The college district has drafted a new ethics policy to be adopted by the board of trustees for all employees in 2011.

III.B. Physical Resources

Foothill College is able to serve students with high-quality educational programs through careful and efficient management of its many resources. Since its founders built an award-winning campus through a \$10.5 million bond, Foothill has stood for innovation in community college higher education, and its leadership has taken steps to seek funding from multiple sources to serve its population of students. In 2011, Foothill College remains a vibrant and top-quality college, with facilities that are state of the art. Through two facilities bonds supported by local residents, Measure E in 1999 and Measure C in 2006, its original facilities have been renovated and new buildings have been added to accommodate growth. Foothill's last new construction

project, the Physical Sciences & Engineering Complex, is currently under construction to complete a campus expansion to serve growing demand in core subject areas such as engineering, math and science careers. In 2011, nearly all of Foothill original classroom buildings, constructed in 1962, have been renovated, and include state-of-the-art multimedia equipment, to enhance the learning and teaching environment. Architectural barriers have been removed to enable access to all students and community members, and new sustainability and energy savings initiatives have been added, such as new heating and air conditioning, large installations of photovoltaic solar panels, and improved irrigation systems.

III.C. Technology Resources

Technology resources are a critical part of the college's infrastructure and contribute significantly to the student learning experience, the smooth operation of the college, and in creating innovation, communication and efficiencies through all aspects of college life. In 1995, Foothill College offered the first online class at a California Community College, when instructor Michael Loceff taught C++ programming. Since that time, Foothill College has remained a leader in offering online instruction, and now 20 percent of all instruction is offered through fully online and hybrid-modalities.

Foothill faculty, staff and administrators embrace technology and seek ways to use it to advance student learning, to create new ways to communicate, and to improve work processes. In the past year, the college completed its wireless network in all classrooms and buildings on campus, and completed the implementation of the Banner enterprise resource planning (ERP) software, which has transformed college work processes across the district, covering critical areas such as finance, human resources, student information and registration, foundation and

financial aid. Through the passage of Measure C in 2006, Foothill-De Anza has the capacity to update and improve its technology infrastructure in a way it never could before, so faculty and staff have access to current computing technology, classrooms are outfitted with multimedia equipment on a consistent and reliable basis, and the district was provided the resources to replace its aging ERP system (SIS+) with Banner.

Moving forward, Foothill will continue to meet the technology needs of students, faculty and staff, and as the new Physical Sciences & Engineering Complex comes online in 2012, the college looks forward to offering the highest quality facilities and classroom technology to our students and community.

III.D. Financial Resources

Although California Community Colleges have suffered through four consecutive years of budget reductions, Foothill students continue to enjoy a strong selection of classes in the core subject areas of transfer preparation, basic skills and work force education. Through conservative fiscal management, ongoing budget planning that is transparent, collaborative and timely, Foothill College and the Foothill-De Anza Community College District remain on solid fiscal ground heading into the 2011–2012 budget year. By utilizing a planning and budget allocation process that is based on student learning outcomes and program review, Foothill directs resources to its student learning and service programs in a transparent and collaborative process. Under the direction of the Planning and Resource Council, resource requests flow from program review, through division- and department-level prioritization

processes, and up to college-level prioritization at the Operations Planning Committee. The Foothill-De Anza Community College District maintains district-level shared governance and budget management processes that involve managers and shared governance representatives from the college, and district budget planning is directly linked to college planning. The district budget planning process involves stakeholders from across the district, and has enabled collegewide participation in complex and difficult budget decisions. The district maintains its budget information in a transparent way, and all annual budgets and annual audit reports are available through the district finance website. While the coming budget year will present many challenges, Foothill-De Anza remains in a strong fiscal position with sufficient reserves.

Standard IV: Leadership & Governance

IV.A. Decision-Making Roles & Processes

At Foothill College, participatory governance is grounded in the inclusion of faculty, staff and students in the decision-making processes. The inclusion of all constituent groups and varying viewpoints promotes effective collaboration in college planning. The academic and classified senates, the Associated Students of Foothill College (ASFC), and the collective bargaining units are all present at the highest participatory governance council, Planning and Resource Council (PaRC). Two-way communication between the individual members of PaRC and their constituent groups is critical for optimal functioning of the planning structure.

Effective leadership is evident at Foothill College at all levels. Many administrators, faculty and staff serve in leadership roles in state and national organizations.

The college has a rich and enduring tradition of innovation, excellence in learning and stewardship in campus initiatives and through partnership with leadership organizations such as the League for Innovation in the Community Colleges. A myriad achievements and innovations have been recently documented in the report to the league for reaffirmation in September of 2010. Shared governance is a priority at Foothill College and is at the core of college decision-making processes and procedures.

The college encourages and sustains participation of all constituent groups in the shared governance process and promotes outcomes which value and involve all areas of the college. The input of all college constituent groups in decision-making allows the college to work toward consistent and quality improvement in all areas

of student learning, engagement, and success. The *Integrated Planning & Budget Handbook*, approved in Spring 2010 by PaRC, delineates the role of all constituent groups in the areas of planning, budget, and shared governance processes.

The primary authority for curricular and other academic and professional matters at Foothill College rests with the Foothill College Academic Senate and

its subcommittees, including the College Curriculum Committee. Numerous board policies as well as the academic senate constitution, resolutions, and assignments demonstrate the responsibilities of the faculty and their authority in areas pertaining to academic and professional matters.

IV.B. Board & Administrative Organization

The Foothill-De Anza Community College District Board of Trustees is an independent board with a seven-member team: five trustees are elected at large from the district service area that includes the cities of Cupertino, Sunnyvale, Los Altos, Los Altos Hills, Mountain View, Palo Alto and small portions of surrounding cities, and two student trustees. The board appoints a chancellor and board secretary, and recently the district transitioned from its previous chancellor, Martha J. Kanter, Ed.D., to a new chancellor, Linda M. Thor, Ed.D., who was hired in 2010. The process for hiring the chancellor involved all stakeholders in the district, and allowed for appropriate input from college constituencies. Foothill College President Judy C. Miner, Ed.D., reports to the chancellor and the board, and the district has established clearly defined roles for college authority and district responsibilities. The chancellor gives full authority to the president to implement and administer delegated district policies without interference, and the chancellor holds the college president accountable for college operations. The board of trustees carries out the philosophy, mission and priorities of Foothill-De Anza Community College District through the execution of clearly defined policies and responsibilities. As documented in the *2010 Accreditation Survey*, 93 percent of faculty, staff

and managers agreed or strongly agreed that the board advocates and defends the institution and protects it from undue influence or pressure and 92 percent agree or strongly agree that the board is an independent policy-making body that reflects the public interest in board activities and decisions.

The Foothill-De Anza Community College District Board of Trustees has ultimate responsibility for educational quality, legal matters, and the financial integrity of the district. It derives its authority and duties from the Education Code and board policies and procedures. The board monitors institutional performance and educational quality to establish policies that set prudent, ethical and legal standards for operations, to focus on quality education, to ensure shared governance, to advocate and protect the district; and policies and procedures enable the mission focus in each of these responsibility areas. The board delegates the executing of these responsibilities to the chancellor, the presidents, and the vice chancellors; however, the board has ultimate authority. The board regularly evaluates district governance, decision-making structures, and district processes, and the board is an active and informed participant in the accreditation process for both colleges.



Self-Study Organization





Self-Study Organization Accreditation Self-Study Teams

Steering Committee

Accreditation Liaison Officer: Kurt Hueg, *Associate Vice President, External Relations*

Accreditation Steering Committee Tri-Chair: Dolores Davison, *Instructor, Business & Social Sciences; President, Academic Senate*

Accreditation Steering Committee Tri-Chair: Maureen Chenoweth, *Representative, Classified Senate*

Accreditation Steering Committee Tri-Chair: Eloise Orrell, *Interim Vice President, Instruction & Institutional Research*

Accreditation Steering Committee Member: Darya Gilani, *Coordinator, Office of Instruction & Institutional Research*

Accreditation Steering Committee Member: Ashley Oropeza, *Student Representative, Associated Students of Foothill College*

Self-Study Editing Team

Accreditation Self-Study Editor: Kurt Hueg, *Associate Vice President, External Relations*

Accreditation Self-Study Editor: Dolores Davison, *President, Academic Senate*

Accreditation Self-Study Editor: Lori Thomas, *Coordinator, Publicity & Publications*

Accreditation Self-Study Editor: Kay Thornton, *Theatre & Fine Arts Facilities Coordinator*

Accreditation Self-Study Editor: Darya Gilani, *Coordinator, Office of Instruction & Institutional Research*

Standards Committees

Standard I: Institutional Mission & Effectiveness

Tri-Chairs & Steering Committee Members

Faculty: Simon Pennington, *Instructor, Fine Arts & Communication Division*

Classified: Rosalinda Jen, *Division Administrative Assistant, Physical Education & Athletics Division*

Administration: Matais Pouncil, *Director, EOPS Program*

Team Membership

Mia Casey, *Special Assistant to the President*

Darya Gilani, *Coordinator, Office of Instruction & Institutional Research*

Gertrude Gregorio, *Division Dean, Adaptive Learning Division & Disability Services*

Elaine Kuo, *College Researcher, Institutional Research & Planning*

Andrew LaManque, *Executive Director, Institutional Research & Planning, Foothill-De Anza Community College District*

Steve Mitchell, *Coordinator, Volunteer Center*

Cara Miyasaki, *Instructor, Biological & Health Sciences Division*

Sindy Olsen, *Division Administrative Assistant, Fine Arts & Communication Division*

Nhung Tran, *Program Coordinator, Adaptive Learning Division & Disability Services*

Donna Wolf, *Administrative Assistant, EOPS Program*

Standard II: Student Learning Programs & Services Tri-Chairs & Steering Committee Members

Faculty: Falk Cammin, *Instructor, Language Arts Division*

Classified: Judi McAlpin, *Supervisor, Middlefield Campus*

Administration: Eloise Orrell, *Interim Vice President, Instruction & Institutional Research*

Team Membership

Lauren Balducci, *Dean, Counseling & Matriculation*

Laurie Bertani, *Acting Dean,
Physical Education & Athletics Division*

Bernie Seyboldt Day, *Articulation/Curriculum Officer;
Director, Honors Institute*

April Flowers, *Instructor, Language Arts Division*

Patricia Hyland, *Dean, Student Affairs & Activities*

Kay Jones, *Librarian*

Andrew LaManque, *Executive Director,
Institutional Research & Planning,
Foothill-De Anza Community College District*

Rose Myers, *Vice President,
Student Development & Instruction*

Tobias Nava, *Counselor, EOPS*

Verley O'Neal, *Instructor,
Computers, Technology & Information Systems Division*

Romeo Paule, *Director, Bookstore*

David Sauter, *Instructor,
Biological & Health Science Division*

Lori Silverman, *Instructor,
Physical Sciences, Mathematics & Engineering Division*

Daphne Small, *Director, Student Activities*

Phyllis Spragge, *Dean,
Biological & Health Sciences Division*

Mary Thomas, *Librarian*

Sue Wang, *Instructor,
Physical Sciences, Mathematics & Engineering Division*

Beckie Urrutia-Lopez, *Coordinator,
Cooperative Education Program*

Standard III: Resources

Tri-Chairs & Steering Committee Members

Faculty: Jay Patyk, *Instructor, Business & Social Sciences Division*

Classified: Asha Harris, *Coordinator, Furniture, Equipment & Technology*

Administration: Shirley Treanor, *Vice President, Educational Resources & Instruction*

Team Membership

Charles Allen, *Executive Director of Facilities, Operations & Management, Foothill-De Anza Community College District*

Judy Baker, *Dean, Technology & Innovation*

Jerry Cellilo, *Instructor, Computers, Technology & Information Systems Division*

Diana Cohn, *Office Services Supervisor, Educational Resources & Instruction*

David Ellis, *Senior Program Coordinator, Apprenticeship Program, Work Force Development & Instruction*

Kurt Hueg, *Associate Vice President, External Relations*

Patricia Hyland, *Dean, Student Affairs & Activities*

Donald MacNeil, *Instructor, Adaptive Learning Division*

Jose Nava, *Instructor, Business & Social Sciences Division*

Karen Oeh, *Coordinator, Career Center*

Dorene Novotny, *Vice Chancellor, Human Resources & Equal Opportunity, Foothill-De Anza Community College District*

David Sauter, *Instructor, Biological & Health Sciences Division*

Fred Sherman, *Vice Chancellor & Chief Technology Officer, Foothill-De Anza Community College District*

Bernata Slater, *Director, Budget Operations, Foothill-De Anza Community College District*

Annette Stenger, *Executive Assistant, President's Office*

Denise Swett, *Acting Vice President, Student Development & Instruction*

Brenda Davis Visas, *Director, Facilities & Special Projects, Educational Resources & Instruction*

Standard IV: Leadership & Governance Tri-Chairs & Steering Committee Members

Faculty: Dolores Davison, *Instructor, Business & Social Sciences Division; President, Academic Senate*

Classified: Maureen Chenoweth, *Coordinator, Transfer Center*

Administration: John Mummert, *Interim Vice President, Work Force Development & Instruction*

Team Membership

Pearl Cheng, *President, Foothill-De Anza Community College District Board of Trustees*

Alexandra Duran, *Outreach Specialist, Middlefield SVCC/CTE Community Collaborative*

Konnilyn Feig, *Instructor, Business & Social Sciences Division*

Leslye Noone, *Division Administrative Assistant, Language Arts Division*

Joe Ragey, *Instructor, Fine Arts & Communication Division*

Shelley Schreiber, *Web & Print Communications Design Coordinator, Marketing & Communications*

Leticia Serna, *Counselor, Counseling & Student Services Division*

Cynthia Sotherby, *Student Representative, Associated Students of Foothill College*

Denise Swett, *Acting Vice President, Student Development & Instruction*

Chris White, *Program Coordinator, Marketing & Communications*

Self-Study Timeline & Planning Guide

Year 2008–2009	
Fall Quarter 2008	Appointment of the Accreditation Liaison Officer
October 2008	Appointment of vice president of work force development and instruction (VPWDI) as accreditation liaison officer (ALO).
November 2008	ALO attends Accreditation Commission ALO training workshop.
Winter Quarter 2009	Accreditation Awareness
January 2009	Appointment of vice president of instruction and institutional research (VPI), academic senate president and classified senate president, along with ALO, as co-chairs for the accreditation self-study steering committee.
February 2009	VPI and academic senate president attend state academic senate accreditation institute.
February 2009	VPWDI/ALO and VPI present the classified senate, academic senate and administrators council with an overview of accreditation standards and self-study structure, in addition to elements critical to successful self-study: Integrated planning and budgeting, student learning outcomes, program review, and strategic and educational master planning.
Spring Quarter 2009	Accreditation Preparation
April 2009	College and division workshops facilitated by the VPI on student learning outcomes and implications for accreditation.
May 2009	Strategic initiatives task force organized for development of college strategic and educational master planning goals.
June 2009	Strategic and educational master planning goals finalized.
Year 2009–2010	
Summer Session 2009	Accreditation Preparation
August 2009	VPI, academic senate president and classified senate president participate in planning and preparation for college and district opening day presentations on accreditation and self-study timelines.
Fall Quarter 2009	Building Accreditation Awareness & Committee Development
September 2009	District and College Opening Day presentations: <i>Accreditation Overview & Self-Study Timelines</i> .
October 2009	Initiate recruitment, selection and appointment of faculty and staff as self-study editors.
November 2009	ALO, classified senate representative and college researcher attend accreditation commission ALO workshop.
November 2009–December 2009	Constituent meetings hosted and division accreditation self-study presentations made by ALO to promote collegewide participation on standards committees.
December 2009	Accreditation self-study committee appointments finalized, consisting of steering committee co-chairs: VP of WDI/ALO, academic senate president, classified senate representative and self-study editors; standards committee tri-chair appointments in January 2010 will complete the self-study steering committee.

Winter Quarter 2010	Self-Study Organization
January 2010	Self-study committee recruitments continue through ALO engagement with college divisions and constituent groups.
January 2010	Accreditation website updated and accreditation newscast launched to keep college community informed on self-study progress, committee trainings, milestones and accreditation commission news and updates.
February 2010	Ongoing college community engagement activities by steering committee members to recruit members of the college community for participation on standards committees.
February 2010	Associate vice president of external relations appointed by the college president to assume role of accreditation liaison officer.
February 2010	Accreditation standards committees established, with tri-chairs appointed to lead each of the accreditation standards committees and to represent the standards committees on the college Self-Study Steering Committee. Steering Committee meets February 16, 2010.
February 2010	Accreditation kick-off meeting presented February 26, 2010, for college constituents assigned to the accreditation steering committee and standards committees.
March 2010	Foothill College hosts ACCJC accreditation self-study training March 5, 2010. Steering committee and standards committee tri-chairs attend training, and self-study training and orientation schedule established for standards committee training.
March 2010	Academic senate president, classified senate president, classified senate accreditation representative, college researcher and accreditation liaison officer attend the Academic Senate for California Community Colleges (ASCCC) Accreditation Institute March 19–20, 2010.
Spring Quarter 2010	Self-Study Organization
April 2010	Standards committee orientation and training workshop content developed by accreditation self-study steering committee based on ACCJC self-study training and ASCCC Accreditation Institute, and workshops provided to standards committees for self-study overview, fact-finding and report writing.
April 2010	Standards committees establish writing goals and timelines; identify research needs and communicate to steering committee for coordination with Institutional Research.
April 2010	Planning and Resource Council (PaRC) and accreditation self-study steering committee review final report recommendations, mid-term report, and follow-up report, and establish priorities for writing follow-up report and development of the self-study planning and research agenda.
April 2010	Self-study teams begin gathering research and working with institutional research to organize data, evidence and reports. Survey planning, development, coordination and administration timelines established.
May 2010	Steering committee and institutional research begin drafting survey development and administration, and develop timeline for Fall implementation of Accreditation Survey.
June 2010	Presentation of accreditation self-study planning and timelines to board of trustees.
June 2010	Steering committee and Office of Instruction develop self-study templates for all standards and related questions and distribute to standard teams.

Year 2010–2011	
Summer Session 2010	Organization of Data & Evidence
July 2010	Standard teams begin writing sections of the self-study, and research and evidence continue to be gathered.
August 2010	Steering committee reviews, revises and finalizes self-study planning agenda, and establishes Fall deadline for first draft of self-study.
August 2010	Steering committee and standards committees convene for final planning and schedule prioritization for development of the first draft of the self-study in Fall 2010.
Fall Quarter 2010	Self-Study Development: Version One Draft
September 2010–December 2010	Self-study editor and editing team design and develop the self-study formatting and template, and develop the self-study progress check schedule. Standards committees initiate writing of first draft of the self-study.
September 2010–December 2010	Progress checks occur as scheduled between the standards committees; ALO and editor facilitate communication between standards committees, and research and documentation efforts by institutional research. Continuous self-study status reporting and communication occurs with the college community.
October 2010	Surveys administered; findings incorporated into first drafts. Document preparation begins in Marketing & Communications Office. Template for document established.
November 8, 2010	First drafts completed; standards committees meet with steering committee co-chairs and editor to conduct initial content review.
December 2010	Editor conducts initial reviews of first drafts completed by standards committees, and coordinates with Institutional Research to develop documentation and drafts for descriptive background and demographics, eligibility requirements for accreditation, responses to recommendations from the last evaluation, abstracts, and planning summary sections of the study.
Winter Quarter 2011	Self-Study Development: Version Two Draft
January 10, 2011	First draft reviewed by steering committee, and feedback provided to the standards committees for initial revisions.
February 16, 2011	PaRC notified that first draft of the self-study is posted on the accreditation website, distributed electronically to PaRC, academic senate, classified senate, Associated Students of Foothill College (ASFC) and the college community for review, commentary and recommendations.
February 2011–March 2011	Standards committees initiate writing to incorporate revisions and feedback from governance and constituent groups, and complete second draft reports.
March 16, 2011	Accreditation report to PaRC, feedback from constituency groups overview.
March 25, 2011	Last day for feedback submission to standard point-person.
March 28–April 5 Recommendations from the last evaluation, abstracts and planning summary sections of the study.	Standards committees meet with steering committee co-chairs and editor to conduct review of feedback, content and report organization. Draft updated with feedback from constituency groups. Editor conducts review of second drafts completed by standards committees, and coordinates with institutional research to finalize documentation and drafts for descriptive background and demographics, eligibility requirements for accreditation, responses to recommendations from the last evaluation, abstracts and planning summary sections of the study.

Spring Quarter 2011	Final Reviews & Self-Study Completion
April 6, 2011	First reading of second/final draft presented to PaRC and campus community.
April 6–13, 2011	Steering committee reviews final draft for content and self-study organization, and feedback provided to the standards committees for final revisions.
April 20, 2011	PaRC discusses second/final draft.
May 18, 2011	PaRC discusses and approves final draft. Draft is posted on the accreditation website, final draft edited and ALO sends to the board of trustees for June 6 meeting.
June 6, 2011	Board of trustees reviews final draft and makes comments and edits.
Year 2011–2012	
Summer Session 2011	Visit Planning & Preparation
July 11, 2011	Board of trustees accepts final draft.
July 28, 2011	Final document sent to printer.
August 2011	Self-study distributed to ACCJC Evaluation Team, board of trustees, college leadership groups and placed in library for public access
August 2011	Site visit logistics planning team assembled and action plan completed to prepare for visit.
Fall Quarter 2011	Accreditation Team Visit
September 2011	ALO delivers official correspondence to the accreditation commission outlining any significant updates to the self-study since final publication.
September 2011	Accreditation evaluation team chair and ALO coordinate itinerary for visit.
September 23, 2011	Self-study overview presented at college opening day.
October 24–27, 2011	Evaluation team visit.

Map of Functional Responsibilities			
		College	District
Standard I: Institutional Mission & Effectiveness			
I.A. The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.	P	The college develops and reviews its mission statement on a regular basis.	P The board of trustees develops and reviews the districtwide mission statement on a regular basis in conjunction with the college's mission statement.
I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	The college assumes primary responsibility for student learning programs and services.	S The board of trustees develops broad goals for student success in collaboration with the college; the district office staff support student success through the deployment of human resources, technology, budget and accounting, and facility services.
I.A.2. The mission statement is approved by the governing board and published.	S	The college assumes primary responsibility for its own mission statement and presents it to the board for approval.	P The board of trustees develops and modifies its mission statement through the Chancellor's Advisory Council prior to its presentation to the board for consideration.
I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	The college routinely reviews its mission statement through its governance processes.	P The board of trustees reviews its mission statement on a routine basis with input from the Chancellor's Advisory Council.
I.A.4. The institution's mission is central to institutional planning and decision making.	P	The college mission is central to the planning and decision making within the college.	P The district mission statement guides the development of the strategic plan and related decision-making processes.
I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	The college assumes primary responsibility for dialogue about improvement of student learning through its governance processes.	S The board of trustees uses the district Institutional Research Office to discuss student improvement measurements and objectives.
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility			

Map of Functional Responsibilities (continued)			
		College	District
I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measureable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	The college goals are collaboratively developed and widely disseminated.	P The district goals, as established by the board, are recommended through the Chancellor's Advisory Council and reviewed on an annual basis in a public board meeting.
I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	The college demonstrates resource allocation decisions that reflect a rigorous review of evidence. Progress toward goals is reported on an annual basis.	P The board assumes primary responsibility for evaluating the districtwide goals and shifting resources as a result of that evaluation.
I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.	P	The college assumes primary responsibility to inform college constituents about the governance structures and to encourage participation within the college.	P The district assumes primary responsibility for districtwide governance committees to ensure the communication to the colleges for issues and decisions in the areas of budget, technology, human resources and districtwide issues.
I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	The college, through its research office, has primary responsibility for the assessment of programs.	P The board of trustees has responsibility for broadly communicating progress toward districtwide goals.
I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	The college assumes primary responsibility for modifying its governance and planning cycles.	P While the district planning cycles are more rigid due to state laws and regulations, the processes leading up to the deadlines are communicated in public board meetings.
I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services and library and other learning support services.	P	The college assumes primary responsibility for resource allocation decisions within the college, in times of both expansion and contraction.	S The board assumes a support role to the colleges for decisions it makes regarding effectiveness of programs.
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility			

Map of Functional Responsibilities (continued)			
		College	District
I.B.7. (continued from page 34)	P	The college develops goals and strategies to improve institutional effectiveness, and makes local decisions on allocating college resources to improve institutional effectiveness based on its program review process.	S The district strategic plan highlights macro measurements of institutional effectiveness that is elevated to the trustee level and allocates resources to the colleges to improve. The district Institutional Research Office provides critical research at the district level which informs development of the district goals and tracks progress on attaining those goals. The metrics used to track goals are consistent with the colleges by coordinating with the college-assigned researchers.
Standard II. Student Learning Programs & Services			
II.A. Instructional Program	P	The college is responsible for all faculty and classified staff hiring decisions within the college, as well as scheduling and evaluating instructional programs.	S The district ensures that personnel in the Central Services portion of the organizational structure are clearly in support of the instructional program. The Central Services facilities department is primarily responsible for coordinating the planning activities for major facility renovations and construction in support of the educational master plan.
II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	The college assumes the primary responsibility for integrity of instructional and student support programs.	S The board assumes a support role with the colleges. The board carefully reviews the preparation of the self-study accreditation plans and the responses from the commission and takes actions when necessary to ensure full compliance.
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility			

Map of Functional Responsibilities (continued)				
		College	District	
II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.	P	The college assumes primary responsibility for quality of programs.	S	The board sets the broad standards for quality through its strategic goals.
II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.	P	The college assumes primary responsibility for components of degree programs.	S	The board reviews all changes to degree programs, grading policies and new programs being recommended by the colleges.
II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	The college assumes primary responsibility for components of degree programs.	S	The board reviews all changes to degree programs, grading policies and new programs being recommended by the colleges.
II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	The college assumes primary responsibility for components of degree programs.	S	The board reviews all changes to degree programs, grading policies and new programs being recommended by the colleges.

Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility

Map of Functional Responsibilities (continued)			
		College	District
II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs, and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	The college assumes primary responsibility for catalog development and student communication.	S The board is in a supportive role regarding catalog preparation and student communication.
II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	S	The college assumes a supportive role in policy development and communication.	P The board has primary responsibility for policy development. The board has established a regular schedule for policy review and posts all policies and procedures on the district website.
II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable commission policies.		N/A	N/A
II.B. Student Support Services	P	The college assumes primary responsibility for student support services.	S The district provides the human, fiscal and technology resources for the college to provide student support services. Technology support for student registration and grading systems is supported by the Central Services ETS Department.

Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility

Map of Functional Responsibilities (continued)				
		College	District	
II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	The college assumes primary responsibility for student support services.	S	The district provides the human, fiscal and technology resources for the college to provide student support services. Technology support for student registration and grading systems is supported by the Central Services ETS Department.
II.B.2. The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following: General information, requirements, major policies affecting students, and locations of policies where other publications might be found.	P	The college assumes primary responsibility for catalog development and student communication.	S	The board is in a supportive role regarding catalog preparation and student communication.
II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	The college assumes primary responsibility for student support services.	S	The district provides the human, fiscal and technology resources for the college to provide student support services. Technology support for student registration and grading systems is supported by the Central Services ETS Department.
II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	The college assumes primary responsibility for student support services.	S	The district provides the human, fiscal and technology resources for the college to provide student support services. Technology support for student registration and grading systems is supported by the Central Services ETS Department.
II.C. Library & Learning Support Services	P	The college assumes primary responsibility for its library and delivery of learning support services.	S	The district provides the technology resources to support the library and learning resource centers through network and database support.
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility				

Map of Functional Responsibilities (continued)			
		College	District
II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth and variety to facilitate educational offerings, regardless of location or means of delivery.	P	The college assumes primary responsibility for its library and delivery of learning support services.	S The district provides the technology resources to support the library and learning resource centers through network and database support.
II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	The college assumes primary responsibility for its library and delivery of learning support services.	S The district provides the technology resources to support the library and learning resource centers through network and database support.
Standard III. Resources			
III.A. Human Resources	SH	The college makes all hiring recommendations on full-time contract positions and part-time faculty. The college has college-level personnel technicians to issue contracts to part-time teaching faculty. The college has discretion over distribution of the full-time faculty and classified positions within the college.	SH The district is responsible for position control to ensure that funding is authorized and the positions are approved in compliance with board policy; the district handles all grievances, complaints and litigation related to personnel action; the district coordinates all bargaining and meet-and-confer sessions with employee organizations. The district Human Resources Office conducts compliance training with managers as well as supervisory training.
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility			

Map of Functional Responsibilities (continued)			
	College		District
III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs and services.	SH	The college makes all hiring recommendations on full-time contract positions and part-time faculty. The college has college-level personnel technicians to issue contracts to part-time teaching faculty. The college has discretion over the distribution of the full-time faculty and classified positions within the college.	SH The district is responsible for position control to ensure that funding is authorized and the positions are approved in compliance with board policy; the district handles all grievances, complaints and litigation related to personnel action; the district coordinates all bargaining and meet-and-confer sessions with employee organizations. The district Human Resources Office conducts compliance training with managers as well as supervisory training.
III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	The college has primary responsibility for the deployment of faculty to instructional programs, but the allocation of faculty positions districtwide is controlled by state funding.	S The district assumes primary responsibility for compliance with the full-time faculty obligation and related compliance laws. The board assumes primary responsibility for advocating in Sacramento for more funds to support education.
III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	The college is in a support role for personnel policy development but is in a prime role for implementation of those policies and procedures.	P The district assumes primary responsibility for personnel policy and procedure development, training and consistent implementation.
III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	The college's commitment to diversity is widely recognized and deeply incorporated into all decisions; it shares this responsibility with the district.	SH The district ensures attention to diversity through its strategic goals, routine actions and public discussions of diversity balance and climate.
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility			

Map of Functional Responsibilities (continued)			
		College	District
III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	SH	The college shares this responsibility with the district by reviewing and recommending professional development leaves (faculty) and staff development leaves (classified). In addition, the college allocates its operational budget to staff development both within the college and outside of the college.	SH The district approves contract language for faculty and classified professional development through the collective bargaining process.
III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	SH	The college shares this responsibility with the district. The college implements all evaluation processes in conjunction with collective bargaining contracts. The college also evaluates the effective use of personnel within programs and recommends changes accordingly.	SH The district develops, in negotiation with unions, evaluation instruments in conjunction with the colleges and ensures that staff are evaluated consistently and uniformly.
III.B. Physical Resources	SH	At De Anza, the grounds and custodial department report to the college; at Foothill, Central Services directs grounds and custodial.	SH The district provides all support services in the skilled trades (electricians, plumbers, etc.). The district, in consultation with the colleges, analyzes funding sources which can be used for physical facility improvement and coordinates the development and implementation of major renovation and new construction projects.
III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S	This is a shared responsibility with the district as the college assumes the day-to-day management of its facilities and works in conjunction with Central Services to coordinate journeymen-level support for discrete trades.	P The district provides journeymen-level support for discrete trades and takes the lead in all facility planning efforts such as facility master plan production, planning and implementing bond programs, and seeking state capital outlay funds to support the college goals.
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility			

Map of Functional Responsibilities (continued)				
	College		District	
III.B.2. 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	This is a shared responsibility with the district as the college assumes the day-to-day management of its facilities and works in conjunction with Central Services to coordinate journeymen-level support for discrete trades.	P	The district provides journeymen-level support for discrete trades and takes the lead in all facility planning efforts such as facility master plan production, planning and implementing bond programs, and seeking state capital outlay funds to support the college goals.
III.C. Technology Resources	SH	The college has technology staff deployed on campus, but they report to the district ETS organization; course content software is determined at the college based on its independent selection.	SH	The Central Services ETS Department manages all desktop, network and information system technology for the district in support of the instructional, administrative and student services programs.
III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research and operational systems.	SH	The college takes the lead in determining what technology is needed to support student learning.	SH	The district takes the lead to develop technology solutions for the colleges, to ensure that the infrastructure works properly, to deploy new equipment, and to develop and implement the <i>Technology Master Plan</i> in conjunction with the colleges.
III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH		SH	

Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility

Map of Functional Responsibilities (continued)			
	College		District
III.D. Financial Resources	SH	Once the college budgets are approved at the beginning of the year, the college assumes responsibility for operating within allocated budget guidelines to achieve its strategic goals within its FTES and productivity targets.	P The district is responsible for identifying sources of revenue, in conjunction with the colleges, to support the instructional program (for example the feasibility analysis of the parcel tax is a prime example of identifying new sources of revenue to support academic programs). The district is responsible for all mandated financial reports, audits of general operations as well as special audits; the district prepares the budget and ensures that expenses are within budget; the district prepares all formal budget reports (annual, quarterly, etc.) to the trustees.
III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.	SH	This is a shared responsibility as the college takes primary responsibility to ensure budget decisions are consistent with its goals and mission.	SH This is a shared responsibility as the board takes primary responsibility to ensure budget decisions are consistent with its goals and mission.
III.D.2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	The college is in a support position on this standard.	P The district assumes primary responsibility for implementation of appropriate control mechanisms and to ensure the financial management system is transparent and widely communicated.
III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	This is a shared responsibility between the college and district.	SH This is a shared responsibility between the college and district.
Standard IV. Leadership & Governance			
IV.A. The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.	SH		SH
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility			

Map of Functional Responsibilities (continued)			
	College		District
IV.A.1. Institutional leaders create an environment for empowerment, innovation and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institutionwide implications, systematic participative processes are used to assure effective discussion, planning and implementation.	SH	This is a shared responsibility for leadership development. The leadership development envelops both management development and governance leadership development. Both the college and district encourage ideas for improvement to be brought through administrative channels as well as shared governance channels.	SH This is a shared responsibility for leadership development. The leadership development envelops both management development and governance leadership development. Both the college and district encourage ideas for improvement to be brought through administrative channels as well as shared governance channels.
IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning and special-purpose bodies.	SH	All committee structures have established roles, missions and membership.	SH All committee structures have established roles, missions and membership.
IV.A.3. Through established governance structures, processes and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These collegial consultation processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	This is a shared responsibility.	SH This is a shared responsibility.
IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with accrediting commission standards, policies and guidelines, and commission requirements for public disclosure, self-study and other reports, team visit and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the commission.	SH	This is a shared responsibility.	SH This is a shared responsibility.
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility			

Map of Functional Responsibilities (continued)			
		College	District
IV.A.5. The role of leadership and the institution's governance and decision-making structures 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.	SH	The governance structure at the college is fluid and is likely to change regularly based on evaluation of its effectiveness.	SH The district also reviews its governance structure and modifies committee membership and roles to improve effectiveness.
IV.A.5.a. Decision-Making Roles & Processes	P	The college has its unique participatory governance process and its unique administrative decision-making processes which makes recommendations to the college president on collegewide matters.	SH The district has participatory governance committees for budget, technology and human resources. Each of these subcommittees report to the Chancellor's Advisory Council, which is the overarching shared governance committee for the district and provides the linkage back to the colleges for each of the stakeholders represented. The district administrative committees are the Chancellor's Staff, senior staff and the all-administrator/supervisor meetings which are used to develop and review districtwide issues and recommendations.
IV.B. Board & Administrative Organization	P	The college assumes responsibility for administrative organization and decision making within the college.	P The district assumes responsibility for administrative organization and decision making within Central Services; The chancellor assumes responsibility for the board of trustees and all agendas for the board as well as the audit and finance subcommittee of the board. The vice chancellor of business services assumes responsibility for citizens bond oversight agendas and meetings.
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility			

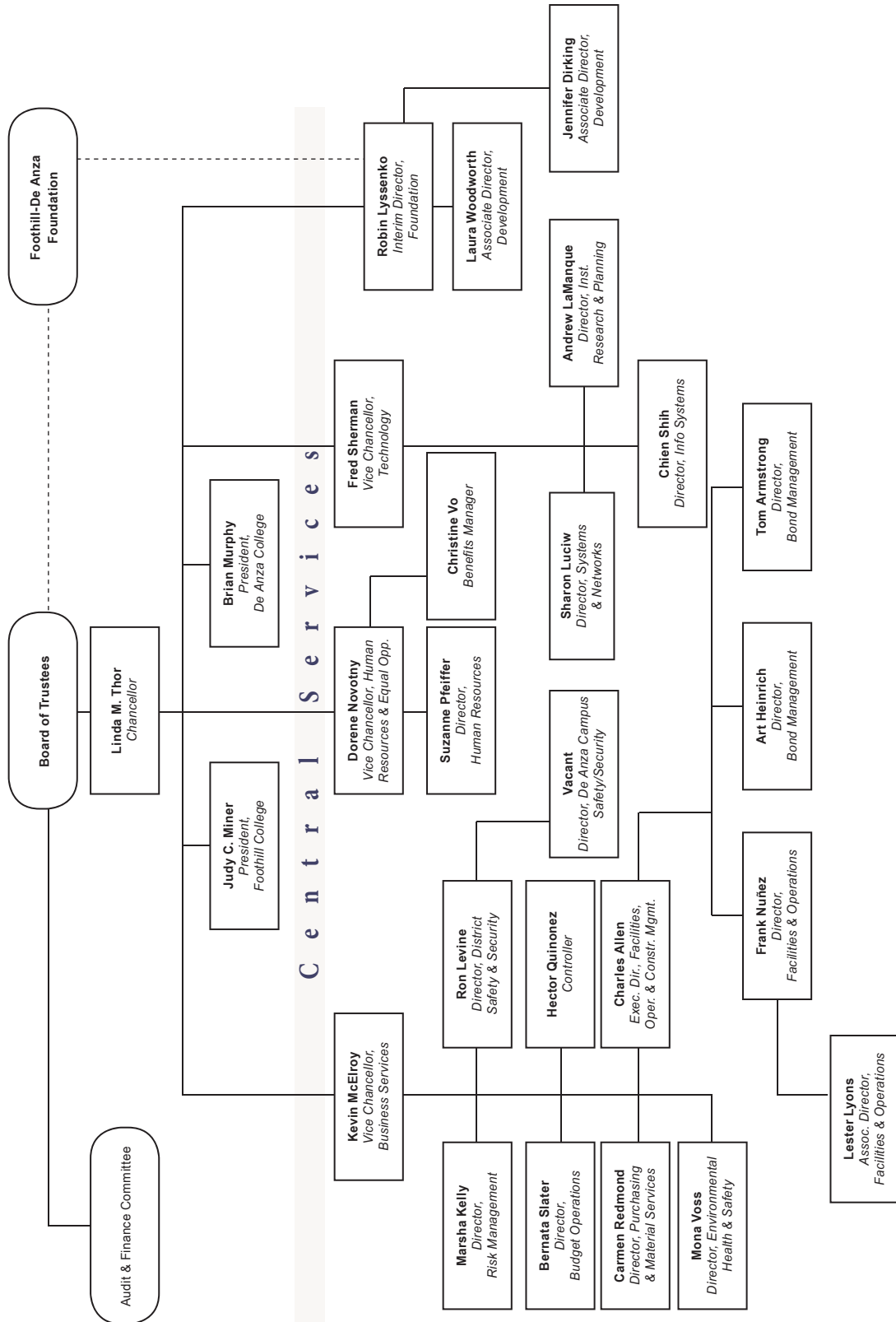
Map of Functional Responsibilities (continued)			
	College		District
IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity and effectiveness of student learning programs and services, and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	This is a support role for the college.	P The board has a formal and transparent process for selecting the chancellor. The board is subject to the evaluation of the entire district when a member is up for re-election.
IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	The college president is clearly charged with this role.	S The board supports the chancellor in the selection of the college presidents and their evaluation on an annual basis.
IV.B.3. In multi-college districts or systems, the district/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	The college supports and contributes to the development of the district strategic plan through the Chancellor's Advisory Council.	P The board sets these standards through its strategic plan and identifies who is responsible for carrying out the objectives within the plan.
Key: P = Primary Responsibility; S = Secondary Responsibility; SH = Shared Responsibility			

Organization of the Institution



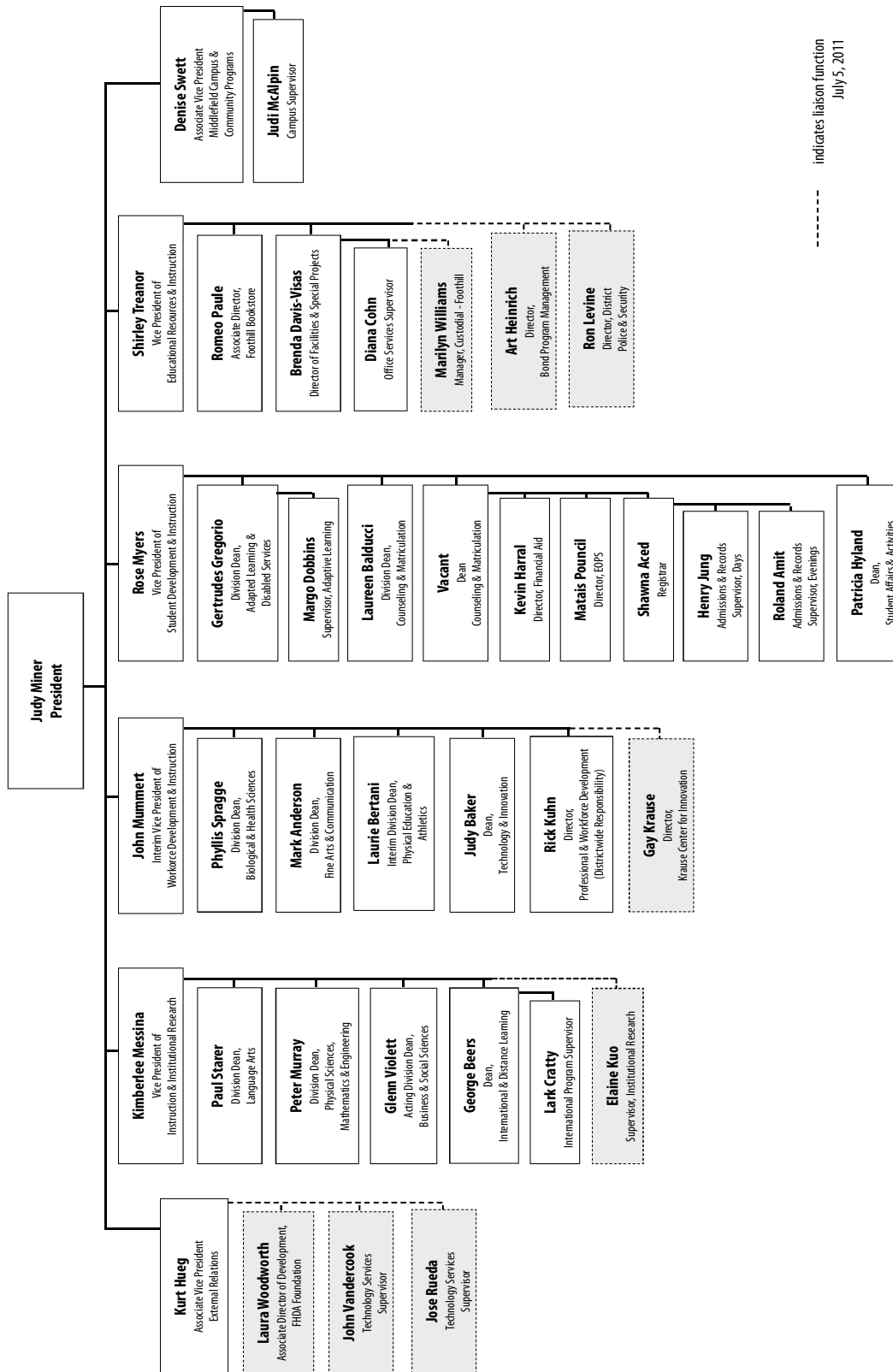


Foothill-De Anza Community College District Administrative Reporting Structure



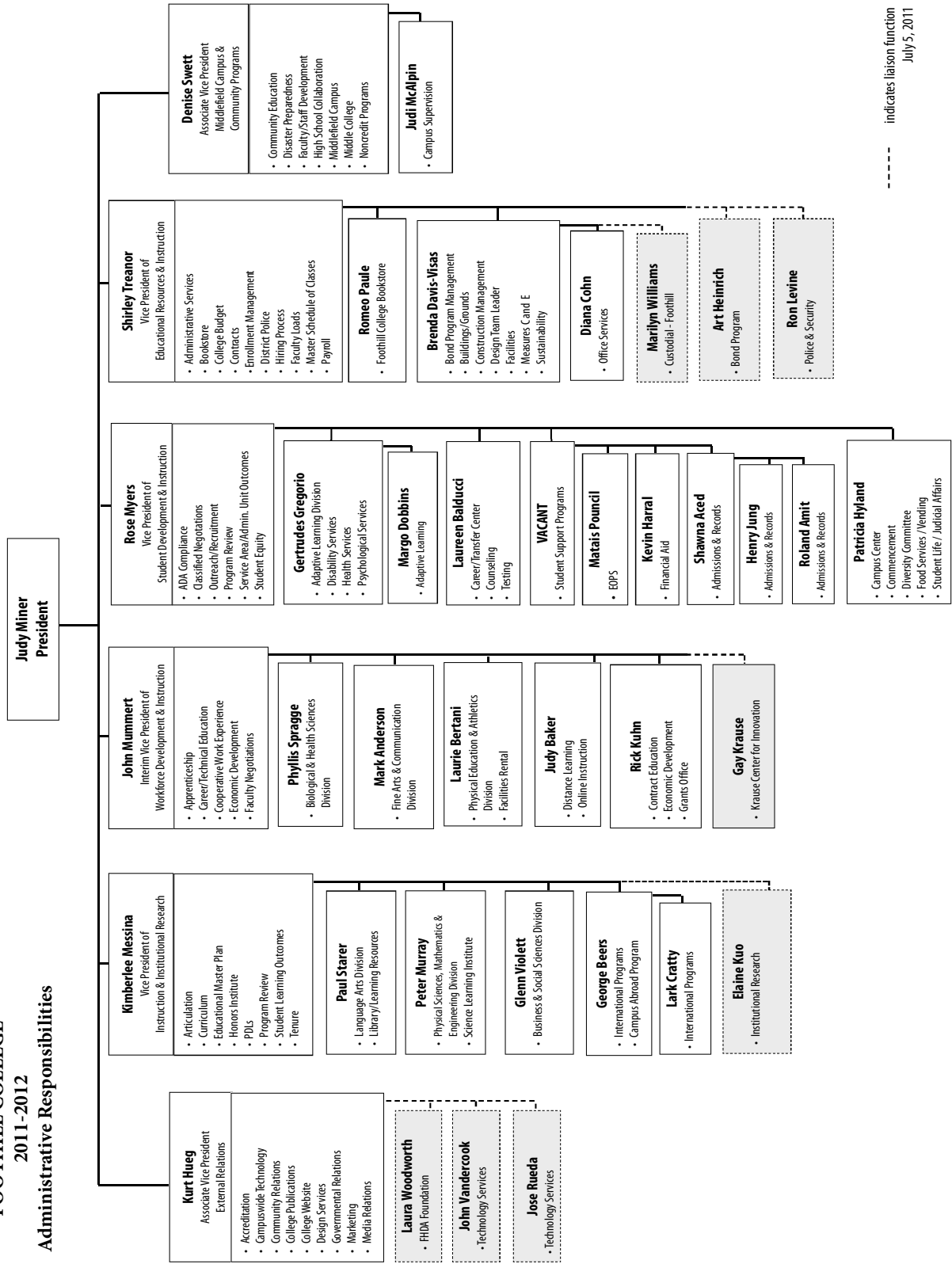
April 2011

FOOTHILL COLLEGE
2011-2012
Administrative Reporting Structure



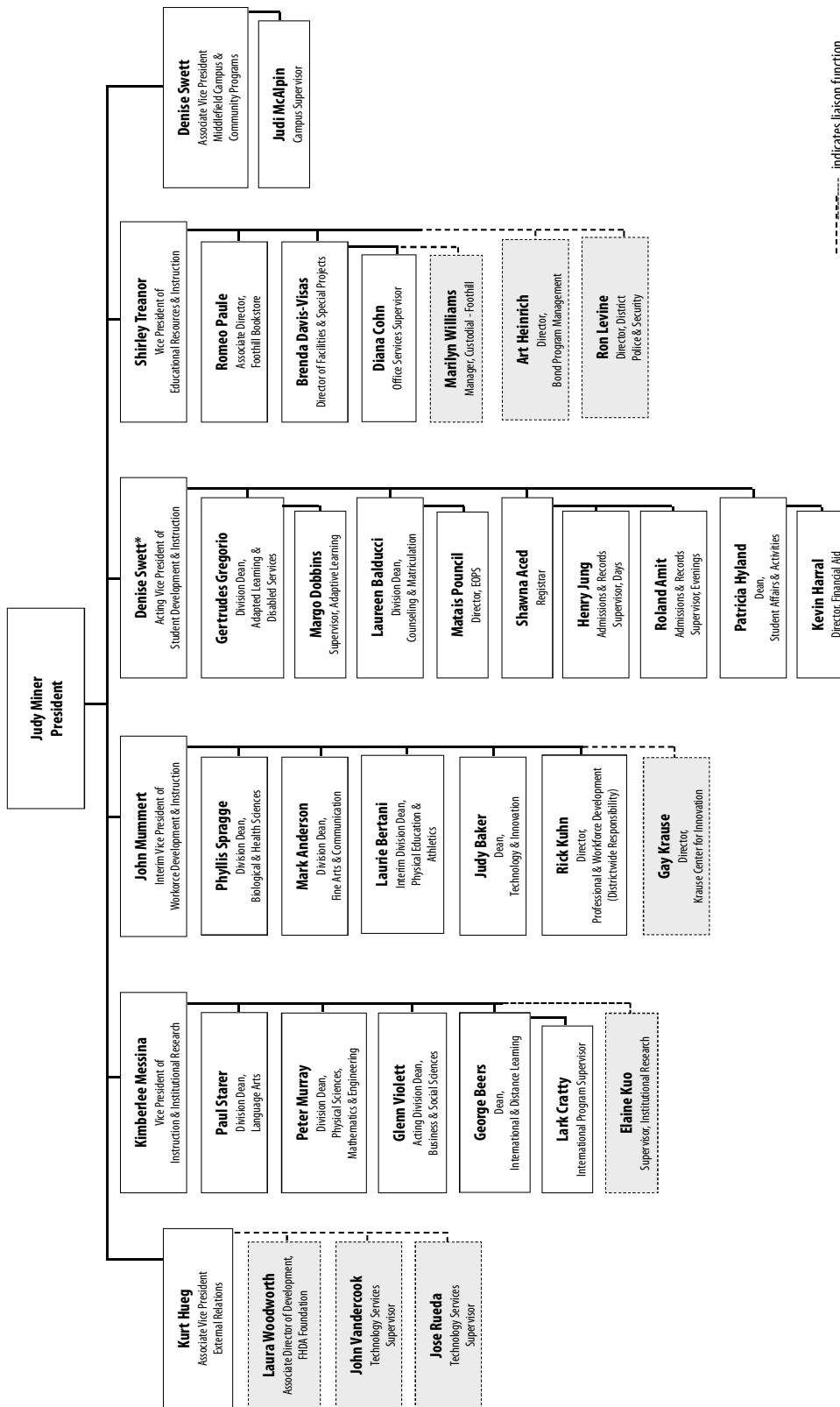
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 July 5, 2011

FOOTHILL COLLEGE
2011-2012
Administrative Responsibilities



----- indicates liaison function
 July 5, 2011

FOOTHILL COLLEGE
Summer/Fall 2011–2012
Administrative Reporting Structure

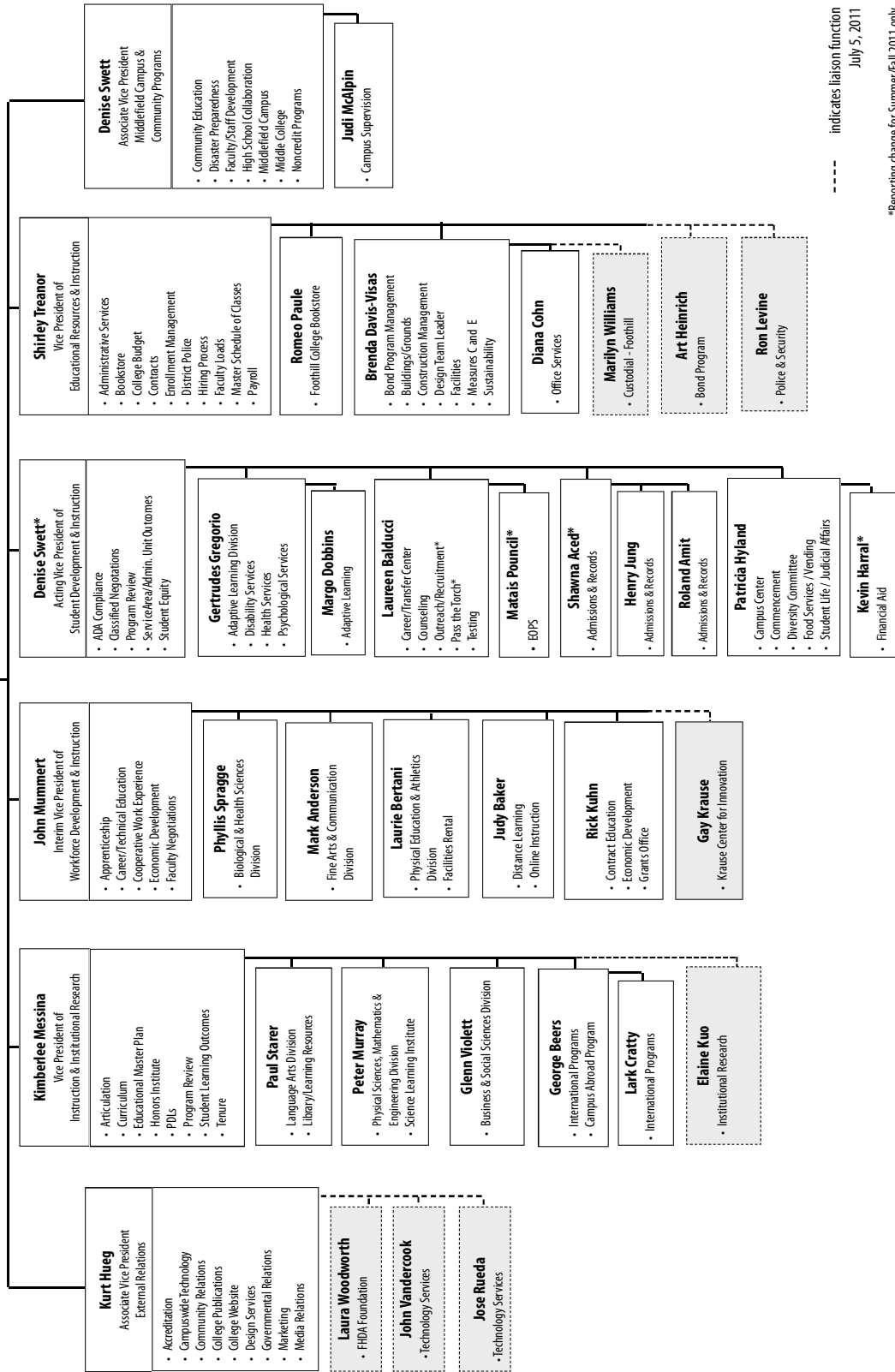


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*Reporting change for Summer/Fall 2011 only

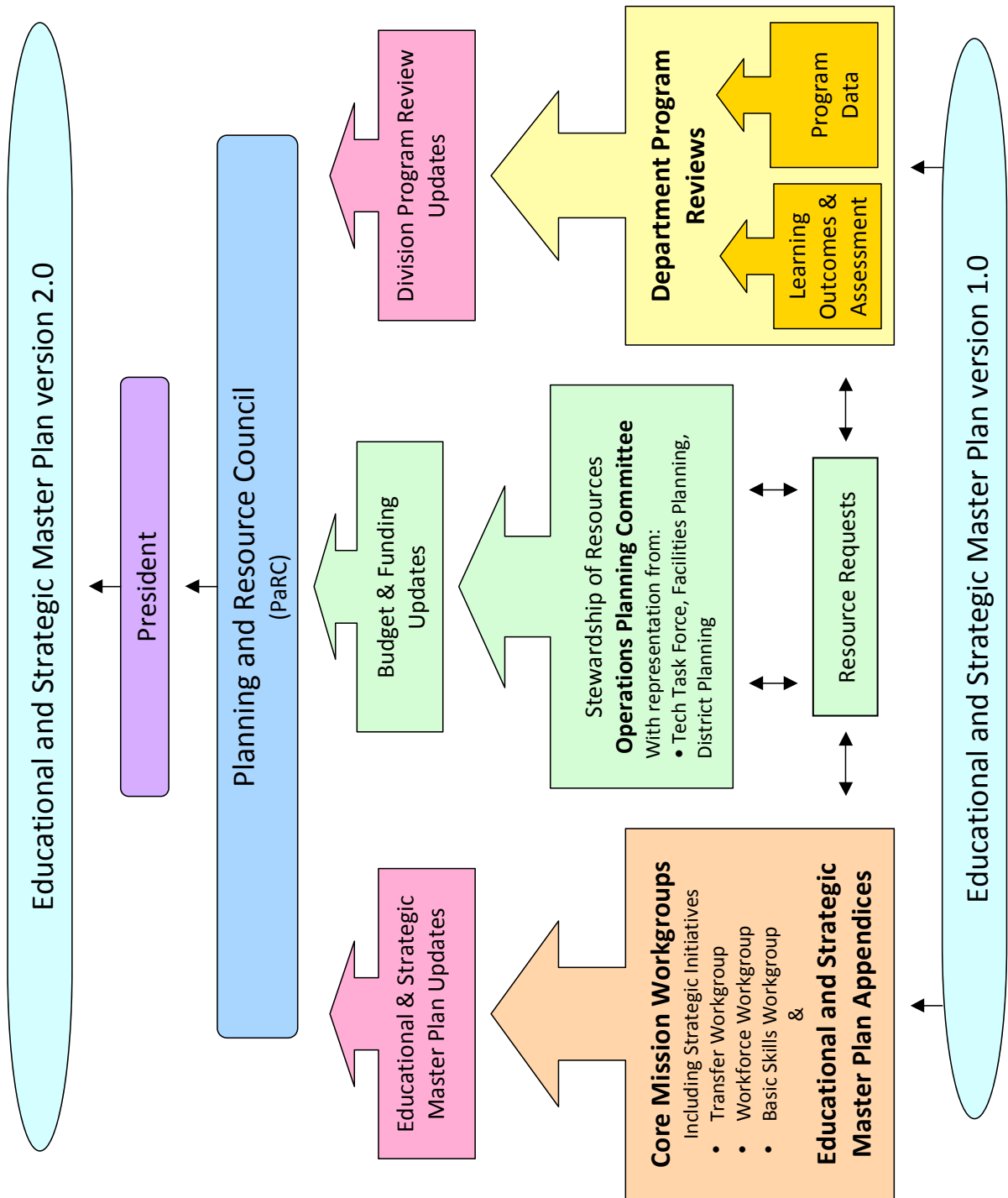
FOOTHILL COLLEGE
Summer/Fall 2011–2012
Administrative Responsibilities

Judy Miner
President



--- indicates liaison function
 July 5, 2011
 *Reporting change for Summer/Fall 2011 only

Foothill College Governance Structure



Responses to Recommendations from the Most Recent Comprehensive Evaluation





Responses to Recommendations from the Most Recent Comprehensive Evaluation

The following section outlines each recommendation from the *Foothill College 2005 Accreditation Self-Study*, and provides details regarding how the college addressed each recommendation.

Evaluation Team's Recommendation #1

Standard I.A.

Mission & Institutional Effectiveness

“In order to fully meet the standard, the team recommends that the institution revise its mission statement to include its intended student population.” (Standard I.A).

Following the site team's recommendation, Foothill College responded by conducting a thorough review of its mission statement, with the goal of aligning the mission with the college's intended student population. An initial review in 2006–2007, following the team's recommendation, found that the college defined its mission in terms of a vision and core ideology statement, and did not clearly outline the college's stated mission with enough clarity. This review resulted in an update published in 2006–2007 that identified the mission along with vision, values and purpose and provided better clarity describing the college's intended student populations.

In 2008, with the inauguration of President Judy C. Miner, a continued dialogue around college mission, institutional planning and resource allocation led to

the formation of the Educational & Strategic Master Planning (ESMP) Task Force and the Integrated Planning and Budget (IP&B) Task Force. The ESMP Task Force began the drafting of an updated mission statement, which would supersede the college's vision and purpose statements, and become the penultimate statement about our mission and our intended student populations.

As described in detail within Standard IA, this process involved college visioning exercises, dialogue across all college constituencies and resulted in a new mission statement adopted by the college Roundtable in June 2009, and ultimately adopted by the Foothill-De Anza Community College District Board of Trustees in June 2010. The college has since scheduled an annual review of its mission statement through its new governance group, the Planning and Resource Council (PaRC), and scheduled a thorough review and re-adoption of the mission statement every three years. The next thorough review will occur in 2012.

Evaluation Team's Recommendation #2

Standard I.B.6.

Mission & Institutional Effectiveness

“In order to assure the continued effectiveness of its ongoing planning and resource allocation processes, the college should establish clear written policies and procedures that demonstrate and formalize the flow of its planning protocol. Furthermore, these written policies should delineate the roles and responsibilities of the various college planning groups.” (Standard I.B.6)

Since this recommendation came from the site visit team in 2006, Foothill College has made significant changes to its ongoing planning and resource allocation model, to create a transparent process that is directly tied to program review, institutional, program, service and student learning outcomes. In 2008, recognizing

that the current governance structure needed review and assessment, President Judy C. Miner convened two task forces to investigate new structures around college mission, institutional planning and resource allocation, and the college master plan. The two groups included the Educational and Strategic Master Planning (ESMP) Task Force and the Integrated Planning & Budget (IP&B) Task Force.

With collegewide representation and through the leadership of the vice president of instruction, the college researcher, deans, faculty and staff, the IP&B Task Force worked throughout Fall 2008, and by the end of Spring 2009, had drafted an entirely new budget and planning

structure and governance handbook, with student learning outcomes and program review as the base, and a new collegewide governance group, the Planning and Resource Council (PaRC), at the top. The structure included a bottom-up resource allocation process starting with program review, and channeling up through strategic initiative-based governance groups to PaRC, which would eventually make resource allocation and planning recommendations to the college president.

The new planning structure was adopted beginning in Fall 2009, and during the 2009–2010 academic year the college used this new structure for the first time to approve resource requests and to allocate full-time positions for both faculty and non-instructional positions. In Spring 2010, the new structure was evaluated by a survey to assess how well the components were integrated into the process, what level of informed decision making was occurring and how these decisions were tied to the strategic initiatives of the college mission. Feedback from the survey was gathered and the 2010 IP&B Task Force was re-convened to improve the governance and resource allocation process. The

task force concluded that the college was struggling with several aspects of the structure, including the newly formed strategic initiative planning groups. Through the evaluation of this feedback in Summer 2010, a modification to the structure was proposed in Fall 2010, changing the strategic initiative groups to three core mission workgroups, aligning the work of several groups already in existence: the basic skills workgroup, transfer workgroup, and career and work force workgroup. This updated structure allowed the college to better utilize the talents of its mission-based workgroups and to focus and align their efforts on the critical goals that the college has set forth in these areas. In addition, the improved structure created a more substantial role for a budget-based group, the Operations Planning Committee, which reviews all resource requests prior to going to PaRC. Detailed description of the new integrated planning and budgeting process is included in multiple standards within this document, including Standards IA, IB and IIA. There is a planned annual assessment of this structure built into the IP&B planning calendar.

Evaluation Team's Recommendation #3

Standard I.B.7.

Mission & Institutional Effectiveness

“In order to increase effectiveness, the team recommends that to increase program effectiveness, the college undertake a detailed evaluation for all programs in student support and other non-instructional areas.” (Standard I.B.7)

Foothill College undertook a comprehensive review of student services and non-instructional areas following this recommendation. The college assessed its current mechanisms for reviewing programs and has since taken steps to increase evaluation. These steps include the new annual program review process, student surveys and analysis of service program functions.

In the student services areas, program review and evaluation has focused on the student intake process or first-contact experience, and analyzed how new students were guided through our process. The results have shed light on roadblocks for students navigating first-contact support offices such as financial aid, outreach and counseling, and have also identified areas of high student satisfaction, such as the online registration process, refuting many perceptions of

the campus community that the system was not working. The resulting program review efforts led to improved efficiency in the intake process and to a stronger understanding of student satisfaction levels with current services, and areas that needed focus for improved efficiency.

This evaluation and reflection is now embedded in the annual program review process in which all departments participate. Program review is collaboratively completed by faculty and staff who work within a department or program, and the information is then shared with the division and college.

To assist the process, and to focus the review of programs, the college now utilizes service area learning outcomes (SAOs) for all student services areas, and administrative unit outcomes (AUOs) for all non-instructional areas. These targeted outcomes describe what a student will understand or learn after receiving a service, as well as focus dialogue and review within departments. As documented in two follow-up letters requested by the commission, Foothill College has made continuous and sustained progress toward

student, service and administrative unit outcomes and is now in its second cycle of assessment for the SAOs and AUOs. The SAO process continues to broaden as

the college implements its new TracDat software for all program review and student learning outcomes (SLOs) cycles starting with the 2011–2012 academic year.

Evaluation Team's Recommendation #4

Standard II.A.2.a.

Student Learning Programs & Services

“The team recommends that all instructional and non-instructional areas inclusive of student services and other administrative service areas further develop well-defined and measureable student learning outcomes and evaluate these outcomes to increase effectiveness.”

Since this recommendation, the college has sent a midterm report and two subsequent follow-up letters to the commission detailing its progress in meeting the standard and the 2012 deadline for full compliance. The first follow-up letter was received by the commission in October 2009, and the second was received in October 2010. The commission notified Foothill College in February 2011 that it has accepted the 2010 follow-up letter and expected to see continued and sustained effort and compliance in the area of well-defined and measureable student learning outcomes and evaluating them to increase effectiveness.

Included in the 2010 follow-up letter was a comprehensive overview of the “extraordinary effort toward developing and assessing, on a continuous and sustainable cycle, Institutional Learning Outcomes

(ILOs), Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Service Area Outcomes (SAOs) and Administrative Unit Outcomes (AUOs).” In addition, the letter identified timelines and procedures currently in place to monitor ongoing assessment and continuous quality improvement to meet the proficiency level for institutional effectiveness in SLOs by Fall 2012.

As described by the rubric, proficiency in this area includes SLOs being in place for courses and programs, using results of these SLO assessments for improvement of institutional practices and appropriate resources continuing to be allocated and fine-tuned. These components of the rubric are a part of the continuing agenda of the college, led by the SLO coordinators, which has made great strides with the help of outstanding efforts of faculty and staff. Future plans involve program-level Student Learning Outcome Assessment (SLOA) beginning in Fall 2011, a broader and deeper integration of the SLOA cycle with budget and planning through a new software implementation, and a program review process that further embeds SLOA data into departmental reflection.

Commission Action Letter Recommendation

Standard III.D.2.c.

Resources

“The commission recommends that the district develop and implement a plan to address the unfunded post-retirement liability.” (Standard III.D.2.c)

The Governmental Accounting Standards Board (GASB), an independent, nonprofit organization, was formed in 1984 to establish standards for financial accounting and reporting for local and state governmental entities that are issued *GASB Statement 45, Accounting & Financial Reporting by Employers for Post-Employment Benefits Other than Pensions*.

GASB 45 is an accounting statement that requires community college districts to treat the unfunded post-employment benefit obligations on an accrual basis rather than on a pay-as-you-go cash basis. *GASB 45* was

effective in FY 2007–2008 for districts with revenues of \$100 million or more. *GASB 45* requires participating districts to recognize and disclose the liability and supplementary information. The Foothill-De Anza Community College District (FHDA) is fully compliant with *GASB 45*. FHDA was an early implementer and an active participant in forming a statewide community college retiree benefits irrevocable trust through the Community College League of California (CCLC). FHDA joined the Joint Powers Authority (JPA) established by the CCLC and began making contributions in FY 2006–2007. Beginning in FY 2009–2010, FHDA contracted with the CalPERS California

Employers Retiree Benefit Trust (CERBT) Program and transferred the funds held in the CCLC Program to CERBT.

FHDA has commissioned annual actuarial studies to refine its obligations. The most recent study, dated August 5, 2010, identified the total actuarial accrued liability as \$106,692,763. At the June 7, 2010, meeting of the FHDA board of trustees, action was taken to transfer \$711,314 budgeted for fiscal year 2009–2010 to the irrevocable trust in order to fully fund the Annual Required Contribution (ARC). Further action included direction that the budget for 2010–2011 includes a contribution of \$400,000 to fully fund the ARC for FY 2010–2011. The \$400,000 funding contribution is calculated using a three-year smoothing by averaging the funding obligations of FYs 2008–2009, 2009–2010, and the unfunded obligation reported on the *Actuarial Study of Retiree Health Liabilities* dated August 5, 2010. Lastly, FHDA has made contributions totaling \$4,661,801 as of June 30, 2010.



Standard I: Institutional Mission & Effectiveness

Tri-Chairs & Steering Committee Members

Faculty:

Simon Pennington *Instructor, Fine Arts & Communication Division*

Classified:

Rosalinda Jen *Division Administrative Assistant,
Physical Education & Athletics Division*

Administration:

Matais Pouncil *Director, EOPS Program*

Team Membership

Mia Casey *Special Assistant to the President*

Darya Gilani *Coordinator, Office of Instruction &
Institutional Research*

Gertrude Gregorio *Dean, Adaptive Learning Division &
Disability Services*

Elaine Kuo *College Researcher,
Institutional Research & Planning*

Andrew LaManque *Executive Director,
Institutional Research & Planning,
Foothill-De Anza Community College District*

Steve Mitchell *Coordinator, Volunteer Center*

Cara Miyasaki *Instructor, Biological & Health Sciences Division*

Sindy Olsen *Division Administrative Assistant, Fine Arts &
Communication Division*

Nhung Tran *Program Coordinator, Adaptive Learning Division &
Disability Services*

Donna Wolf *Administrative Assistant, EOPS Program*



Standard I: Institutional Mission & Effectiveness

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

Foothill College Mission Statement

“A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning or transfer, the members of the Foothill College community are dedicated to

the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation and the global community to which all people are members.”

I.A. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

As a leader among California’s community colleges since its founding in 1957, Foothill College defines its mission through a careful, thoughtful and comprehensive dialogue with its community and students, faculty, staff and administrators. To ensure that the institution remains committed to the planning process, Foothill College places a high value on a mission that emphasizes its student populations, core values and purposes. The mission is regularly evaluated by using indicators of success, and is reviewed at the college level to systematically improve the basis for all integrated planning. To maintain its leadership role in providing students with transfer, career and vocational opportunities, Foothill College has adopted a rigorous review process to determine that its mission, academic programs and services are appropriately aligned.

Foothill College’s mission is also guided by the three primary missions of the California Community Colleges system as set forth in *Education Code Section 66010.4*. This first primary mission states that the college offers lower-division academic and vocational instruction to its diverse student population. Additionally, the code states that the college provides instruction for students with basic skills needs, English as a second language (ESL) instruction, student support services to help retain students and noncredit instruction. A third primary mission of the California Community Colleges is to advance the work force and

global competitiveness that contribute to economic growth and improvement. Foothill College currently offers community service courses and programs that support the state’s educational goals and are compatible with the institutional mission statement.

The three primary missions set by the state helped shape Foothill College’s four core missions of basic skills, transfer, work force and stewardship of resources that are evident in the college’s master planning processes and are expressed in its mission statement [I.A.1]. These core missions manifest in the basic functions of the college, which include granting associate in arts and associate in science degrees and certificates in work force and career programs, and providing courses in basic skills development in subjects necessary to advance students to college-level coursework.

The college is committed to providing a range of instruction and services as diverse as the student population it serves. Foothill’s more than 16,000 students (as of Fall 2010), make up a dynamic and successful community of scholars. Although roughly 25 percent of students [I.A.2] who attend Foothill reside within the Foothill College service area (24.8 percent in Fall 2010) [I.A.2], many of our students come from the greater Bay Area, with the majority of students residing in Santa Clara County (63 percent in Fall 2010) [I.A.2].

Overall, student population has been steadily increasing over the last five years, rising by 3.9 percent in Full-Time Equivalent Students (FTES) and 3.2 percent in unduplicated headcount. In addition to overall population growth, this increase is likely due in large part to the economy, as difficult job markets encourage new students to attend college, returning students to seek new credentials and skills, and impact entry and availability of courses at four-year institutions. In Fall 2010, 26.8 percent [I.A.2] of students attending Foothill possessed a bachelor's or higher level degree.

Understanding the needs of the student population ensures that academic excellence continues to thrive as part of a continuous effort, and the mission statement reflects the institution's commitment to serve those seeking educational opportunities.

The institution's current mission statement was initially adopted by the college Roundtable on February 24, 1999 [I.A.3], and collaboratively updated on June 24, 2009 [I.A.4]. The Foothill-De Anza Community College District Board of Trustees formally adopted it in June 2010.

Foothill College also utilizes a vision statement [I.A.1] to describe the direction of the college: "Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. By necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College is committed to providing students with the necessary student

support services, outstanding instruction and multiple opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception."

To assist the college in evaluating and facilitating dialogue regarding the effectiveness of the mission, the following quality indicators [I.A.1] measure Foothill's success:

- Access: Educational Opportunity for All
- Student Success: Completion of Student Goals
- Pedagogy, Scholarship & Assessment of Learning
- Climate for Learning
- Fiscal & Enrollment Stability
- Reputation: Innovation & Distinction

Foothill College was spurred by the 2005 accreditation team visit to be more reflective and evaluative regarding the college mission and planning process. This work will be further explored in the following sub-standards. The cycle of improvement within the planning process will be identified, and there will be discussion about how the core missions are directly related to the Student Learning Outcomes & Assessment Cycle (SLOAC). This cycle uses the reflection and assessment of student learning at the course, program, service area and administrative unit up through the institutional level to measure the skills, knowledge and abilities that the student gains from the instruction and services the college provides. This process will be further detailed in Standard II.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character and its student population.

Descriptive Summary

It is necessary to have a strong purpose and mission in order to align the offerings of the college with the needs of the student population it serves. Foothill College has made continuous efforts to establish dialogue surrounding how instruction and services are aligned with its mission and vision.

By recommendation of the site visit team from its 2005 *Accreditation Self-Study* [I.A.5], dialogue and evaluation of the college mission statement and its description of the student population began in

the 2007–2008 academic year. As a result, two task forces were formed to address the specific suggestions related to the mission statement, strategic planning and defining the student populations [I.A.6]. The Educational & Strategic Master Planning (ESMP) Task Force worked on revising the college's mission statement, building the next educational master plan and identifying several collegewide three- to five-year strategic initiatives. The Integrated Planning & Budget Task Force (IP&B) was formed concurrently to evaluate the college's strategic planning and budgeting process. This group's focus was to draft a new strategic planning

process for the college with program review at its core, and to ensure continuous quality improvement through strategic budget allocations.

In order to accurately define the student populations and to align the mission to better serve those populations, the ESMP task force used data from a variety of sources:

- District master plan data
- Environmental scan data
- Demographics, industry and economic data, education data
- Environmental and societal forecasts
- Predictions on social and cultural trends

Using these demographics to define the population, the college continues to assess student learning and support needs through the student learning outcome assessment cycle.

Assurance of compliance with the college mission begins with use of the mission as a foundation for all aspects of Foothill College's academic endeavors. As noted in the mission, "through basic skills, career preparation, lifelong learning or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students." Courses and programs are built upon this foundation by establishing connections between the classroom and these basic skills, transfer, lifelong learning or career goals. At the highest level of connection between the classroom and these core mission goals, the college has determined its institutional core learning outcomes as the 4-Cs of communication; computation; creative, critical and analytical thinking; and community/global consciousness and responsibility. At the program-level, established program-level student learning outcomes define the focus of the course of study for each academic program. To further define this connection between each program and core learning outcomes, every course at Foothill includes at least one or more of these core competencies as a basis of their learning outcomes. Student learning outcomes (SLOs) also define the specific connections between a course, the outcomes of the program and the institutional student learning outcomes [I.A.7].

For purposes of differentiating student services from instructional outcomes, Foothill College uses the term Service Area Outcome (SAO) to describe those outcomes directly related to student service areas. These areas may have actual instructional components

(e.g., learning communities and counseling) and also include areas that do not have instruction (e.g., Admissions & Records Office, Student Success Center, outreach, financial aid and assessment). SAOs describe what students are expected to achieve and are able to demonstrate in terms of knowledge, skills and values upon completion of receiving a service, attending a workshop or participating in a program. SAOs therefore answer the question: What will students be able to think, know, do or feel because of a given Foothill College support service experience?

In order to make the SAOs connect seamlessly with instructional SLOs, all service areas maintain their focus on the concept of student development through the lens of the college's institutional core learning outcomes or 4-Cs, which are communication; computation; creative, critical and analytical thinking; and community/global consciousness and responsibility.

In the 2009–2010 academic year, the student services areas developed, assessed and reflected upon two to three SAOs per area. During this time, the SAOs developed in 2008 were re-defined and further assessed. As part of this process, reflections were completed for 88 percent of the SAOs developed [I.A.8]; summary data for all student services departments is available online and in the college's curriculum management system. To complete the assessment cycle, program reviews completed for each service area were conducted in alignment with the resource allocation process and are located online [I.A.8].

An example of the dialogue on institutional effectiveness occurred during the 2007–2008 academic year, when the student services programs conducted the "Why" exercise on operational practices and policies in all of their areas. This exercise allowed individuals in these programs and departments to ask why certain functions, programs and processes existed, as they related to service to students. The goal of the exercise was to streamline service; to make student access more efficient and to reduce student wait-time at student service access points. This exercise also served as an opportunity for programs to reflect on the efficiency and relevance of services in their respective areas. After the questions were composed, the areas and program staff then embarked upon fact-finding to answer the questions. The response was robust, leading to changes and modifications of services and processes to assist students. The results and changes were then reported out by each area representative to a broad base of college administrators and staff at an administrative council meeting.

In 2008–2009, an external customer service report was conducted of Foothill’s student services by Pam Cox-Otto from Interact Communications. This study analyzed the intake and interface of the student service areas to better understand the experiences of students as they receive services, and to assess student satisfaction with numerous processes such as registration, the website and financial aid. The survey results and analysis provided key insight into improving the intake process for new students and for providing evidence to long-held assumptions about the student experience, including debunking some myths about student satisfaction. For example, at the time, there was a strong feeling among staff that students were very unhappy with the online registration system. The survey showed high satisfaction with the system, as well as high satisfaction with admissions and records in general. However, the survey found students were confused about how to begin their experience at the college, and the resulting analysis showed that the college had a disjointed process for student intake, with multiple offices serving the same purpose, no clear guidelines for students to follow and inefficient use of counselor and staff time in many areas. Following several collegewide meetings with student services staff and others, the result was a streamlined process for student intake, which improved access and was directly tied to the college mission. In addition, the self-reflective, research-driven process led to improvements to the college website for incoming students, and a better utilization of staff resources in the intake process for new students [I.A.9].

Using data from the state-published *Accountability Reporting for the Community Colleges* (ARCC), Foothill College has demonstrated an annual successful course-completion rate of more than 80 percent for basic skills courses over the last six years (data joined with Performance for Excellence (PFE) data for prior years). The college has also maintained a consistent high success rate of approximately 90 percent for annual course completion rate for credit vocational education courses. In addition, Foothill has seen positive increases in both the Fall-to-Fall persistence rates of first-time students with six or more units and in the percentage of students earning at least 30 units over six years of tracking.

Using data and the guiding principles established by the 2008–2009 ESMP Task Force [I.A.10], a campuswide visioning process was held to elicit feedback and conversation about the student population and the processes by which the college can effectively serve them. To align the educational master planning work with the new mission

statement and the re-visioning of campus governance, the IP&B Task Force developed a new planning and budgeting structure, with program review and student learning outcomes at its foundation. This new model was introduced in Summer 2009 and led to a greater focus on program review-driven resource allocation of inclusive shared governance and transparent budget allocation processes. Ultimately, the new model is intended to lead to sustainable quality improvement through a cyclical mode, enabling the college to more effectively use resources to drive the strategic plan and to support student learning.

In updating the college’s master plan, the ESMP Task Force used the new mission statement as its foundation and created a dialogue with college constituents about trends and demonstrative data regarding progress in meeting the core missions of basic skills, transfer and work force instruction [I.A.11]. This dialogue led the ESMP Task Force to organize a comprehensive update to the college’s master plan. The new ESMP was adopted in June 2010. The new plan features long- and short-term planning and goals, and is currently undergoing its next revision, to be completed in Summer 2011. Each year, the ESMP will be used in conjunction with the *State of the College Report* to inform the board and college community of the latest directions and advancements along with goal and project timelines. The responsibility of updating each version and the actual writing of the projects and goals is the responsibility of the core mission workgroups.

In the 2009 *State of the College Report* [I.A.12], the president stated that Foothill College maintains a focus on transfer, career technical education, basic skills and engagement with the entire campus in the prioritization of human and financial resources. This annual report to the board of trustees on institutional effectiveness includes numerous datasets on student learning, demographics, achievement and completion. Foothill College’s core missions focusing on basic skills, transfer, work force and stewardship of resources continue to be echoed by local efforts, state reports, legislative reports and strategic initiatives throughout California.

Foothill College’s mission statement now more accurately describes the college’s commitment to offering programs and services to help students succeed, to serve the needs of the community and to provide a variety of ways for students to access higher education programs. More description of these efforts and their direct relationship to student learning outcomes will be detailed in Standard II.

Self-Evaluation

The college meets the standard. The college offers curriculum and programs for a diverse range of students seeking skills, degrees, services and support that fall into one of the core mission areas of basic skills, transfer and work force. Additionally, the college is committed to serving all segments of its community by maintaining quality programs, continuing to identify new educational needs and developing programs to meet these needs. These instructional programs aim to address the needs of students and their educational goals.

In the 2010–2011 academic year the college offered:

- 40 Associate in Arts Degree Programs
- 32 Associate in Science Degree Programs
- 56 Certificate of Achievement Programs
- 25 Career Certificate Programs
- 33 Certificate of Proficiency Programs
- 29 Certificate of Specialization Programs
- 27 Skills Certificate Programs
- 3 Non-Credit Certificate Programs

Services such as Extended Opportunity Program & Services (EOPS), Adaptive Learning & Disabled Student Services and the Career/Transfer Center are a few of the well-established services at Foothill College that demonstrate the breadth of programs and services that seek to meet the needs of the student population. The goal of these student services is to retain, matriculate and graduate students, along with providing them opportunities for leadership, civic engagement, cultural exchange and academic introspection.

The college is committed to identifying and supporting students from under-represented populations and ensuring their academic and social success. This issue has been addressed by creating small learning communities and student service programming that are diverse and inclusive. Examples include Puente and Mfumo (a one-year learning

community that assists students as they progress from the English 100 course through English 1A). Puente and Mfumo participants also receive academic counseling and mentoring programs such as Brother to Brother, Sister to Sister and Pass the Torch (a program that matches two students in peer study teams for English composition, ESL and mathematics courses).

Foothill College is also making strides to reach new populations of students and potential degree-seeking students through noncredit course development. These courses, such as parenting and ESL, are offered at the Foothill College Middlefield Campus, located at the Cubberley Community Center in Palo Alto. This full-service campus houses Foothill's popular Paramedic, Emergency Medical Technician (EMT), Pharmacy Technician and Child Development programs, and aims to further invite community participation in the college's educational offerings.

Even in the face of budget reductions, Foothill College is committed to offering students outstanding service through its Student Success Center, Counseling, Testing, EOPS and Financial Aid offices. In addition, grant funding has helped create new service areas, such as the Veterans Resource Center, which opened in November 2010. This office provides a one-stop service center for returning veterans for academic counseling and assistance with admissions and records, financial aid and veterans affairs.

Foothill College regularly surveys students and conducts extensive internal and external student services surveys and evaluations. The college also continues to assess instructional student learning outcomes to ensure that the educational needs and goals of the student population continue to be met. The college will continue to participate in evaluative processes to ensure that instructional and student services continue to be consistent with the college mission, ensuring that they are efficient, effective and delivered with high quality.

Planning Agenda

None.

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

As described in Standard I.A.1, the approval and revision of the mission statement was a collaborative effort that involved all segments of the college community. During Fall 2008, a committee of the college's stakeholders that included classified professionals, faculty, administrators, students and community members drafted a revision that was reviewed by all constituents. Feedback was given, additional revisions were made and a final draft was developed and approved by the Foothill College governance structure.

The current college mission statement was approved by the college Roundtable on June 24, 2009 [I.A.4]. It was then formally approved by the board of trustees at its meeting on June 21, 2010 [I.A.13], as part of the annual *State of the College Report* presentation. The Foothill College mission statement is posted throughout the campus and can be seen in poster form in many public spaces, reminding students, faculty, staff and administrators of the institution's work and goals as a college community. The mission statement has been

formally institutionalized on the President's Office webpage [I.A.1], the *Educational & Strategic Master Plan* [I.A.14] and the *Integrated Planning & Budgeting Governance Handbook* [I.A.15].

Self-Evaluation

The college meets the standard. The recommendation from the 2005 site visit team to revisit the mission statement energized the campus community to strive for constant awareness of the needs of the population served and to remain current with the changing climate. In this regard, a system was implemented in the annual planning calendar to revisit and reaffirm or edit the mission statement on a three-year basis. This process is also intrinsically tied to the Student Learning Outcome Assessment Cycle (SLOAC) as well as the annual program planning and review process, which is described further in the following sub-standards.

Planning Agenda

None.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

At Foothill College, participatory governance is responsible for reviewing and affirming the college mission statement. This governance structure is grounded in the inclusion of faculty, staff, administrators and students in decision-making

processes. The inclusion of all constituent groups and varying viewpoints promotes effective collaboration in college planning. Following the 2009 adoption of the mission statement, a three-year planning calendar was implemented. This calendar dictates an annual affirmation and a three-year detailed review of the college mission.

Integrated Planning & Budget Cycle 2010–2011 Three-Year Cycle Summary				
Cycle Component	Summer	Fall	Winter	Spring
Core Mission Workgroups		Present their plans		
Divisions			Present their plans	
Departments/Programs		Complete Program Review	Submit Resource Requests	
<i>Educational & Strategic Master Plan</i>			Core Mission Workgroup Tri-Chairs set benchmarks	Updated version presented to PaRC
<i>Governance Handbook</i>	IP & B Task Force meets	Update and revise as needed		<i>Governance Survey</i> distributed and discussed
Learning Outcomes Assessment Cycle	Institutional Research makes adjustments to process	Course Level 3 rd week Program Level 12 th week	Course Level 3 rd week AUO Assessment	Course Level 3 rd week
Resource Allocation		Review next year's FTEF prioritizations	Collect all other resource requests	Prioritize FTEF for hire the year after coming Fall
Year 1 Additions (2009–2010)		Revisit Mission & Vision		
Year 2 Additions (2010–2011)			Re-visit Planning Agendas & <i>Self-Study</i>	Terms expire in PaRC
Year 3 Additions (2011–2012)	New members appointed to PaRC			

The participatory governance structure includes a broad base of constituents from the campus community. The academic and classified senates, the Associated Students of Foothill College (ASFC) and the collective bargaining units are all present at the highest participatory governance council, Planning and Resource Council (PaRC). Two-way communication between the individual members of PaRC and their constituent groups is critical for optimal functioning of this planning structure.

One example of campuswide dialogue around the mission and strategic planning began on April 15, 2009 [I.A.11], with a collegewide “visioning” exercise. The objectives of this “visioning the future” session were to bring voices together from around the campus; establish a foundation for future discussions; reaffirm and rework the mission, vision and values statements where needed; and examine planning assumptions and the data behind them that would be used by the college’s task forces to develop proposed strategic planning goals.

Following the visioning exercise, the data gathered was used to further participation, and a process was established to publish details regarding the various iterations of the proposed strategic planning goals, which were to be vetted by college stakeholder groups during Spring 2009.

This new shared-governance process was a result of the work of the Integrated Planning & Budgeting (IP&B) and the Educational & Strategic Master Planning (ESMP) task forces that led to realigning planning processes with the mission. The new processes and structure were drafted alongside the mission and became a part of the *Integrated Planning & Budget Handbook*, which was accepted at the same time as the revised mission statement, on June 24, 2009 and updated Oct. 20, 2010.

The PaRC guiding principles for integrated planning and budget state that decisions and initiatives should be aligned with the college mission, its strategic

initiatives and a focus on improving student learning. These guiding principles are used to make budgetary decisions, create new programs and eliminate current programs.

In Spring 2010, the annual shared-governance survey demonstrated a need to connect the work of PaRC more directly to the college mission [I.A.16]. In Fall 2010, recommendations were given to PaRC to make adjustments to the governance structure to build a stronger relationship between integrated planning and the mission. The recommendations included the reorganization of the strategic initiative groups to core mission workgroups.

Self-Evaluation

The college meets the standard. As the mission statement was substantially revised in Fall 2008 and Spring 2009, the guiding principles and groundwork completed will result in a more fluid and meaningful reflection process in the future. Foothill College will review its mission statement every three years and the opportunity for significant revision is embedded in the planning processes and calendar.

Planning Agenda

None.

I.A.4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The guiding principles of Foothill College [I.A.15] lay the framework for the integrated planning and budget procedures of the institution. The first of these guiding principles states that the institution “be driven by our mission and Educational & Strategic Master Planning goals.”

Guided by these principles, the Planning and Resource Council (PaRC) oversees and drives institutional planning agendas for each academic year. PaRC oversees all collegewide plans, including the *Educational & Strategic Master Plan* (ESMP) and *Instructional/Student Services/Administrative Program Plans & Reviews*, as they relate to the core mission workgroups.

The core mission workgroups are the four participatory groups whose role is to evaluate the effectiveness of their respective goals, metrics and targets by referencing the ESMP, research data and the collective planning of their members. The four core mission workgroups are transfer, basic skills, work force and the Operations Planning Committee (OPC). The OPC serves as the college budget oversight shared-governance group to address the core mission of stewardship of resources.

Using the *Integrated Planning & Budget Handbook*, the core mission workgroups, under the oversight of PaRC, make progress toward mission-based goals and

projects. Because the mission is divided into the four primary foci of basic skills, transfer, work force and stewardship of resources, participants in the planning process are able to have informed and purposeful discussions about priorities, program initiatives and student learning outcomes. These workgroups serve as the channel between broad, institutional goals derived from the mission and the outcomes and purposes of the departments their members represent.

Self-Evaluation

The college meets the standard. *The Integrated Planning & Budget Handbook*, also known as the *Governance Handbook*, describes in detail the structure and guiding principles based on the college mission. Since its inaugural year in 2009–2010, this new planning structure continues to be assessed and evaluated according to the three-year planning cycle, consisting of an annual review of how the mission is being integrated into planning. Tied to this annual assessment is a reaffirmation of the college mission that includes a thorough, in-depth revisit of the mission.

Planning Agenda

None.

Standard I.A. Evidence List

- I.A.1. Foothill College Mission, Vision, Values & Purpose <http://www.foothill.edu/president/mission.php>
- I.A.2. Foothill College 2010 Credit Only Headcount
http://www.research.fhda.edu/factbook/FHdemofs/documents/Factsheet_10f_cr_ODS_02-20-11FH.pdf
- I.A.3. Roundtable Minutes from February 24, 1999
- I.A.4. Roundtable Minutes from June 24, 2009
- I.A.5. Response to 2005 Accreditation Self-Study
http://www.foothill.edu/president/acc2011media/docs/FHaccred_Response2005.pdf
- I.A.6. Foothill College 2005 Self-Study <http://www.foothill.edu/president/acc2011media/docs/accred05.pdf>
- I.A.7. Foothill College Student Learning Outcomes Public Database
http://www.foothill.edu/schedule/learning_outcomes.php
- I.A.8. Service Area Outcomes Reporting
<http://foothill.edu/staff/irs/LOA/2010/0910-SAOReflectionsbyDepartment.pdf>
- I.A.9. Pam Cox-Otto, Interact Communications Student Services PPT
- I.A.10. ESMP Task Force 2008-2009 <http://www.foothill.fhda.edu/staff/irs/ESMP/ESMP.html>
- I.A.11. ESMP Task Force Presentation
http://www.foothill.fhda.edu/staff/irs/ESMP/docs/041509ESMP_Presentation.ppt
- I.A.12. 2009 State of the College <http://www.foothill.edu/president/documents/soc2009.pdf>
- I.A.13. Board of Trustees Minutes, June 21, 2010 <http://fhdafiles.fhda.edu/downloads/aboutfhda/62110Minutes2.pdf>
- I.A.14. Educational & Strategic Master Plan <http://www.foothill.edu/staff/irs/ESMP/index.html>
- I.A.15. Integrated Planning & Budget Handbook http://www.foothill.edu/staff/irs/Approved_GHB_102010.pdf
- I.A.16. 2010 Integrated Planning & Budget Task Force <http://foothill.edu/staff/irs/IPBP/IPB2010.php>

I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing: (1) evidence of the achievement of student learning outcomes; and (2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Descriptive Summary

Student success is the primary measure of institutional effectiveness at Foothill College. As the college mission states, “the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students.” The faculty, staff and administrators measure success by how well students do in achieving their learning outcomes, and by their continued success at transfer universities, in the workplace and as citizens.

In recent years, Foothill College has added a concentrated focus on identifying and measuring particular knowledge, skills and abilities that students

are expected to develop when completing their courses, programs and degrees. In order to accomplish and measure this goal, the college faculty documented and completed Student Learning Outcomes (SLOs) to identify, assess and reflect on student learning at the course level. Over the last three academic years, SLOs have progressed to a cycle of assessment, reflection and redevelopment, which is detailed in this self-study. Along with this ongoing assessment of student learning, the institution also established a procedure in accordance with shared governance to assess program performance through the program review process. This evaluation process ensures the continuous reflection needed to improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Along with a recent update to the college mission and governance structure, Foothill College conducted a review to ensure that improvement of institutional planning is maintained. The college recognizes that this continuous reflection on the planning process facilitates dialogue on how to best adjust institutional processes to improve student learning. This process is rooted in an ongoing Student Learning Outcomes Assessment Cycle (SLOAC), and is echoed through program review and reiterated in the resource allocation process. Outlined below is the institutional assessment schedule, which provides a timeline of when Student Learning Outcome (SLO), Service Area Outcome (SAO), and Administrative Unit Outcome (AUO) assessments and reflections should be completed. The institutional assessment schedule cycles concurrently with the integrated planning and budget process to facilitate ongoing, collegial and self-reflective dialogue that strengthens the partnership between assessment and planning.

To support and facilitate the SLOAC dialogue, the college has two SLO coordinators with a total of 50-percent release time. The coordinators schedule workshops, attend division meetings, plan collegewide convocations and serve as resources to the faculty and staff. The SLO coordinators not only assist faculty and staff with identifying program goals and outcomes, the coordinators also help instructors demonstrate and document the assessment process that informs the student learning process.

Additionally, the college utilizes the Foothill-De Anza Community College District’s Institutional Research & Planning (IR&P) Office [I.B.1], which is dedicated to supporting the assessment and planning process. There is a full-time college researcher who serves as a direct resource for faculty and staff who have SLO assessment questions. As the SLOAC has become an integrated and integral part of Foothill College’s student learning and institutional processes, faculty and staff will be able to collaborate with the college researcher to consider multiple ways of measuring key outcomes,

such as through pre- and post-testing, tracking students longitudinally or using regional and national datasets. The IR&P Office remains aware of current and ongoing research, assessment and planning efforts at the local, state and national levels through its involvement with regional and national associations, such as the Research and Planning Group of California Community Colleges (RP Group), California Association for Institutional Research (CAIR) and Association for Institutional Research (AIR). These professional development activities ensure that institutional research continues to be an important participant in the ongoing dialogue at Foothill College regarding the continuous improvement of student learning and institutional processes.

Together, the SLO coordinators and college researcher are key personnel who supply the faculty and staff with tools to inform the student learning outcome and assessment cycle. By encouraging course and program instructors to be self-reflective throughout the SLOAC, a continuous improvement model can be developed for course development and assessment. This approach also attempts to connect the college mission to institutional planning more explicitly so that student learning and achievement can occur and be documented.

While the institutional assessment schedule will be initially presented in this section, the SLO, SAO and AUO processes will be discussed in detail in Standard II.

Foothill College Institutional Assessment Schedule			
	Fall Quarter	Winter Quarter	Spring Quarter
Assessment and Reflections Course-Level SLO from previous quarter	Week 3	Week 3	Week 3
Assessment and Reflections on Program-Level Learning Outcomes	Week 12		
Assessment and Reflections on Institutional Learning Outcomes •Course Level	•Week 3 Course Reflections •ILO artifact discussion/ workshop	•Week 3 Course Reflections •ILO artifact discussion/ workshop	•Week 3 Course Reflections •ILO artifact discussion/ workshop
Assessment and Reflections on Institutional Learning Outcomes •Program Level	Week 12		
Certificate and Degree Outcomes	Week 12 by Program Review		ARCC Report/Collegewide
Assessment and Reflections Program Level SAO from previous quarter	Week 4	Week 4	Week 4
Service Area Outcomes (SAOs)	Week 6	Week 6	Week 6
Administrative Unit Outcomes (AUOs)			Week 6
Planning and Resource Allocation Process			Week 8

The institutional assessment schedule begins with course-level SLO assessment. Every course is scheduled for assessment at least once per academic year with reflections to be performed during the third week of every quarter on the previous quarter's courses. Once faculty complete their collective assessments, they reflect on a series of questions designed to promote student learning and course improvement. Faculty are specifically asked if their assessment findings led to implementation of any changes in curriculum, pedagogy, classroom assessment techniques, in the SLO or SLO assessment, or in any other area. After reflections take place at the course level, the faculty meet within their division and have an opportunity to discuss possible course improvements. The results of these course- and department-level reflections are then recorded in the Course Management System (C³MS) system and used to write program review.

During Fall 2009, all departments completed a comprehensive review of each program. The instructional program review procedures were reworked to be central and formative in the integrated planning and budgeting development cycles. Program review now occurs on an annual basis every fall term. Department faculty assess their program-level outcomes and ensure alignment with course- and institutional-level outcomes. This annual assessment process allows for continuous dialogue and reflection, along with the identification and gathering of evidence needed for course improvement. Identifying these additional resources can also assist in meeting institutional goals and targets.

At the division level, a summary of departmental program reviews and a prioritized list of needs are gathered. An open discussion among division faculty occurs to identify programs whose needs are aligned with the core missions. The division dean presents a summary of key goals and resource needs to the Planning and Resource Council (PaRC) in the Winter and Spring quarters prior to the final resource allocation decisions. As part of the shared governance structure that ensures ongoing, collegial and self-reflective dialogue regarding continuous improvement of student learning and institutional processes, PaRC asks questions about how department faculty are assessing and improving student learning, and what additional resources are needed to continue this effort.

In addition to the SLOs, Foothill College utilizes Service Area Outcomes (SAOs) and Administrative Unit Outcomes (AUOs) to establish outcomes for assessment that reflect the core missions. SAOs were

developed to answer the question: What will students be able to think, know, do or feel because of a given support service experience? In other words, SAOs describe what students are expected to achieve and are able to demonstrate in terms of knowledge, skills and values upon completion of receiving a service, attending a workshop or participating in a program. At Foothill College student service areas include those that have actual instructional components (e.g., Puente, Mfumo, counseling) and those that do not include instruction (e.g., admissions and records, Student Success Center, Outreach Office, financial aid, EOPS and assessment). For purposes of differentiating instructional from non-instructional student services, the institution uses the term Service Area Outcome (SAO) to describe these specific area outcomes.

Administrative units are areas that typically have indirect contact with students, however they still need to reflect and serve the college mission to ensure that each unit's goals were related and interconnected. At Foothill College, administrative units include Marketing, Middlefield Campus and the offices of the president and vice presidents. In Fall 2009, the Office of the President, vice president of educational resources and instruction, vice president of instruction and institutional research, vice president of work force development and instruction, marketing and Middlefield Campus completed administrative program reviews.

The expansion of the program review process beyond the course level demonstrated the need for alignment across all areas of learning outcome assessment. In order to make the SAOs and AUOs connect seamlessly with instructional SLOs, all service areas focus on the concept of student development through the lens of the college's institutional learning outcomes: Critical thinking, computation, communication and community/global consciousness. These 4-Cs serve as a guide to writing and assessing SLOs at every level of the institution.

The idea of the 4-Cs is not a completely new one. Patterned after the 21st Century Learning Outcomes Project which began in 1997, this project engaged Foothill faculty in an exchange of ideas surrounding the needs of students entering the 21st century work force. Beginning in the 2006–2007 academic year and completed in Spring 2009, faculty developed a rubric for each of the 4-Cs to clearly define and measure these outcomes. Known as the Foothill Rubric Assessment Model for Evaluating SLOs (FRAMES) Project [I.B.2], the dialogue and work on the 4-Cs and its rubrics occurred in venues such as the College Curriculum

Committee, division meetings and in projects overseen by the Office of Instruction & Institutional Research. These conversations aimed to ensure relevancy in the development and assessment of the 4-Cs, which were adopted as Foothill College's Institutional Learning Outcomes (ILOs).

By Spring 2010, faculty identified the core competencies their courses fulfilled in the SLO reflections. Beginning in Summer 2010, data were extracted from the C3MS to report the number of courses reflecting the four core competencies or ILOs.

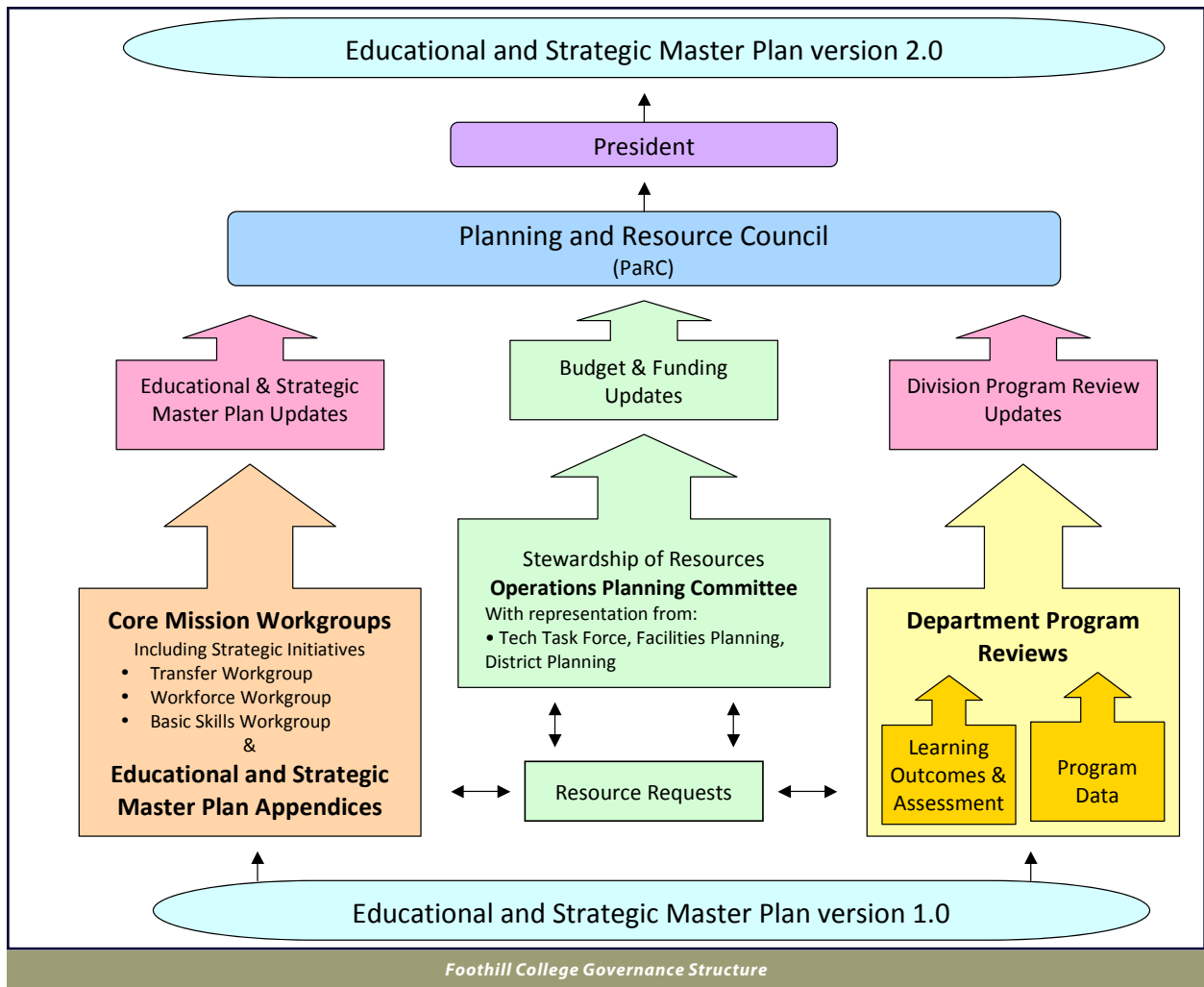
Foothill College's integrated planning and budget cycle demonstrates how self-reflective dialogue about student learning is tied to the ongoing planning processes of the institution and, ultimately, the college mission. The *IP&B Handbook (Governance Handbook)* is reaffirmed every fall at the first PaRC meeting. This meeting is open for a campuswide discussion on any proposed changes that have been recommended since the handbook's previous adoption. Its key components, along with their relation to student learning and the planning process, are described in the chart titled Integrated Planning & budget Cycle on page 69.

The 2008–2009 Educational & Strategic Master Planning task force worked on revising the college's mission, vision, values and purpose statements, and laid a foundation for the 2010 version of the *Educational & Strategic Master Plan (ESMP)*. The plan serves as a vision statement and is designed to provide short- and long-term direction for the college to continue to

support student learning and institutional effectiveness. This process identified three- to five-year collegewide strategic initiatives that included building a community of scholars, promoting a collaborative decision-making environment and putting access into action. The institution sought to ensure that these goals and commitments to action were integrated throughout the campus.

At the end of 2009–2010, after the first year of the new governance process implementation, the annual shared governance survey demonstrated a need to connect the work of the PaRC more directly to the college mission and program review. The 2008–2009 ESMP task force merged with the Integrated Planning & Budgeting (IP&B) task force and continued its dialogue with PaRC to review the planning cycle at the institutional level [I.B.3].

When the 2010 Summer IP&B task force met to review and reflect on results of the governance survey, a revised shared governance structure was proposed. The group decided the core missions of basic skills, transfer and work force needed to connect more directly with PaRC's agenda. In Fall 2010, recommendations were given to and accepted by PaRC to make governance structure adjustments in order to build a stronger relationship between integrated planning and the mission. The recommendations included the reorganization of the strategic initiative groups to core mission workgroups and an update to the *IP&B Handbook*.



These core mission workgroups comprise three of the four branches of PaRC, which has membership from the academic senate, classified senate, Associated Students of Foothill College, Administrative Council and President’s Cabinet. The three main workgroups are basic skills, transfer and work force. The purpose of these workgroups, outlined in the *IP&B Handbook*, also called the *Governance Handbook [I.B.4]*, is to evaluate institutional effectiveness and to support the college mission. Meeting at a minimum of a monthly basis, the workgroups begin the academic year by presenting their goals from the previous *Educational & Strategic Master Plan* (ESMP) along with any changes or updates to PaRC. These workgroups serve as a clearinghouse for activities, goals and projects related to their respective core mission. They coordinate dissemination of research and research needs, as well as develop and oversee short- and long-term goals supporting the ESMP.

At the end of every quarter, each workgroup updates PaRC on the progress toward these goals. With the direction of the president, PaRC ensures that the core mission goals represent the highest priority of the college, and facilitate participation and input through the shared governance process.

The core mission workgroups’ efforts and the division program plans are reviewed and discussed annually, ensuring continuous quality improvement in the ESMP. The Office of Institutional Research & Planning and the core mission workgroups identify goals, metrics and targets to measure and evaluate the institution’s effort toward student learning and achievement outcomes, which are reviewed on an annual basis. Additionally, the ESMP appendices provide yearly updates to PaRC during the Fall and Winter quarters that further informs decision-making during the resource allocation process. At the end of

each academic year, an updated version of the ESMP is presented to the board during the spring term and used as a tool for campuswide dialogue regarding planning and learning outcomes assessment.

Another opportunity for collegial dialogue and reflection about the continuous improvement of student learning is through the fourth core mission of stewardship of resources, represented by the Operations Planning Committee (OPC). One of the primary charges of OPC is to ensure budgetary alignment with the college mission. The resource allocation process at Foothill College begins at the department level and is designed to focus the discussion about resources in relation to the college mission and vision. Requests for resource allocation or to fund ongoing programs or initiatives will only be considered if the ongoing program or initiative proposal is aligned with the college mission and the core mission workgroups or is designed to support student learning outcomes. Requests that involve a new program, more than one program, or do not fit within an existing program framework are accompanied by a division program review and/or planning document. Program review, student learning outcomes and assessment, and related supporting data will be submitted and reviewed as part of each request.

All resource requests (e.g., personnel, B-budget, facilities, technology, equipment), regardless of allocation or redirection, must be initially made through this process, and are forwarded and prioritized by the appropriate academic, administrative or student services division or by the subcommittee for prioritization of committee plans. OPC makes recommendations on ongoing budgets and budget redistributions. Recommendations are then forwarded to PaRC for further review and prioritization in conjunction with dialogue from the core mission workgroups. Finally, an ultimate recommendation of resource prioritization is made to the college president.

Self-Evaluation

The college meets the standard. At Foothill College, an Integrated Planning & Budget (IP&B) process is crucial to maintaining mission-based instruction and student services. As a part of the institution's commitment to integrate its strategic initiatives and core missions of basic skills, transfer, work force and stewardship of resources, continual assessment and evaluation occurs on a collegewide level. To ensure that the focus remains on sustaining an integrated decision-making process aimed at improving student learning, the Office of Instruction & Institutional Research conducts a review process annually, and convenes a task force over the summer to identify areas for improvement. This aspect of the resource alignment process is designed to make resource allocation or elimination decisions in line with the college strategic initiatives and program planning and review. Foothill College's ongoing three-year integrated planning and budget cycle is reflected in the creation of a structure flow chart outlining the reporting and resource allocation process, which indicates explicitly how these processes align with the college mission.

As evidenced by this description and previous reports, such as the *Foothill College Follow-Up Reports* that were submitted to ACCJC in October 2009 and October 2010 [I.B.5, I.B.6], the institution continues to engage in open and collegial dialogue about assessment, planning and resource alignment and allocation. The institution has established and well-document processes that will sustain continued dialogue and reflection.

Planning Agenda

None.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measureable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

Foothill College's *Educational & Strategic Master Plan* (ESMP), which is approved by the Planning and Resource Council (PaRC), outlines four core missions for the institution: basic skills, transfer, work force and stewardship of resources. As noted in the previous section, these goals and commitments to action were developed during the planning process that began in Spring 2009. This vision was and continues to be informed by data outlining the current and future demographic trends facing the institution.

As one of the goals of the ESMP was to integrate campus institutional planning with that at the district level, Foothill College seeks to align its goals with district-level planning and commitments. The district goals include:

- Student Success & Achievement
 - Improve student success, equity and retention
 - Improve student outcomes and close the achievement gap

- Student Access
 - Engage with our communities to build bridges between us and those we serve
- Stewardship of Resources
 - Increase effectiveness in use of district and college resources

This intentional alignment of college and district goals resulted in Foothill College's efforts to articulate its institutional goals and objectives to focus explicitly on completion and equity. The ESMP reflects the dialogue and process undertaken by each of the core mission workgroups to identify and document specific goals, metrics and targets as related to student completion and equity outcomes. The following tables detail these goals, along with metrics and targets, and the projected timeline used to track the efforts of the four workgroups:

Basic Skills		
Institutional Goal	Metric	Target
Improve student achievement outcomes for basic skills courses	ARCC Basic Skills Course Completion Rates (success rates of students in a basic skills course)	By 2015, Foothill will achieve 85.0 percent or the highest score within the peer group. The college's current basic skills course completion rate is 80.7 percent, which is currently the highest score within its peer group.
	ARCC Improvement Rate for Credit Basic Skills (rate at which students move through a sequence)	By 2015, Foothill will achieve 67.0 percent or the highest score within the peer group. The college's current improvement rate for credit basic skills is 62.8 percent.
Improve student outcomes and close the achievement gap	Success rate of historically underserved student groups (Annual Course Success Rates by Ethnicity)	By 2015, Foothill will increase student course success by 5 percentage points, focusing on narrowing the gap among groups. In 2010, Asians, Whites and Others/Unknowns demonstrate similar course success rates, while the course success rates for African Americans and Hispanics are 16 and 9 percentages points behind.

Transfer		
Institutional Goal	Metric	Target
Improve Student Outcomes and Close the Achievement Gap	ARCC Student Progress and Achievement Rate (transfer to four year, transfer directed, transfer prepared)	By 2015, Foothill will increase the number of students who transfer; our goal is to transfer 308 to the UC system, 245 to the CSU system, and 490 to in-state privates (ISP) and out-of-state (OoS) institutions. In 2009–2010, the college transferred 285 students to the UCs and 227 students to the CSUs. In 2008–2009, the college transferred 454 students to ISPs and OoS institutions.
	CCCCO Transfer Velocity Cohort Report	By 2015, Foothill will increase the transfer rate for historically underserved student groups by 8 percentage points or be higher than the state average. For the 2004–2005 cohort, the transfer rate within five years for African Americans is 46 percent and for Hispanics is 30 percent.
Improve Student Success	ARCC Persistence Rate	By 2015, Foothill will achieve 80.0 percent or the highest score within its peer group. The college's current persistence rate is 75.6 percent.
	ARCC Persistence Rate (by ethnicity)	By 2015, Foothill will increase the Fall-to-Fall persistence rate among historically underserved student groups by 5 percentage points. In 2009–2010, the persistence rates are as follows: African American-63 percent, Asian-84 percent, Filipino/PI-66 percent, Hispanic-73 percent, White-74 percent.

Work Force		
Institutional Goal	Metric	Target
Improve the Outcomes of Vocational Students	ARCC Course Success Rate for Vocational Courses	By 2015, Foothill will achieve 90 percent or the highest score within its peer group. The college's current course success rate for vocational courses is 87.9 percent.
Improve Student Achievement Outcomes	Number of Certificates Awarded	By 2015, Foothill will increase the number of certificates awarded by 8 percentage points. In 2009–2010, the college awarded 162 certificates.
	Number of Degrees Awarded	By 2015, Foothill will increase the number of degrees awarded by 8 percentage points. In 2009–2010, the college awarded 459 degrees.
	Certificates and Degrees awarded to historically underserved student groups	By 2015, the number of certificates and degrees awarded by Foothill will be reflective of the student population by ethnicity.

Stewardship of Resources		
Institutional Goal	Metric	Target
Positive Year-Ending Cash Balances for All Department Account Codes	Ongoing revenue/Ongoing expense	TBD
Provide Appropriate Staffing	FTES/Non-instructional support staff	(Less than or equal to) 44
	Faculty Obligation Number (FON)	FON + 5

These institutional goals, metrics and targets, which have incorporated the district metrics, will be reported in the annual *State of the College Report* presented to the campus community (e.g., PaRC) and for approval by the board of trustees. The metrics that will help Foothill College measure its progress toward the clearly stated targets include the *Accountability Reporting for the Community Colleges (ARCC) Report* and the *California Community Colleges Chancellor's Office (CCCCO) Transfer Velocity Cohort Report*. The measures in these reports are also reported to the board of trustees annually.

The institution's goals, metrics and targets are discussed and modified as needed by the core mission workgroups. These conversations also occur on a campuswide level through shared governance structures such as PaRC to ensure that faculty, staff and administrators understand these identified goals and will work collaboratively toward the targets. The task of monitoring and evaluating achievement of Foothill

College's goals rests upon PaRC, whose meetings are public and open to the college community to ensure open dialogue and reflection on a campuswide level.

Progress toward these identified institutional goals as well as effort made toward the targets is regularly documented in planning progress reports made to the board of trustees and to the state chancellor's office on matriculation, financial, EOPS, Vocational and Applied Technology Education Act (VTEA) and Management Information Systems (MIS). The institution's college researcher and the district IR&P Office generate a number of these reports for use at the institutional level. The IR&P Office also tracks certain metrics, like the number of degrees and certificates awarded, used to document the institutional improvement in student learning and achievement outcomes. Currently, key data sources related to the goals, metrics and targets are posted on the campus and district websites and presented at shared governance meetings.

Data generated from IR&P are also used in planning and budget allocations in selecting which departments will be allowed to hire new faculty, establishing a criteria for cuts, reorganizing student and administrative service areas and tracking student success areas. The results of these studies are provided to all college constituencies and are accessible on the Foothill College website for public access. This research capacity has enabled instructors in vocational programs, in specific areas such as English, English as a Second Language (ESL) and math to increase student learning outcomes and, in turn, course success and retention.

Self-Evaluation

The college meets this standard. Foothill College continues to facilitate increased collaboration and collegial dialogue among its campus constituents through its institutional goals, metrics and targets. This strategy aims to support initiatives that work toward the established targets as a campus community rather

than solely through the efforts of the individual core mission groups. The core mission groups and task forces will collaborate and strengthen the institutional commitment to the achievement of learning and student success, by using articulated goals and objectives and the established metrics. Foothill College has set goals in the ESMP to improve student outcomes and institutional effectiveness that are consistent with the mission. Metrics and targets reflecting standard measures of success have been identified and will be routinely assessed by the core mission workgroups and presented to the shared governance committees. The college president's annual presentation of the *State of the College* to the campus community, including the board of trustees, includes measures of success and a discussion of trends and initiatives related to these measures.

Planning Agenda

None.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

Foothill College is committed to using data to inform program planning and resource allocation. This effort to improve institutional effectiveness is evident in the ongoing campuswide program review cycle that is used to assess progress toward achieving institutional goals. The college convened the Integrated Planning & Budgeting Process Task Force in 2009 to develop new planning and budgeting structures that would lead to sustainable quality improvement. During this process, the college mission and vision statement, governance handbook and planning documents underwent major enhancements, ultimately aligning the vision closely with the strategic initiatives and core missions of basic skills, transfer, work force and stewardship of resources. As a result of campuswide dialogue and input, the college reorganized its main shared governance body. The College Roundtable was replaced with the Planning and Resources Council (PaRC) in order to convene a larger more robust body to include members from across the campus, as well as subcommittees such as

the core mission workgroups, Operations Planning Committee, Buildings and Grounds Committee, Technology Task Force and Sustainability Committee. The work of these subcommittees, as well as program review work by departments and divisions, are reviewed by PaRC and help to inform and assist in decision-making. This new integrated and cyclical model was adopted to more effectively use existing resources to support student learning and drive the development of the *Educational & Strategic Master Plan* (ESMP).

The ESMP continues to evolve with the annual review of institutional trends in basic skills, transfer and work force data as well as data from outside sources, including the *Accountability Reporting for the Community Colleges* (ARCC), California Postsecondary Commission (CPEC), state chancellor's office, Joint Venture Silicon Valley, Research and Planning Group of the California Community Colleges (RP Group), California Department of Labor, Federal Vocational and Technical Education Act (VTEA) and Employment Development Department.

The Foothill-De Anza Community College District's Office of Institutional Research & Planning (IR&P) continues to provide leadership for integrating research and planning into college programming and resource allocation. By accessing data from a variety of sources, including the district database, campuswide surveys and outside resources, this office supports and cultivates a culture of evidence for institutional planning that is reflected in the data gathered and analyzed. This approach, which relies on both quantitative and qualitative data, aims to be methodical and evidence driven to better assess student learning outcomes and program review efforts. Faculty, staff and administrators consult with the institutional researchers to determine what data will provide the most useful information to best assess effort and progress toward institutional goals. This dialogue also helps the institution think more broadly about research as a continuous process that provides a broader, more inclusive perspective on student learning outcomes than one based just on personal experiences. Such information provides direct evidence when planning and making resource allocation decisions.

Reports based on data-driven research are also publicly available, easily accessible and shared with the college community. This information is disseminated at shared governance meetings, presented to the board, and posted on the district research and college research websites. Examples of this type of reporting include census enrollment comparisons and trends related to student learning and achievement (e.g., degrees awarded, persistence rates, success rates, etc.). In addition to the regular reporting conducted by IR&P, institutional researchers also provide assistance at the division, department or program levels when needed. By working closely with IR&P, the college maintains its focus on making decisions using an ongoing and systematic cycle of evaluation and re-evaluation. For example, in identifying the institutional goals, metrics and targets, the executive director of Institutional Research & Planning and the college researcher worked collaboratively with each of the core mission work groups to articulate commitments and calls to action that would not only be based in quantitative and/or qualitative data, but also be measureable, realistic and sustainable. Identifying reliable data with specific

targets ensures that the college is committed to progress and the assessment of these efforts, which may lead to a re-evaluation of planning and allocation of resources. Given that one of the core missions focuses on basic skills, a study conducted in 2010 on basic skills cohort tracking [I.B.7] examined the success and persistence rate of students who begin in basic skills courses. Based on some of the analysis, the English department began a curriculum redesign aimed at increasing completion and student success. This faculty-initiated effort, which was based on research data, is expected to begin in Fall 2012.

Foothill College strives to maintain an ongoing systematic cycle of evaluation, institutional planning, resource allocation and re-evaluation. Part of this process involves developing awareness about the importance of integrated planning and resources allocation among all college constituents. The college has attempted to document its efforts by collecting data on whether their goals and decision-making regarding institutional effectiveness have been explicit. The employee accreditation survey indicates that 80 percent of respondents agreed or strongly agreed with the statement, "The institutional planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness." This finding suggests that the college is being consistent and clear in its message about the process of evaluating institutional effectiveness.

In Spring 2010, PaRC adopted a planning calendar that outlines a three-year cycle for assessment that includes systematic review of the mission and vision statement, the ESMP, the governance handbook, resource allocation and learning outcomes. [I.B.8] The new mission statement and ESMP were presented and approved by the board of trustees in June 2010. These documents will inform the decision-making process, and track progress toward attaining the goal of sustainable quality improvement of institutional effectiveness. Foothill College will sustain this ongoing cycle of evaluation and re-evaluation by revisiting the ESMP annually to document its progress toward student learning and achievement, especially as these goals relate to the core missions of basic skills, transfer, work force and stewardship of resources.

Self-Evaluation

The college meets the standard. The institution went through a rigorous assessment and reorganization process that included campuswide dialogue and input. Shared governance groups, such as PaRC, academic senate, classified senate and the Associated Students of Foothill College (ASFC) were included in the planning and revising stages, especially in regards to the mission statement, governance handbook and ESMP. Additionally, these groups helped update and streamline the planning, resource allocation and budgeting processes. The college has instituted an

integrated and cyclical process to allow for continual assessment and improvements, which will favorably impact institutional effectiveness.

The college and district continue to implement tools and research support to enable faculty and staff to complete program reviews and learning outcomes, as well as updates to curriculum, more efficiently. Timelines and/or cyclical calendars have been implemented to allow the process of evaluation and improvement to continue so that the goal of sustainable quality improvement can be attained.

Planning Agenda

None.

I.B.4. The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.

Descriptive Summary

Foothill College strives to ensure that data and information is accessible and available so that opportunities for input can occur from all college constituents. Over the past several years, the institution has added new resources and tools, to improve data gathering as well as making information updates more efficient. These efforts demonstrate the initiatives made so that the planning process is inclusive and broad-based, providing various mechanisms to document and track progress toward the college goals and core missions. On the instructional side, a curriculum management system, C3MS, was implemented in 2006–2007. This system allows faculty to make curriculum updates in a more accessible and efficient manner. The Foothill website added several enhancements, such as the creation of a learning outcomes database, which facilitate and support the work of faculty and staff, and can allow for feedback from colleagues and other campus constituents. At the district level, the first phase of implementation of the Banner Educational Information System that replaced an outdated legacy system is complete. This new system is designed to give easier and quicker access to information for faculty, staff, administrators and students.

The president prepares an annual *State of the College Report* for dissemination to the campus community and for the board of trustees. This report

is based on information that reflects an awareness and understanding of key variables affecting Foothill College and its ability to serve students effectively. Using various data sources, trends reflecting the core missions are presented and discussed. These issues related to student access, success, equity and use of resources help establish a broader perspective for Foothill College to evaluate programs, plan initiatives and allocate resources as the institution works toward improving institutional effectiveness.

To ensure that the planning process continues to be collaborative and engages campuswide dialogue, shared governance is also the theme of the Planning and Resource Council (PaRC), which meets twice a month. PaRC is tasked with overseeing the core mission and operational planning. Every stakeholder on campus is represented and voting members are taken from the Associated Students of Foothill College (ASFC), classified staff, faculty, administration and representatives from the various union bargaining units.

Foothill College engaged in this collegial and comprehensive assessment, planning and resource alignment and allocation in order to fully address the recommendations received from ACCJC in February 2009. The resulting efforts engaged the campus community to place student learning and achievement as a top priority for instruction and non-instructional areas to identify and document. As noted earlier in

this standard, a systematic cycle of evaluation and re-evaluation (SLOAC) has been established and is becoming an integral part of program review for SLOs, SAOs and AUOs.

In Foothill College's response to the ACCJC, submitted in October 2009, the institution demonstrated its commitment to a planning cycle that is broad-based, one that encourages opportunities for constituent input, uses data to inform planning and resource allocation, leads to improvement of institutional effectiveness, and can be seen in the campuswide program review process that was completed in Winter 2010 [I.B.5].

The college embraced and completed the recommendations related to the Student Learning Outcomes (SLOs), which identify, assess and reflect on student learning at the course level. Every course is scheduled for assessment at least once per academic year. Service Area Outcomes (SAOs) and Administrative Unit Outcomes (AUOs) have also been established to identify contributions and efforts to support student retention, success and learning. These efforts are institutionalized through the Office of Instruction & Institutional Research, which produces a series of newsletters to provide context for and information about the SLOAC process so that faculty are fully informed of the need to document and assess progress, as well as how their efforts would be supported. The February 2009 newsletter fully outlines this approach, and all of the newsletters can be found at [I.B.9]. As a result, the college is continually focused on assessing and improving student learning outcomes.

PaRC, along with the core mission workgroups, also works collaboratively to allocate resources that can lead to improved institutional effectiveness. While OPC is the primary shared governance group responsible for making resource allocation recommendations to PaRC, there are other examples where broad-based decision-making aimed at improving campus effectiveness occurs on a campus level. Every year, PaRC constituents decide which faculty vacancies should be filled in the coming academic year. Division deans present their rationale for faculty and staff prioritization at PaRC, and the campus community has the opportunity to provide input so that the hiring process is seen from a campuswide perspective rather than from a narrow programmatic lens. The recommendations are then made to the college president for final decision making. Another example of how Foothill College has adopted a broad-based resource allocation process is seen with the distribution of funding by the basic skills workgroup.

Programs and courses that reflect the core mission of basic skills have the opportunity to apply for basic skills initiative funding through the basic skills workgroup. These applications are discussed among the workgroup and presented at PaRC. Allocation of funds during the 2010–2011 academic year include the Adaptive Learning Department (ALD), the English Department's Integrated Reading & Writing Program (IRW) and Pass the Torch (PTT). In the future, programs and courses receiving basic skills funding will be encouraged to document and evaluate how the funding increase contributed toward student learning and achievement in order to demonstrate continued improvement of institutional effectiveness.

Foothill College engaged in collegial and comprehensive assessment, planning and resource alignment and allocation in order to fully address the recommendations received from ACCJC in February 2009.

The academic senate, classified senate, Associated Students of Foothill College and the Office of Instruction & Institutional Research convened a task force to develop Foothill College's strategic planning goals.

The *Educational & Strategic Master Plan* (ESMP), details an integrated planning and budget process that supports the institution's strategic initiatives along with improved student learning. As noted earlier in this standard, this planning process is driven by data: demographic, industry and economic data, educational data and predictions on social and cultural trends.

Self-Evaluation

The college meets the standard. The integrated planning and budget cycle at Foothill College takes into consideration the value of input and dialogue from all constituents. Information must be disseminated and brought back to the Planning and Resource Council (PaRC) so that informed decisions, using both institutional data and campuswide input, can be made. The college continues its third year of the new governance cycle in the 2011–2012 academic year and looks forward to improved effectiveness of the cycle.

Planning Agenda

None.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

Foothill College recognizes the importance of using documented assessment data not only to make informed planning decisions but as an effective tool to communicate matters of quality assurance to the campus community and the general public. Priority is placed on making assessment and evaluation data available and accessible to all constituents. This documentation can be found on the district research website and, at the institutional level, on the Office of Instruction & Institutional Research website. Data that are tracked regularly include program review data, collegewide full-time equivalent student counts (FTES), productivity, scheduling trends, department and division distance learning trends and transfer counts to the University of California (UC) and California State University (CSU) campuses. Not only can this information be found online, but these results are also publicly presented and acknowledged at PaRC and at the board of trustees meetings.

All statistics on student learning and achievement are available to the public on both the President's Office and the Instructional Office websites. Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Administrative Unit Outcomes (AUOs) and Institutional Learning Outcomes (ILOs) are catalogued on the Office of Instruction & Institutional Research webpage and updated every quarter as new reflections and SLO/PLO/AUO/ILO data are submitted by faculty and staff. In addition, the public can access documents outlining recent budgeting and planning decisions and the latest version of the *Educational & Strategic Master Plan* (ESMP). These documents are presented in an easily read and understood format, as PowerPoint slides and can be downloaded as a PDF. To ensure that this information is being communicated in multiple formats and settings, the SLO coordinators also make presentations at PaRC to document this ongoing process and to report on the assessment component.

While some of the assessment data are derived from in-house sources identified by IR&P, the institution also uses standardized state and national data sources to help communicate institutional goals and planning to campus constituents. These resources include information from sources such as the *ARCC Report*,

state chancellor's Data on Demand database, CCCApply, Cal-Pass and CPEC. Not only do these organizations update their data regularly, they also contain data that help keep Foothill's efforts at improving institutional effectiveness in perspective and in context with the larger California community college system. Presenting this type of assessment data to the campus community leads to broad-based decision-making that accounts for trends and initiatives occurring at a systematic rather than solely at a local institutional level.

Self-Evaluation

The college meets the standard. Foothill College has developed a comprehensive integrated planning and budgeting process and the results of this initiative are being documented and shared with the college community and the general public via the President's Office, Office of Instruction & Institutional Research and the Marketing & Communications Office websites. As indicated by a recent student survey [I.B.10] more than 63 percent of students access the Foothill College website for information.

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

The institution actively maintains multiple databases relating to student performance, educational effectiveness, the budget and the ongoing process of assessment and reflection across the Foothill campus. These sources are widely available and updated on a regular basis to reflect the latest data. This effort represents considerable improvement and ongoing work to support the core mission will continue to expand these databases as Foothill College moves forward to fully realize the goals of its evolving *Educational & Strategic Master Plan*.

Foothill College plans to continue and increase its use of documented assessment results, ensuring that communication and planning remains evidence based. The institution has already identified metrics that will help indicate and document whether the goals and targets identified by the core mission workgroups are being met. These metrics use district data sources as well as data analyses collected and conducted at the state and national levels. Documented assessment results can also help ensure that the targets set for student learning and achievement are reasonable, measureable and sustainable. All information

related to this effort will be accessible to the campus community and the general public through various channels, whether online or in a public presentation setting. This continual re-evaluation process is another example of Foothill College's commitment to ensuring open communication and dialogue among campus constituents.

Planning Agenda

None.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

Foothill College is committed to demonstrating the effectiveness of its ongoing planning and resource allocation process by establishing a systematic approach. This effort can be seen in the institution's response to the ACCJC recommendations from the 2005 site visit and the subsequent follow-up reports in 2009 and 2010. Foothill College used these documents as an opportunity to encourage reflection and dialogue as a campus community about its existing planning and resource allocation process. The ACCJC recommendation that Foothill College "should establish clear written policies and procedures that demonstrate and formalize the flow of its planning protocol" resulted in the collaborative development of the *Educational & Strategic Master Plan* (ESMP) and the *Integrated Planning & Budget Handbook* (IP&B). The 2009 ESMP, which emphasized that the budget must support student learning and the stated strategic initiatives, inspired the evolution of the college Roundtable to the Planning and Resource Council (PaRC). This recommendation necessitated a more integrated budget and planning approach that would be data driven to best serve students in a challenging economic climate.

Another example of Foothill College's ongoing effort to review and modify its planning and resource allocation process is in the work of the IP&B summer task force. This group, made up of various campus constituents, including faculty, staff and administrators, reviewed the existing strategic initiative charges

identified in the ESMP and determined that these priorities needed to be reframed to better reflect the college mission. The strategic initiative charges are now known as the core missions and seem to be more readily and easily communicated and discussed on a campuswide level. This modification demonstrates an institutional initiative to be responsive to the evolving needs and goals of its constituents on how to progress toward improved student learning outcomes.

Resource allocation primarily occurs through the formal planning process, using data from the learning outcomes and assessment cycle, and aims to reflect the revised college mission. Parallel development of needs and funding resulting from the department program reviews and the ESMP are informed by data from the core mission workgroups (basic skills, transfer, work force and Operations Planning Committee (OPC)). The Planning and Resource Council (PaRC) uses these data to craft subsequent versions of the ESMP.

Self-Evaluation

The college meets the standard. As part of the cycle of reviewing and modifying the effectiveness of Foothill College's planning and resource allocation process, the institution created an integrated planning and budget structure to more explicitly link these priorities with the goal of improving student success and learning. These efforts continued with the integrated planning survey that was administered in Spring 2010 [I.B.3]. The results indicate that faculty, staff, administrators and

students see Foothill's core missions as integrated into the college planning process. Respondents also believe that all constituents were involved in the planning process, from writing SLOs to helping prioritize the allocation of resources based on program review data driven by SLO/SAO/AUO/ILO assessments.

Foothill College strives to identify the most current data to collect, analyze and share with its constituents in order to ensure that decisions about planning and resource allocation are made with relevant information. Having established a consistent cycle where information is re-evaluated and presented to the campus community, the institution is not only prepared to make necessary changes and modifications but anticipates that it will become an integral part of the process.

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

An example of how Foothill's ongoing planning and resource allocation process encourages reflection and continuous improvement through change is the current SLO and program review process. The institution is in the third round of SLO assessments and a culture of continuous assessment, driven by data, informs all aspects of the collegewide planning process, one that is accepted and supported by the college community.

While Foothill College anticipates continuing its proactive approach encouraging ongoing evaluation and valuing initiatives that modify and improve existing processes, the institution plans to be more overt and direct in its documentation and assessment. By building on an evidence-based approach to planning and resource allocation, Foothill College will be able to better reflect institutional and research efforts, in identifying measureable institutional goals, metrics and targets, and documenting its effectiveness.

Planning Agenda

None.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

The establishment of student learning outcomes (SLOs), service area outcomes (SAOs), administrative unit outcomes (AUOs) and institutional learning outcomes (ILOs), reflect Foothill College's acknowledgment of the importance of clearly identifiable student outcome measures. The institution engages in a continuous collegewide process of assessment, planning, resource alignment and allocation that strives to generate institutional dialogue to further improve instructional and non-instructional programs.

The program review process demonstrates how evaluation mechanisms are embedded in this cycle. Not only does the reflection process occur at the individual, course and program level, it also involves collaborative efforts at the division level to help assess whether students are achieving and learning based on the student outcomes identified by faculty and staff. This assessment can occur through testing of course content

or survey administration that gathers data suggesting whether students are meeting learning outcomes. Based on these results, instructional and non-instructional areas are able to determine their effectiveness given their goals.

According to the Educational Effectiveness Framework produced by WASC, highly developed program reviews are systematic and institutionwide, with learning assessment findings a major component. These findings are used to improve student learning, program effectiveness and its supporting processes. They enhance the close linkages existing between program planning and institution-level planning and budgeting.

An example of the program review cycle can be seen in the library program review, which identified staffing shortfalls due to the current and ongoing budget crisis, highlighted a need for improved online databases to support student learning and a demand for increased

public access computers for student use. These findings were from a student survey that indicated that students desired more library hours and more computer terminals. A request for more staffing was reported in the program review and presented at PaRC. Resource allocation in the form of an FTEF was recommended to the college president and approved, but is currently on hold due to budget constraints [I.B.11].

The Disability Resource Center's (DRC) program review also highlighted the need for additional computers and printers for student test taking, more workstations in the Computer Access Center and additional staff to serve an increasingly diverse student population [I.B.11]. In this case, PaRC recommended that the DRC submit a resource request to the basic skills workgroup and, through the basic skills initiative fund, the center received funding for more staff tutors to provide individualized academic support services to students with verified disabilities. Both of these examples of the evaluation mechanisms within the program review process demonstrate how Foothill College strives to improve instructional and non-instructional services to students.

Self-Evaluation

Foothill College has made satisfactory progress in addressing this standard. There is an emerging culture of assessment and reflection, and the methods used to evaluate instructional programs and student services seeks to include all aspects of strategic planning to support the core missions. Foothill College envisioned the program review as one that is sustainable, reflects continuous quality improvement, and uses ongoing and systematic processes to assess and improve student learning and achievement. Program reviews are disseminated, reviewed and discussed to ensure ongoing institutional review and refinement. The institution has begun to use program reviews as an integral component of the institutional improvement process by using them to generate resource requests. PaRC has established and approved this approach of a consistent cycle of assessment and evaluation for all campus areas as the best way to determine whether improvements are being made in student learning and achievement outcomes. However, there is no established ongoing process to assess program-level assessments or priorities reflecting departmental goals and outcomes to ensure that they will reflect the college mission.

Student achievement and retention improved in 2009 [I.B.12], but it is too early in the process to directly attribute these statistics to the implementation of improved assessment and resource allocation in the ongoing PLO/SAO/ALO assessment cycles.

The implementation of TracDat in Fall 2011 seeks to address some of these issues so that institutional planning is not dependent on reporting from solely the course or program level. As program reviews are entered into TracDat, program needs should emerge as they are directly related to the resource allocation process. For example, when OPC runs a report to identify staffing needs, programs that have made this resource request should be identified in a more efficient manner than is currently done (through the deans' prioritization request). This information will be available and accessible on an institutional level and not just located at the local course or programmatic level. As the program review of SLOs, SAOs and AUOs will also ask which institutional priorities reflect their goals and outcomes, this systematic approach should keep the planning and allocation process tied to the college mission.

Planning Agenda

Foothill College will continue its efforts to improve the assessment of its program reviews and the evaluation mechanisms used in improving instructional and non-instructional programs and services. The college intends to strengthen the assessment of its program reviews by updating the current program review template and adding this functional responsibility to a college governance committee such as the Operations and Planning Committee. This will ensure a rigorous assessment of program reviews, focused on enhancing student outcomes and promoting program improvement and relevance. Through this process institutional effectiveness can be increased with stronger linkages between program review and planning.

Standard I.B. Evidence List

- I.B.1. Foothill-De Anza Community College District Institutional Research & Planning Office
<http://research.fhda.edu/>
- I.B.2. FRAMES <http://foothill.edu/staff/irs/LOA/FRAMES.php>
- I.B.3. 2010 Integrated Planning and Budget Task Force <http://foothill.edu/staff/irs/IPBP/IPB2010.php>
- I.B.4. Integrated Planning & Budget Handbook http://www.foothill.edu/staff/irs/Approved_GHB_102010.pdf
- I.B.5. Foothill College Follow-Up Report submitted to ACCJC Oct. 2009
<http://www.foothill.edu/president/acc2011media/docs/ACCJCFollowupReport2009.pdf>
- I.B.6. Foothill College Follow-Up Report submitted to ACCJC Oct. 2010
<http://www.foothill.edu/president/acc2011media/docs/ACCJCFollowupReport2010.pdf>
- I.B.7. Basic Skills Cohort Tracking Study
<http://foothill.edu/staff/irs/FHresearch/reqCompleted/2010-English-MathCohortTracking061710.pdf>
- I.B.8. Three-Year Planning Calendar http://foothill.edu/staff/irs/IPBP/2010/IP&B_Calendar_Updated_Jan25.pdf
- I.B.9. Instruction & Institutional Research Office Newsletter–Feb. 2009
http://foothill.edu/staff/irs/newsletter/IIRSNewsletter_FEB09.pdf
- I.B.10. Marketing Survey Fall 2009
http://foothill.edu/staff/marketing/documents/Fall_2009_Student_Survey_Results.pdf
- I.B.11. Library Program Review http://www.foothill.fhda.edu/schedule/service_program_reviews.php
- I.B.12. 2010 State of the College <http://www.foothill.edu/president/documents/soc2010.pdf>



Standard II: Student Learning Programs & Services

Tri-Chairs & Steering Committee Members

Faculty:

Falk Cammin *Instructor, Language Arts Division*

Classified:

Judi McAlpin *Supervisor, Middlefield Campus*

Administration:

Eloise Orrell *Interim Vice President, Instruction & Institutional Research*

Team Membership

Laureen Balducci *Dean, Counseling & Matriculation*

Laurie Bertani *Acting Dean, Physical Education & Athletics Division*

Bernie Seyboldt Day *Articulation/Curriculum Officer;
Director, Honors Institute*

April Flowers *Instructor, Language Arts Division*

Patricia Hyland *Dean, Student Affairs & Activities*

Kay Jones *Librarian*

Andrew LaManque *Executive Director, Institutional Research & Planning,
Foothill-De Anza Community College District*

Rose Myers *Vice President, Student Development & Instruction*

Tobias Nava *Counselor, EOPS*

Verley O'Neal *Instructor, Computers, Technology &
Information Systems Division*

Romeo Paule *Director, Bookstore*

David Sauter *Instructor, Biological & Health Science Division*

Lori Silverman *Instructor, Physical Sciences, Mathematics &
Engineering Division*

Daphne Small *Director, Student Activities*

Phyllis Spragge *Dean, Biological & Health Sciences Division*

Mary Thomas *Librarian*

Sue Wang *Instructor, Physical Sciences, Mathematics &
Engineering Division*

Beckie Urrutia-Lopez *Coordinator, Cooperative Education Program*



Standard II: Student Learning Programs & Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic and personal development for all of its students.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Descriptive Summary

Since its founding in 1957, Foothill College has provided students broad-ranging and high-quality educational opportunities. Its original hallmark of “Educational Opportunity For All” remains true at Foothill today, and is echoed by the current mission statement, which states, “whether through basic skills, career preparation, lifelong learning or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students.” [II.A.1] To accomplish this mission, Foothill College offers 133 associate degrees and certificates of achievement that address a wide range of subject areas, including general education, basic skills and career preparation. Included in Foothill’s offerings are programs that provide: [II.A.2]

- an associate in arts or associate in science degree, a certificate of achievement or specialty certificate;
- preparation for transfer to another college, university or postsecondary institution;
- career education, training and services;
- basic skills, English as a Second Language (ESL), leadership skills and student development; and
- student support services to promote student success.

For students seeking self-improvement, increased literacy and job skills for access to higher education and employment, Foothill College offers noncredit classes and certificate programs. Foothill College also offers Middle College, an alternative high school program for

juniors and seniors, that is operated in conjunction with the Mountain View-Los Altos High School District. [II.A.3]

Through initiatives by faculty, staff, alumni and the community, Foothill College is continually searching for emerging fields of study that will provide opportunities for students in relevant fields. The institution is actively engaged in research regarding local and national educational and career trends in order to provide the most current and timely programs to serve students. Examples of new and responsive programs include biotechnology, geographic information systems, music technology and an updated engineering program. Currently, Foothill College is developing curriculum for the emerging clean technology industry that is destined to impact and shape the near- and long-term future in ways similar to information technology and the communication revolutions of the past two decades.

To assure the quality and diversity of instructional offerings, methods for systematic assessment of course, program and support services effectiveness have been established and are operating throughout the college. Under the direction of the Office of Instruction & Institutional Research, Foothill College has established a cycle of sustainable continuous quality improvement through the assessment of learning outcomes at the institutional, department, program and course level [II.A.4]. Faculty are responsible for the assessment of courses and the student learning outcomes (SLOs) on an annual schedule [II.A.5]. During Fall Quarter, instructors prepare a program evaluation and review, which includes a description of course-level student learning outcomes [II.A.6]. Institutional learning

outcomes (4-Cs) are also evaluated at the course level by mapping through the Curriculum Management System (C3MS), and by using the FRAMES model for deeper discussion on achieving institutional learning outcomes [II.A.7]. Administrative unit outcomes (AUOs) are written and assessed on an annual schedule along with service area outcomes (SAOs) [II.A.6].

A more subjective measure of the quality and diversity of Foothill College's programs can be found in the activities and awards of the institution and its faculty. Long recognized as a leader among the nation's community colleges, Foothill is a founding member of the League for Innovation in the Community College, an international collection of colleges that provide leadership and innovation in addressing the issues of the community college student. Foothill faculty are consistently recognized for outstanding contributions to their fields. A partial listing of recognitions include:

Awards & Achievements

- In January 2011, Foothill College is ranked number one in California for its university transfer rates of all of the state's 112 community colleges between 2003 and 2010, as reported in the Transfer Velocity Project (TVP), a large-scale investigation of student transfer in California Community Colleges, including both quantitative and qualitative components. TVP data were collected by the statewide Research & Planning Group, which formed a team of institutional researchers, administrators, counselors and articulation staff from community colleges across the state to conduct the study. Because the community colleges serve as the primary point of access to postsecondary education, understanding and improving the transfer function is increasingly a priority for higher education policy-makers, advocates, researchers and practitioners.
- 2010 Best of Show Award in the Feats of Clay national juried competition for *Tensegrity*, a work created by Foothill College Ceramics Instructor Andy Ruble.
- 2009 Hayward Award for Excellence in Education from the California Community Colleges to Foothill College Astronomy Instructor Andrew Fraknoi, one of four teachers recognized for commitment to professional excellence in their fields.
- 2009 Award of Merit for design of the Foothill College Physical Sciences & Engineering Complex (PSEC) from the Community College Facility Coalition.
- 2008 Gemant Award from the American Institute of Physics to Foothill College Astronomy Instructor Andrew Fraknoi for significant contributions to the cultural, artistic or humanistic dimension of physics.
- 2008 Technology Focus Award from the California Community Colleges to Foothill-De Anza for creation of the Community College Consortium for Open Educational Resources, recognizing a project that identified and solved a significant problem.
- Two Foothill College faculty members—English Instructor Rosemary Arca and Mathematics Instructor Kathy Perino—are among 26 outstanding basic skills faculty across the country participating in the Bill & Melinda Gates Foundation's Global Skills for College Completion Project, which is testing new ways of teaching developmental math and writing to increase community college students' pass rates.
- Foothill College was selected by the California Community Colleges to establish the Open Educational Resources Center for California, a pilot project to inform and educate community college faculty and staff throughout California in finding, using and developing open educational resources.
- Foothill College Computer Programming Instructor Michael Loceff received an Emmy Award for his role as co-executive producer of the television series, *24*. A founding writer and producer of the Emmy-award-winning show, Loceff also pioneered Foothill's first online course and developed the innovative ETUDES course management system.
- Members of the Foothill College Mathematics Department who developed the Math My Way basic skills and developmental education program are the recipients of the 2007 Innovation of the Year Award presented by the League for Innovation in the Community College. The Math My Way team includes Math Instructors Nicole Gray, Phuong Lam, Faun Maddux, Rachel Mudge and Kathy Perino, Physical Science, Mathematics & Engineering Division Dean Peter Murray and Rob Johnstone, former vice president of instruction and institutional research.

- Foothill College Mathematics Instructor Marnie Francisco was named recipient of the 2007 Excellence in Teaching Award by the Council of Mathematics of the California Community Colleges.
- Foothill College History and Women's Studies Instructor Dolores Davison serves on the executive committee of the Academic Senate of the California Community Colleges.
- Foothill College Accounting Instructor Sara Seyedin was named this year to the California Board of Accountancy's Accounting Education Advisory Committee, which decides the education requirements for certified public accountants. She was also the recipient of California Society of CPAs 2007-2008 Outstanding Educator Award.
- Foothill College Mathematics Instructors Nicole Gray and Rachel Mudge are faculty-in-residence with the Carnegie Foundation for the Advancement of Teaching, assisting with a five-foundation effort to design a streamlined math curriculum to bring community college students to college-level statistics in one year. Foothill College President Emerita Bernadine Chuck Fong, a Carnegie senior partner, is leading the developmental math initiative. Foothill College is participating as one of 19 community colleges in five states developing instructional materials and assessments for the project, called Statway.
- Foothill College President Judy C. Miner was elected in 2010 to the board of the Council for Higher Education Accreditation (CHEA) and named to serve on the American Council on Education's Commission on the Advancement of Racial & Ethnic Equity.
- Bill Gates, chairman of the Microsoft Corporation and co-chair of the Bill & Melinda Gates Foundation, visited math class April 20, 2010, at Foothill College. The software pioneer visited the campus to do some homework on Foothill's innovative Math My Way Program, which is helping students grasp basic math concepts, outperform their peers, and progress faster to college-level math classes. Gates and his team were looking at models and best practices in developmental mathematics education. They heard about Math My Way during a meeting at the Gates Foundation offices in Seattle with Foothill-De Anza Chancellor Linda Thor, who was invited to discuss her experiences with innovative online learning programs. The goal of Math My Way, ultimately, is to increase the number of science, math and engineering graduates at Foothill College and expand opportunity for students from historically underserved groups, such as Latinos and African Americans, to earn advanced degrees in these subject areas. The Math My Way Program is instrumental in preparing students with poor math skills to advance into college-level mathematics, a gateway class for transfer to a four-year university.
- An article about hybrid learning written by Foothill-De Anza Chancellor Linda M. Thor and Foothill College Dean of Technology & Innovation Judy Baker was published in the 2010 back-to-school edition of the *Community College Journal*.
- The Foothill College marketing and communications team won two second-place and two third-place awards at the Community College Public Relations Organization conference in 2010.
- Foothill College Music Technology Instructor Bruce Tambling was nominated for a 2009 Grammy Award as producer of the year, non-classical, for the album *Seek to Follow*, which includes members of Foothill's Jazz Ensemble.
- Foothill College Music Instructor Elizabeth F. Barkley chaired an international panel at the 2009 annual conference of the International Society for the Scholarship of Teaching & Learning at Indiana University. The panel discussed perceptions of Barkley's model of student engagement as the synergistic interaction between motivation and active learning.
- Foothill College Adaptive Learning Division Dean Gertrude Gregorio was named one of the 100 most influential Filipinas in the United States in 2009 by *Filipina Women's Network* magazine.
- Foothill College Astronomy Instructor Andrew Fraknoi was named California Professor of the Year in 2007 by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement & Support of Education. His course, *Physics for Poets: Everything You Wanted to Know about Einstein but Were Afraid to Ask*, received the 2005 Innovation of the Year Award from the League for Innovation in the Community College.
- Foothill College was chosen in 2007 as a regional training academy for the Cisco Networking Academy Program to train Cisco networking instructors throughout Silicon Valley and support them as they teach.

- Foothill-De Anza Chancellor Linda M. Thor was appointed by U.S. Secretary of Education Arne Duncan to serve as one of 15 higher education leaders on the Committee on Measures of Student Success. The committee was created under the Higher Education Opportunity Act to develop recommendations for two-year degree-granting institutions on how to comply with new federal provisions for disclosing college graduation and completion rates.
- Foothill College Mathematics Instructor Marc Knobel was named recipient of the 2010 Excellence in Teaching Award by the Council of Mathematics of the California Community Colleges.
- Foothill College Psychological Services & Personal Counseling Director Melanie Hale received an award from the California Community Colleges Mental Health & Wellness Association for Leadership & Commitment for service as president and co-founder of the statewide organization.
- Foothill College Counselor Victoria Taketa was named one of 10 recipients of Santa Clara County's 2011 Asian American Hero Award for demonstrating a commitment education, inspiring others to believe they can make a difference, engaging community members, and bridging differences among communities.
- Linda M. Thor, chancellor of the Foothill-De Anza Community College District, was among the nation's higher education leaders who attended the White House Summit on Community Colleges Oct. 5, 2010. President Barack Obama and Dr. Jill Biden, who chaired the event, invited education, business and philanthropy leaders to join federal and state policymakers at the first-ever summit on the role of community colleges in meeting America's work force and educational goals. President Obama has set a goal for the U.S. to have the world's highest proportion of college graduates by 2020, and said that community colleges will play a critical role because they educate more than

eight million students a year. He called community colleges "one of the great undervalued assets in our education system."

- Students, faculty and staff who designed and manned the Foothill College Environmental Horticulture & Design Program information booth at the 2011 San Francisco Flower & Garden Show were named recipients of the exposition's Best Educational Display Exhibitor Award. Featuring the theme of sustainability, and made with 75 percent of salvaged material, Foothill's booth was selected from a field of more than 25 educational booths at the popular event.
- *Contextual Factors Contributing to Ethnic Identity Development of Second-Generation Iranian American Adolescents*, an article authored by Foothill Child Development Instructor Maryam Daha, was recently published in the *Journal of Adolescent Research*.
- Faculty and students from Foothill College, Santa Clara University and San Jose State University are excavating a site in Monterey County where two Columbian Mammoths, an adult and an infant, were found in May 2011.

Foothill College offers a diverse range of high-quality educational offerings to its constituents in the community. Guided by a mission that embraces the role of a democratic educational institution, the institution provides degrees, certificates, transfer and career-orientated academic programs that are standard throughout the country, as well as programs that are unique and specific to the residents of California's Silicon Valley. The review process for instructional programs at Foothill College has evolved over the past six years to become an ongoing process with a formal outcomes assessment procedure. Through a meaningful, realistic and sustainable outcomes-based assessment cycle, every level and aspect of courses, programs, administration and support services will receive an evaluation of effectiveness as related to student learning and achievement.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

Foothill College offers core mission instruction in basic skills, transfer, lifelong learning and career preparation with a diversity of delivery methods, including online, hybrid and traditional classroom instruction. Foothill College offers instruction at the Foothill main campus in Los Altos Hills and the Middlefield campus in Palo Alto. Regardless of location or mode of instruction, Foothill College ensures that students receive the same high quality of services and resources. The Middlefield campus, which was evaluated along with the main campus in the 2005 ACCJC site visit, also offers a complete range of student services and resources [II.A.8]. In March 2011, the ACCJC approved the *Foothill College Substantive Change Proposal* to offer 24 associate degrees and 21 certificates through a mode of distance education or electronic delivery. Included in the approved *Substantive Change Proposal* document are detailed descriptions of the support services for distance education [II.A.9].

All institutional offerings regardless of location or means of delivery align with the core mission goals and maintain high quality through the following processes.

Curriculum review and oversight is a responsibility of faculty, carried out primarily through the College Curriculum Committee (CCC), a subcommittee of the Foothill College Academic Senate. New programs seeking approval are required to be approved by the appropriate academic division faculty followed by the CCC before moving to district and state approval. Courses follow a similar path to approval, with the CCC determining the submittal data required in order to evaluate a course. Using the online curriculum management system (C3MS) [II.A.10] faculty can provide a prescribed list of information regarding a course that, when approved, becomes the Title 5 course outline of record (COR) [II.A.11]. Review of this record is repeated every three years or when changes are proposed in the course.

- An important aspect of upholding institutional integrity is maintaining a system of programs and courses that address the 4-Cs or institutional learning outcomes (ILOs) of Communication,

Computation, Creative, Critical and Analytical Thinking and Community/Global Consciousness and Responsibility. Every course at Foothill College identifies and includes at least one of these ILOs. The connection from institutional outcomes to course-level outcomes continues into the program review and program-level learning outcomes. Using a systematic series of evaluations, each Foothill program that awards a degree or certificate completes a program review on an annual basis [II.A.12]. Currently, this evaluation requires faculty, staff and administrators to review and comment on the mission, curriculum, institutional, course and program learning outcomes, as well as professional development, resources and goals [II.A.13]. Program review strives to be a viable component of the resource allocation process through the college shared governance process whose main body is the Planning and Resource Council (PaRC) [II.A.14].

- Work force and career programs at Foothill College have advisory boards that consult with faculty on curriculum to ensure quality and applicability for currency and quality.
- Determining the quality and appropriateness of coursework and programs at Foothill is determined in part by the articulation to other institutions of higher learning. Foothill currently has articulation agreements with 21 campuses of the California State University (CSU) system and all 10 University of California (UC) campuses. The college also has articulation agreements with many private or out-of-state colleges and universities, including Santa Clara University, University of the Pacific, University of Southern California, Menlo College, Cornell University, Academy of Art University, Pepperdine University, Cogswell Polytechnic College, California Lutheran University, Biola University, Pacific Graduate School of Psychology, Golden Gate University and University of Nevada at Reno. Foothill articulates courses through various statewide programs such as C-ID and CSU LDTP. To facilitate student success in achieving their educational goals, Foothill students can complete a transfer admission guarantee (TAG) with 19

different universities, seven UCs, two CSUs, and 10 private universities. While the number of TAGs has increased steadily over the years, this past year saw a dramatic increase. For the 2009–2010 year, a total of 231 TAGs were submitted for 224 students. For the 2010–2011 year, a total of 1,385 TAGs were submitted for 438 students for the seven participating UCs, two CSUs, and two private institutions (Santa Clara University and University of San Francisco) [II.A.15].

Self-Evaluation

The college meets this standard. Every program and course offered by Foothill College receives the same level and quality of support services and resources regardless of location or mode of instruction. This approach is evidenced by both the AACJC-approved *Substantive Change Proposal* document [II.A.9] for distance education and the on-site services available to students and faculty at the Middlefield campus [II.A.8].

Foothill applies its curriculum and outcomes process to programs and course offerings in order to demonstrate a strong connection to the mission of the college. The tenets of the college are reflected in an outcomes-based learning process that is evaluated annually at the institutional, course and program level [II.A.5]. This multi-level approach to developing, identifying and assessing student outcomes ensures that these goals are incorporated into the development of programs and coursework, which strengthen the educational process.

Foothill is proud of its history of delivering high-quality instruction that addresses the needs of its constituents, and this heritage is reinforced by the efforts of faculty, staff and administration who strive to bring even higher standards to the student learning process.

Planning Agenda

None.

II. A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Foothill College recognizes its role as a community college established to serve a diverse regional population. The college continues its tradition of offering a wide range of academic programs and degrees as well as educational opportunities for the constituents of the Foothill-De Anza Community College District and the residents in neighboring regions. These programs include career preparation, associate degrees, and transfer to private and public universities [II.A.16]. Additionally, community education provides opportunities for wellness and academic inquiry while developmental programs serve those individuals who require more academic preparation to enter courses or support to progress toward educational goals [II.A.17, 18]. Student services in the form of counseling and tutoring are available to any student who requests such assistance [II.A.19]. This evolving range of opportunities is the result of ongoing communication with the community and research by faculty, staff and administrators.

The Office of Institutional Research & Planning (IR&P) routinely monitors the demographics of Foothill College students. Year-to-year enrollment reports track students each quarter by such characteristics as enrollment status (new, continuing, returning), ethnicity and zip code [II.A.20]. In addition, a demographic fact sheet with a number of variables is published each quarter. The program review data sheets published each year track student success by ethnicity, age and gender [II.A.21]. In 2009–2010, several optional questions were added to the CCCApply application, which asked applicants about their primary spoken language, family income, parental education and employment status.

Over the past six years, Foothill awarded an annual average of 578 associate degrees and 646 certificates. In addition to the number of degrees and certificates awarded, the six-year average for students who have transferred to the UC and CSU system is 636 [II.A.22, 23].

The following table shows a comparison between Foothill College student achievement and success compared to its peer group average (which is comprised of 23 institutions, including Alameda, American River, Berkeley City, Cabrillo, Canyons, Glendale, Irvine Valley, Laney, Marin, Merritt, MiraCosta, Monterey, Ohlone, Palomar, Saddleback, San Diego City, San

Diego Miramar, San Francisco City, San Mateo, Santa Rosa, West LA, and West Valley). This data is reported through the state chancellor's office and is included as part of the annual *Accountability Reporting for the Community Colleges (ARCC) Report*, a standardized assessment of various performance measures for California community colleges.

Foothill College ARCC 2011 Report: College-Level Indicators College Peer Grouping			
	Indicator	Foothill College Rate	Peer Group Average
A	Student Progress & Achievement Rate	64.1	56.8
B	Percent of Students Who Earned at Least 30 Units	80.5	74.8
C	Persistence Rate	75.6	73.1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	87.9	75.7
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	80.7	64.4
F	Improvement Rate for Credit Basic Skills Courses	62.8	57.3
G	Improvement Rate for Credit ESL Courses	57.4	51.7

The overall success rate of courses taken at Foothill in Fall 2010 (percent of final grade is A, B, C or P out of all grades) is 79.7 percent with a retention rate of 92.3 percent (number of students receiving a successful or non-successful grade/total number of students). Both rates are higher than estimated state average and Foothill's peer group cohort as measured by the *ARCC Report* [II.A.24]. However the decline in the student progress and achievement rate (67.2 percent in 2008–2009 and 64 percent in 2009–2010) reflects a lowered success rate in certificate awards and transfer rate to four-year institutions.

In response to these findings, Foothill College presented a completion agenda with action items aimed at increasing the number of degrees and certificates awarded to students to the Foothill-De Anza Community College District Board of Trustees in Winter Quarter 2011 [II.A.25]. Other action items include an effort to increase campuswide awareness and commitment to student completion. To document this commitment, the number of degrees and certificates awarded will be included in the program review process beginning in Fall Quarter 2011. As part of this effort, Foothill College continues to work at increasing the number of transcriptable certificates, especially in the areas of work force education.

During the 2011–2012 academic year, Foothill College will begin offering an Associate of Arts Transfer Degree in Sociology and Psychology to meet the requirements of California's new SB1440 law, which guarantees a student's acceptance in a related major at a local CSU institution upon graduation. The communications and mathematics departments are also working on creating similar transfer degrees.

IR&P also assists the institution in its mission by identifying data that may be used in planning and resource allocation. These tasks include extracting relevant data from the district database and conducting periodic surveys at the program and institutional level. For instance, IR&P assisted with a community survey assessing public satisfaction with college programs and services that was conducted prior to the 2010 parcel tax initiative [II.A.26]. Its results helped the district determine the possible success of such an initiative. In Fall 2010, the district engaged a firm to conduct an economic impact study [II.A.27]. An analysis of Santa Clara County population trends was presented to the board of trustees as background information and evidence to support exploration efforts for the relocation of the Middlefield campus [II.A.28].

The Assessment Process

Foothill meets the needs of its student by providing a placement process for incoming students to identify the appropriate level of English, math and chemistry courses. After being admitted to Foothill but prior to registration, students take assessment exams in specific subject areas related to their educational goals. In some academic areas, such as English, ESLL, math and chemistry, placement tests are required prior to enrollment [II.A.29]. Students who desire to enter into a majority of health care career programs are subject to an extensive screening process to assure that the prerequisites to success are in place before the student enrolls [II.A.30].

Through enrollment data and preparational assessment, Foothill College recognizes the diversity of the students who wish to participate in the educational experience [II.A.20]. With the many educational, cultural and economic backgrounds in its student population, Foothill understands that one educational track will not suffice. To assist students and prepare them for success, many students are counseled by faculty and counseling staff prior to enrollment [II.A.19]. Students who present special needs can voluntarily enroll in one of the many educational programs that provide assistance in specific areas. Foothill College offers a wide variety of these support service programs and areas to assist students, including:

- Extended Opportunity Program & Services (EOPS) [II.A.31]
- Mfumo [II.A.32]
- Puente [II.A.33]
- Pass the Torch [II.A.34]
- Physical Science, Math & Engineering (PSME) Center [II.A.35]
- ESL [II.A.36]
- Math My Way [II.A.37]
- Tutorial Center [II.A.38]
- Media Center [II.A.39]
- Disability Resource Center [II.A.40]
- Computer Access Center [II.A.41]
- Student Success Center [II.A.42]
- Veterans Resource Center [II.A.43]

Foothill College's commitment to serving all student needs is demonstrated as the institution finalizes its plans for a new Teaching and Learning Center, which will expand the current Tutorial Center space [II.A.44].

The *Foothill College Educational and Strategic Master Plan* (ESMP), which was completed in 2010, is scheduled for annual updates and includes extensive research dedicated to identifying the characteristics of current and potential future students. Data collected include the geographic origin, ethnic representation, age, and rates of success and retention by population group. This information helps the college to prepare programs and allocate resources that address the core components of the college mission, to support the continuous process and effort required to meet the educational needs of Foothill students [II.A.45].

Future work in the areas of the college's core missions is outlined in the ESMP. The plan contains goals and commitments, including benchmarks for each of the core missions and demonstrates how the institution's goals align with the district strategic plan. As described in Standard IB, this planning process includes the identification and consideration of demographic and learning outcome data, which will be reviewed and assessed in a continuous process.

Students who demonstrate high scholastic ability and motivation can enroll in separate Honors sections of selected courses. Those who successfully complete six honors courses/seminars are considered to have completed the Honors Institute Program [II.A.46]. For students who prefer to earn a portion of their credit through work versus the classroom, the Cooperative Work Experience (CWE) Program is another available option [II.A.47].

Students enrolled at Foothill with the intention of transferring to a four-year institution are supported through an extensive offering of articulated general education courses and through a Transfer Center staffed with counselors who help students develop educational plans. Other support services provided by the Transfer Center include information about and assistance with selecting a major, transfer preparation, meeting minimum transfer requirements, filling out college applications, writing admission essays and completing transfer admission guarantees (TAGs). The center also sponsors college representative visits and an annual Transfer Day [II.A.15, 48].

Faculty assess their courses to determine student achievement of stated learning outcomes. This process begins at the course level with instructors reflecting on

the learning outcomes of their course(s) and whether students were able to achieve these goals. Once the individual course-level outcomes are identified, they are mapped to the program-level learning outcomes for further reflection. These reflections are archived so faculty can follow a path of student achievement [II.A.49]. As the curriculum management system (C3MS) [II.A.10], which is used for both curriculum and learning outcomes, has become difficult for faculty to navigate as a tool for ongoing SLO assessment and reporting, the college decided to purchase the TracDat system to better archive and retrieve assessment data in all aspects of outcome achievement and program planning. The scheduled implementation of the TracDat system is Fall 2011. As this self-study is being written before TracDat implementation, all reports cited as evidence in this document are from the existing C3MS.

Self-Evaluation

The college meets the standard. The demographic characteristics of the Foothill College service area include potential students of all ages, abilities and levels of academic preparation. The local community has an equally wide range of expectations about how the college should serve its students. Whether preparing for a career, planning on transfer, retraining for a new

direction in life, remediating a substandard secondary education or seeking a personal enrichment class, the demands and preparation of the Foothill College constituency is diverse in many ways. To address these populations, Foothill College has built an extensive catalog of programs designed to provide access and serve students [II.A.50].

Foothill College has been successful in addressing the needs of its student population. Courses from every subject area of general education populate the catalog and course schedules. Career programs remain directly tied to local and regional industries through advisory boards.

Traditionally underserved populations are supported through academic mentoring and tutoring programs such as EOPS, Puente and Mfumo. Examples of more personalized assistance are provided through the PSME and Tutorial centers and with programs such as Math My Way and Pass the Torch.

The college will continue to review research and evaluate the success of the various support programs as it relates to student progress and achievement.

Planning Agenda

None.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

The college is responsive to the diverse educational needs of its student population by offering and incorporating a variety of teaching methodologies and modes of delivery. At Foothill College, selection of methods for delivering course material is the primary responsibility of the faculty member teaching the subject. The course outline of record (COR) requires the faculty member to list the methods of instruction to be primarily used to deliver the course content. Pedagogy may include lecture, lab, lecture-lab, clinic, group discussions, experiments, portfolio presentations, multimedia enhancement, case study reviews or fieldtrips. The COR also states requirements for special equipment or technology [II.A.51, 52].

For online and hybrid instruction, instructors must file an *Addendum to the Course Outline of Record: Course Approval Application for Online/Distance Learning Delivery Form* and have it approved by the division curriculum committee [II.A.53]. This form, developed by the combined efforts of Foothill Global Access and the College Curriculum Committee, addresses the methods of “regular, timely and effective methods of student/faculty contact” [II.A.164] that will be implemented in the course and asserts the appropriateness of this subject matter for online delivery.

As part of the student learning outcomes assessment and reflection process, faculty are asked to review the instructional methods and their effectiveness of a course once per year [II.A.5]. It is at this time that

faculty can report that the methods were adequate or indicate any proposed changes that would benefit the instruction [II.A.49].

Foothill College has numerous innovative programs and learning communities that use methods of instruction tailored to the student's learning style. A few of these are listed below.

- Math My Way is an example of an innovation in pedagogy and is currently a national model for using a collaborative, hands-on series of self-paced learning modules that apply patient, adept and thoughtful instruction to groups of students with similar skill levels [II.A.37].
- Pass the Torch is a highly successful tutorial program that uses peer study teams to help students improve their success rates and achieve higher grades in core subjects [II.A.34].
- STEMWay is a comprehensive outside-the-classroom academic support program for students in science, technology, engineering and mathematics (STEM) courses. These STEMWay support services will be located at Foothill College in a full-service support environment that includes efficient and continual assessment and a variety of academic support services geared to the individual student's ability level.

Instructional methods are also measured on a recurring basis through the faculty evaluation process. Tenured faculty receive an evaluation every three years. Feedback and the reports from these evaluations are provided to the faculty member to be used for continued progress in their professional development. In addition to an administrative and peer evaluation, student evaluations, to the extent practicable based upon the nature of the faculty employee's assignment, are performed at least once every three academic years for regular and contract faculty and part-time faculty [II.A.54, 55, 56].

Foothill College administers a four-year tenure process that evaluates new faculty members on a scheduled timeline by administrators, faculty and students. The tenure process is also an opportunity to mentor and guide new faculty member in areas of teaching methodology and pedagogy along with effective classroom management and professional development [II.A.57].

To promote professional development and mentoring among faculty, throughout the year, opportunities are offered to share ideas and approaches

to improving instructional delivery. A complete schedule of faculty development workshops are offered each year, with one of the topic strands addressing teaching and learning [II.A.58].

Opportunities also exist for faculty to engage in the exchange of ideas with peers from other educational institutions through the college's conference and travel fund. Funding is provided each year (\$50,000 in 2010–2011) for faculty to travel and attend conferences to improve teaching and learning, and for professional development [II.A.59].

Self-Evaluation

The college meets the standard. Foothill has in place the processes and support services for providing the delivery systems and modes of instruction to support the objectives of the curriculum. The college has evolved a system of faculty development that provides broad-based opportunities to improve teaching and learning. In addition, professional development opportunities exist in classroom settings through short courses offered at the Krause Center for Innovation [II.A.60].

As one of the first community colleges to implement online learning, Foothill now offers a robust and comprehensive program of online courses and student services, comprising approximately 20 percent of total college enrollment [II.A.61]. The ETUDES/Sakai course management system, developed in part by Foothill-De Anza programmers, is now used by more than 15 California community colleges [II.A.62]. An online courses website easily accessible from the college homepage provides students and faculty quick access to Internet teaching and learning resources, including training and support for online courses [II.A.61]. Guiding the complex issues of implementing online learning is the College Committee for Online Learning (COOL) and an established set of policies and procedures [II.A.63].

Faculty who are not trained in the use of ETUDES or not needing a fully online teaching environment will, as of Spring 2011, have access to the support of Course Studio in Banner via **MyPortal.fhda.edu**. This will allow posting of handouts, message board and announcements for all classes not using ETUDES.

Program review affords the opportunity to review and analyze the method and mode of instruction at Foothill College. By reviewing data on student success and completion, faculty have the opportunity to affect changes in delivery that will improve program or course outcomes [II.A.64].

In the 2009-2010 Program Review of the Physics department a discussion regarding student success and retention led to a reorganization of the Physics sequencing. The following statement was written in the Physics Program Review Goals and Action Plans.

“We tend to believe the best approach (I believe SJSU does this) is to have two physics 4 sequences—an accelerated sequence that gets through the material in 4 quarters (our current pace) and a slower pace sequence that requires five quarters to cover the same material. At SJSU you are required to test into the accelerated class. Our thoughts are keeping it voluntary at first and try to sell the benefits the way Math My Way does. We believe the extra time is needed mostly for 4A and 4B, so we would turn these two 1-quarter classes into a three quarter set. In addition, we could look at a Pass the Torch approach, where we hire successful students to tutor struggling students.”

This change was implemented in 2011 and now an extended slower paced *Physics 5A, 5B and 5C* is offered as an alternate to *Physics 4A and 4B*. On going assessment will occur in 2011-2012 [II.A.64].

Foothill College maintains effectiveness of instructional delivery for current and future needs of its students through a regular evaluation process of curriculum and faculty, a rigorous tenure process, a robust professional development program, and by providing the means for student assessment and faculty reflection on learning outcomes.

Planning Agenda

None.

II. A.1.c. The institution identifies student learning outcomes for courses programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

In 2001, Foothill College partnered with the League for Innovation’s 21st Century Learning Outcomes Project to investigate a new approach to collegewide learning initiatives and to make progress toward defining learning outcomes for the institution as a whole. The outcome of this partnership was the adoption of the 4-Cs of Communication; Computation; Creative, Critical and Analytical Thinking; and Community/ Global Consciousness and Responsibility as Foothill College’s Institutional Learning Outcomes [II.A.65].

These outcomes provide the framework for the development of breadth and depth in course and program outcomes and form the basis of all learning experiences. Thus, if courses, programs and degrees are to properly prepare the student for work or transfer, they must address these core competencies to reach the depth, breadth and rigor of academic preparation. The institutional learning outcomes provide the foundation for student learning outcomes at the course, program, degree and core mission levels of basic skills, work force and transfer. Faculty are asked to link the course-level SLO to a minimum of one institutional learning

outcome. In addition, administrative and service area outcomes must be linked to at least one institutional learning outcome.

At the course level, the student learning outcomes (SLOs) process requires that every course at the college have a minimum of two measureable outcomes identified and mapped to the applicable institutional student learning outcome(s). This mapping carries forward to the program and degree-level learning outcomes [II.A.5].

The expectation is that identified outcomes for each course at the college are evaluated at a minimum each year that a course is taught. This assessment of how well students accomplished the outcome is recorded and the results are used to determine if changes in the outcome, content or teaching methods are required. Faculty members reflect upon the assessment of course-level student learning outcomes in the online curriculum management system (C3MS). Currently the system prompts the faculty member to the following assessment questions:

1. What were your most important findings from the data? Write two to five sentences summarizing your findings.

2. Given the results of this assessment, describe any changes that will be made.
3. Can you identify any resources you need to implement suggested changes?
4. Is there any else that you'd like to add? [II.A.66]

Responses to these questions are used to improve student outcomes and identify resources needed for improvement. The recognition of resources is directly connected to the resource allocation process through the shared governance Planning and Resource Council (PaRC) [II.A.67, 68]. Foothill is currently in the third year of requiring faculty to reflect once a year on a course taught during the academic year. Initially, it was thought that the home-grown curriculum management system (C3MS) would be able to house the learning outcomes and assessment process but it became evident during the second cycle of reflections that past reflections were having difficulty rolling over from year to year. Not only were courses having difficulty rolling over, but the total reflection reporting is a percentage taken from all 2,209 courses in the college curriculum [II.A.69, 70, 71]. Since not all courses are taught quarterly or even annually, the reflection completion report was not conclusive. Foothill has recently purchased TracDat to aid in accurate reporting. TracDat will be introduced to the faculty in Fall 2011.

Current course-level and institution-level SLO summary for 2009–2011 is listed below:

2009–2010 Submissions Database

- A total of 2,122 of 2,202 (96.41 percent) course IDs have Student Learning Outcomes (SLOs) defined.
- A total of 1,594 of 2,202 (73.69 percent) have Institutional Learning Outcomes (ILO) defined.
- A total of 1,349 of 2,201 (61.29 percent) have strategies defined.
- A total of 732 of 2,201 (33.26 percent) have reflections defined.

2010–2011 Submissions Database

- A total of 768 of 2,201 (35.98 percent) course IDs have Student Learning Outcomes (SLOs) defined.
- A total of 1,594 of 2,201 (73.69 percent) have Institutional Learning Outcomes (ILO) defined.
- A total of 705 of 2,201 (32.03 percent) have strategies defined.

- A total of 681 of 2,201 (30.83 percent) have reflections defined.

As noted in the report above, the total number of SLOs completed for courses in 2009–2010 did not roll over into 2010–2011. However adding 2009–2010 and 2010–2011 together reveals a total of more than 100 percent. Converting from our curriculum management system (C3MS) to TracDat will allow for accurate accounting for all courses. The accounting of SLOs embedded and referenced in this document was presented at PaRC in April 2011 and will continue to be scheduled for annual reporting.

Program-level student learning outcomes (PLOs) were identified by program faculty in Fall 2010 along with an update of the 2009 program review [II.A.64, 72]. Assessment strategies were developed during Winter 2011 and Spring 2011 with the interaction and support of the learning outcomes coordinators. Since TracDat will also house Foothill's program review and PLOs, the first cycle of program assessment is scheduled in TracDat for Fall 2011 and will be assessed annually.

Self-Evaluation

Since beginning in earnest in Fall 2008, Foothill College has made steady progress in completing course-level student learning outcomes for all active courses and assessing every course at least once per year. Program-level student learning outcomes and assessment criteria are established and will be housed in the new learning outcome and program review software TracDat. The connection of institutional student learning outcomes to course-level student learning outcomes through course completion connects the institutional student learning outcomes to degree-level and certificate-level student learning outcomes. Many programs are already on a regular cycle of assessment and improvement, such as the allied health programs, and many programs have completed a cycle of assessment and will continue to refine their assessment cycle going forward.

Planning Agenda

The academic senate along with the Office of Instruction & Institutional Research will continue to support and enhance the program assessments and a more formalized assessment cycle will be in place by Spring Quarter 2012.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.

Descriptive Summary

Foothill College assures the quality and improvement of all instructional courses and programs offered in the name of the institution, which include collegiate, pre-collegiate, developmental, fee-based community education, short-term training courses, international student programs and apprenticeship programs. Foothill College offers credit, noncredit and fee-based courses on the main campus, Middlefield Campus, online courses, and at local high schools and occupational centers [II.A.50]. All courses offered in the name of Foothill College are held to the same high standards of review at the course, program and institutional level [II.A.64]. Advisory boards, and labor market research and analysis are used to identify new programs to meet local and regional needs [II.A.65, 74].

Pre-collegiate courses are offered at high schools in the local area and the Central Country Occupational Center (CCOC) in San Jose with the same approved curriculum that is offered on campus [II.A.75]. Curriculum is developed by Foothill College faculty and reviewed and approved by the College Curriculum Committee. Since Foothill College is an open-access institution, classes at off-site locations are open to all students.

Developmental courses include a broad offering of credit and non-credit courses in adaptive learning [II.A.18], English for second language learners (ESLL) [II.A.36], and basic skills English and math courses [II.A.37, 76]. Curriculum is developed and reviewed by faculty and the College Curriculum Committee [II.A.77]. Ongoing evaluation and assessment of student learning outcomes occurs on an annual basis [II.A.5].

Community education is a districtwide program representing both Foothill and De Anza colleges that is entirely self-supporting. The program's offerings are geared toward the non-traditional college student, including older adults and working professionals, as well as children and teens [II.A.17].

The Foothill Apprenticeship Programs, in partnership with local apprenticeship training organizations, offer related and supplemental instruction in a variety of trades, including general and residential electrician; elevator construction; field ironworker; plumbing; pipefitting and steamfitting; refrigeration heating, ventilation and air-conditioning; sheet metal; and sound and communication. The curriculum is faculty-driven and held to the Foothill College review and approval and outcomes process. Because of the unique relationship between on-the-job and classroom apprenticeship training, admission to apprenticeship classes is limited to apprentices who are registered with the California Department of Apprenticeships Standards. This limitation is authorized by the California Labor Code, Section 3074.3 [II.A.78].

The International Programs Office caters specifically to international students on F-1 visas. Foothill College provides counseling and assistance to more than 700 students from over 70 different countries. According to Open Doors, a report published by the Institute of International Education, Foothill is currently ranked #11 for enrolling the highest number of international students out of all the associate degree-granting institutions in the United States. International students are enrolled and assessed along with resident students in all Foothill College courses [II.A.79].

Historically, Foothill has offered four to five study abroad programs both during academic quarters and as special summer programs. However, two years ago, the college decided to temporarily discontinue the program until the overall economy improves because it had to cancel three programs in a row due to low enrollment. The college continues to support individual faculty who want to take groups of students out of the country during the summer for various instructional credit programs. Over the past several summers, an instructor from the anthropology department has taken students to Belize and Ecuador to participate in archeological digs and coursework in applied anthropology and

ethnographic experience. In addition, an instructor from the photography department continues to take groups of students almost every summer for a photography class conducted abroad. The most recent program, last summer, was in Cuba [II.A.80].

Quality assurance for curriculum is supervised by the College Curriculum Committee (CCC), a subcommittee of the Foothill College Academic Senate, which establishes and approves campuswide educational curriculum policy in compliance with *State of California Educational Code and Title 5 of the California Code of Regulations*. The CCC approves new programs, degrees and certificates; approves the recommended general education requirements; provides collegewide curriculum direction; approves divisional curriculum processes; and provides conflict resolution regarding curriculum issues. The college follows the program and course approval process mandated by the state [II.A.77].

Faculty are responsible for curriculum development and review following the guidelines for approval established by the CCC. Foothill College has a unique two-tiered curriculum committee process that begins with approval of courses and programs at the divisional curriculum committee level. The divisional curriculum committee is composed of faculty in related disciplines for area-specific curricular development and review. Each division has two CCC representatives who communicate policy and information from the divisional and faculty level to the collegewide CCC.

The curriculum management system (C3MS) allows for multiple levels of review for curricular quality. The process for curriculum to pass through the system electronically begins with the faculty writing the course outline of record (COR) within the system that contains fields that reflect Title 5 requirements. The faculty owner/editor then sends the COR to the division dean who adds the faculty load, seat count and budget code. The division dean then sends the COR back to the faculty owner for review. The faculty owner forwards the curriculum to the CCC representative who verifies the course outline has been reviewed and approved by the division curriculum committee. Once verified, the completed COR is sent to the articulation officer who will review the course for transferability eligibility. On completion of review, it is sent to the Office of

Instruction for final approval. New general education courses, programs and noncredit courses are discussed and approved at the divisional curriculum committee level then sent forward to the CCC for final discussion and approval. Faculty are welcome to present their curriculum to the CCC in order to clarify or address concerns [II.A.82].

Foothill College requires all course outlines be reviewed every three years to ensure currency. For new curriculum and programs, board of trustees' approval is the final step in the process. This system allows for detailed review of the COR from multiple reviewers within a workable timeline. Work force programs and degrees are also sent to the Bay Area Consortium of Community Colleges (BACCC) for approval. The intent of the BACCC is to ensure that the job market can support new programs without duplication in multiple colleges in the area [II.A.83].

Evaluation of instructional course and program improvement begins at the course level with student learning outcomes (SLOs) assessments and reflections. [II.A.49] Currently, all courses actively being taught in the curriculum have SLOs attached to the COR [II.A.51].

The program review is directly linked to the resource allocation process. Therefore, program reviews are completed in the Fall Quarter in order to best inform the integrated resource allocation process that begins in the Fall Quarter, and concludes in the Spring Quarter with resources being allocated effective the following academic year [II.A.5].

Self-Evaluation

Foothill College meets the standard. Faculty are dedicated to ensuring the continuous quality of all education delivered at Foothill College. The curriculum management system (C3MS) works well for moving curriculum through an evaluative process; however, to further ensure the sustainable level of assessment and archiving needed for learning outcomes and program review, the college is investing in a more powerful tool to meet future needs.

Planning Agenda

None.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Beginning in Fall 2006 and completed in Spring 2009, faculty developed rubrics to clearly define and outline measurable outcomes of the adopted institutional learning outcomes (ILOs) of Communication; Computation; Creative, Critical and Analytical Thinking; and Community/Global Consciousness and Responsibility (4-Cs). This work is known as the FRAMES Project (Foothill's Rubric Assessment Model for Evaluating SLOs) [II.A.7]. Beginning in the 2009–10 academic year, these rubrics were used to assess the institutional outcomes through examinations of the work that individual students have done while completing a degree at Foothill. A comprehensive two-part process was developed and implemented in Winter 2010. These processes focus attention on the assessment of the ILOs at the course level while also promoting robust dialogue about our ILOs in multidisciplinary groups collegewide. The first part of this process began in Winter 2010 when all faculty, staff and administrators, using the FRAMES rubrics, were asked to identify the ILOs that directly relate or map to their course, program, degree, service or administrative outcome. This determination will continue to occur annually when learning outcomes are reviewed, assessed or reflected upon in the online reporting system.

The second part of the ILO assessment process also began in Winter 2010 as a series of three workshops composed of faculty from various disciplines evaluating student artifacts using the core competency FRAMES rubrics. This multidisciplinary, collaborative assessment process has generated not only robust conversations about teaching and learning, but also a reaffirmation of our shared roles in teaching to the core competencies [II.A.84].

A student survey that assessed ILO achievement from the student's perspective was implemented in Fall 2010. The results demonstrate how students felt their knowledge, skills and abilities improved in the four areas of institutional outcomes. When asked if they knew what the institutional outcomes were,

student response was low. However the responses were strong when asked about their learning experiences directly related to the institutional learning outcomes. Foothill College is working on ways to increase student awareness of the four institutional learning outcomes [II.A.85].

Institutional learning outcomes are assessed annually by individual faculty, staff and administrators when they reflect on their learning outcomes for their courses, service areas or administrative units. ILOs are also, and more importantly, discussed in depth and mapped with student artifacts in divisional meetings of faculty and staff.

The conversation at Foothill College regarding the development and assessment of course-level SLOs began in earnest during Spring 2008 with a faculty convocation titled "SLOs and All That Jazz." This was the beginning of quarterly convocations on SLO design and assessment [II.A.86]. During Fall Quarter 2008, the One Course | One Outcome | One Cycle (One 3) Project began. Faculty were asked to identify one course for which they would develop one outcome and one assessment, and would complete a cycle during the 2008–2009 year. However, the college was notified on February 3, 2009, that the commission feared the college would not make adequate progress if the development process was not accelerated [II.A.87]. As a result, an April 24, 2009, deadline was set for the development of a minimum of two SLOs for each course and a June 30, 2009, deadline for the assessment completion of the first subset of courses [II.A.88].

As part of the ongoing assessment cycle, every course is required to be assessed at least once each academic year it is offered. The assessment schedule set for course reflection on improvement is the third week of the quarter for the previous quarter's courses. This schedule has been acknowledged and supported by the academic senate [II.A.5].

Throughout the 2009–2010 academic year, the learning outcomes coordinator with 50-percent release time spent 96 hours consulting, planning and training faculty and staff on the outcomes and institutional

effectiveness process [II.A.84]. To support this ongoing developmental process, the Office of Instruction & Institutional Research produces quarterly newsletters to inform faculty, staff and administrators of the need to demonstrate thoughtful progress toward a sustainable cycle of inquiry [II.A.89].

Beginning Fall Quarter 2010, Foothill College supports two learning outcomes coordinators who assist faculty and staff with policies and procedures regarding course-level SLOs, program-level SLOs, service area outcomes (SAOs) and administrative unit outcomes (AUOs).

During the past six years and in three-year cycles, Foothill College has been conducting a program review of all instructional, administrative and student services programs. These program review cycles were conducted during 2003 and 2006. Beginning with 2009–2010, program reviews are to be completed on an annual basis to reflect on program outcomes and assess the need for resource allocation. As a part of this process, faculty will assess their program-level outcomes and ensure alignment with course- and institutional-level outcomes. This annual assessment process allows for reflection on improvement while identifying resources needed to improve success in meeting stated outcomes. Cycles of program review and program outcome assessment will occur on an annual basis in Fall Quarter. Updated program learning outcomes are published annually on the Foothill College Learning Outcomes website [II.A.64].

Program review procedures have been recently reworked to be central and formative in the development of our integrated planning and budgeting cycles. During Fall Quarter 2009, all departments completed a comprehensive review of each program. As part of this process, programs stated needs that aligned with students meeting learning outcomes. Through a collaborative process, all divisions and departments prioritized resource requests and submitted them to the Planning and Resource Council (PaRC) to determine recommendations for resource allocations [II.A.90].

An example of a request that worked its way successfully through the 2009–2010 resource allocation process is the Veterinary Technician (VT) Program. In the *2009–2010 VT Program Review*, the summary of goals and commitments to action section emphasizes that keeping the VT lab equipped with state-of-the-art medical equipment and materials is essential for students to learn and train in that specific field. This need is also echoed in the public student learning

outcome database, which states that, for the *VT 81: Clinical Pathology Methods* course, a successful student will “assemble all required equipment and materials, and perform a complete blood count on an animal blood sample.” The information from the SLO reflection and assessment cycle for the VT Program and the review of the program itself was then put on the *Resource Allocation Form* to request the purchase of equipment that supports student learning and satisfies the American Veterinary Medical Association accreditation [II.A.84].

The program review and resource allocation process was assessed by members of PaRC through a survey at the end of the 2009–2010 academic year. [II.A.91, 92] The Integrated Budget & Planning Task Force proposed improvements, which were approved by PaRC for 2010–2011 [II.A.93]. Because educational institutions have multiple budgets, including specific federal and grant monies, a primary adjustment to our process was to send the division requests through our budget-focused Operation Planning Committee (OPC), that represents and supports our fourth college mission of stewardship of resources, to identify the source of funding for each request. Clarifying applicable budgets before the final prioritization allows for a more comprehensive allocation process. Because prioritization and planning occur at the divisional level through a collaborative process with faculty and staff the divisional prioritization plan is better aligned with the core missions of basic skills, transfer, work force and stewardship of resources. These divisional plans are shared in a collaborative meeting with other deans to discuss the priorities across divisional lines. Each division then has the opportunity to present their highest resource request priorities to PaRC for consideration. Prioritization with collaboration occurs at every level of planning and resource allocation [II.A.94].

A second improvement and change in the integrated budget and planning process was to establish core mission workgroups that represent basic skills, transfer and workforce. These workgroups set goals, metrics and benchmarks that reflect the college mission and the goals of the Educational Strategic Master Plans of the college and the district. The tri-chairs of each of the workgroups are represented at PaRC [II.A.95].

In 2010 the basic skills workgroup looked at the resources section of the program review for departments that serve students in basic skills areas. Needs in adaptive learning and Pass the Torch were

identified, and funding from the California Basic Skills Initiative was granted to these programs by consensus of the workgroup [II.A.96].

Student services areas at Foothill College include areas that have actual instructional components (e.g., Puente, Mfumo, counseling) and areas that do not include instruction (e.g., Admissions & Records Office, Student Success Center, Outreach & Retention Office, Financial Aid Office, EOPS and Assessment). For purposes of differentiating student services from instruction, Foothill College elected to use the term Service Area Outcome (SAO) to describe those outcomes directly related to student service areas. In order to make the SAOs connect seamlessly with instructional SLOs, all service areas maintain the focus on the concept of student development through the lens of the college's institutional outcomes [II.A.4].

In academic year 2009–2010, the student services areas developed, assessed and reflected upon two to three SAOs per department. During this time, the SAOs that had been developed in 2008 were re-defined and further assessed. Summary data for all student services departments is available in the C3MS. SAOs were developed and assessed in all student services areas, and reflections were completed for 88 percent of the SAOs developed [II.A.97, 98]. Additionally, program reviews were completed for each service area, thus completing the assessment cycle [II.A.101]. The assessment calendar for student service areas was completed in alignment with the institutional assessment cycle and the resource allocation process [II.A.5]. The student services assessment calendar was developed to coincide with the non-peak times of student traffic in order to allow faculty and staff the requisite time to complete the tasks.

Administrative units are areas that serve the mission of the college but usually have indirect contact with students. Administrative units (AUs) have unit missions and goals with related administrative unit outcomes (AUOs). Administrative units identified at Foothill College include Marketing & Communications Office, Middlefield Campus and the offices of the president and vice presidents. In Fall 2009, the vice president of educational resources and instruction, vice president of instruction and institutional research, vice president of work force development and instruction, Marketing & Communications Office and Middlefield Campus completed program reviews [II.A.102]. During Winter 2010, administrative unit outcomes were completed and published on the website using the C3MS system [II.A.4]. A formative assessment of administrative unit outcomes was performed in Spring Quarter 2011 [II.A.103].

The process of inquiry includes articulating our outcomes for the work we do to improve student learning or provide students services; following a plan to measure or assess our outcomes; reflecting on what we learn from our data; and improving our teaching or our services as a result. Foothill College has continued to engage in collegial and comprehensive assessment, planning and resource alignment and allocation. By Fall 2012, Foothill College will have accomplished the following proficiency characteristics of institutional effectiveness in SLOs:

- Student learning outcomes and authentic assessment are in place for courses, programs and degrees.
- Results of assessments are being used for improvement and further alignment of institutionwide practices.
- There is widespread institutional dialogue about the results.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.
- Appropriate resources continue to be allocated and fine-tuned
- Comprehensive assessment reports exist and are completed on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Courses go through curriculum review every three years at Foothill College—a more rigorous standard for course review than the six-year review required by the state. Program review is now performed on an annual basis in connection to our integrated planning and resource allocation process. This also gives faculty the opportunity to perform annual review of the program learning outcome assessment process and the total curriculum of the program.

Tenured faculty are evaluated in their classroom every three years [II.A.54]. During this evaluation, currency of material and methods of instruction are also evaluated. Programs are also evaluated by enrollment trends and job market trends. Along with program review, program-specific advisory boards and regional and state data are used to support the efficacy of programs.

Self-Evaluation

Foothill College meets the standard. In the past five years, the Foothill College community has made a determined effort to successfully establish a teaching and learning environment that focuses on continuous assessment and improvement. Instructors annually assess their courses and reflect on the success rate of their students. The cycle of inquiry is established and the college community will trust and rely on faculty,

staff and administrators to use their expertise to continue the process for the continuous improvement of student learning. Foothill College will continue the cycle of inquiry and assessment. In addition, we will look for ways to increase student awareness of the institutional learning outcomes.

Planning Agenda

None.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees, when appropriate, to identify competency levels and measureable student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

Descriptive Summary

Foothill College relies on faculty expertise, with the assistance of advisory committees for career and work force programs, to identify competency levels and measureable student learning outcomes for courses, programs, certificates and degrees.

Faculty develop competencies in the preparation and scheduled review of the course outlines of record (COR), as established by Title 5. The college requires that all CORs be approved and reviewed for currency on a three-year cycle [II.A.77].

Since 2008, Foothill faculty have developed a minimum of two SLOs for all courses taught in the college curriculum. All SLOs are required to incorporate a minimum of one of the institutional learning outcomes. This connection of SLOs and ILOs extends to the faculty development of program and degree-level student learning outcomes. Assessment of student progress toward achievement of learning outcomes are conducted on an annual schedule approved by the academic senate [II.A.5].

The program review process links course-level student learning outcomes to program-level student learning outcomes. Program reviews also include a number of measures to assess individual programmatic success. Data regarding enrollment, student success and activities completed toward department goals are reviewed and the needs of the program are determined. Department/program strengths and areas to be improved are identified. The goal is to

achieve ongoing deep reflection of programs and link program planning to program goals, institutional goals, strategic initiatives, student learning outcomes, resource allocation, accreditation and the *Educational & Strategic Master Plan* [II.A.13, 45].

Career and work force programs schedule a minimum of one advisory board meeting per academic year. Advisory boards are composed of local and regional experts in the industry. The demands of advisory boards at Foothill College include a diverse array of topics, ranging from facilities to placement, and include introducing emerging technologies, processes and trends that can guide faculty in maintaining the currency of curriculum and expected student outcomes.

The following Foothill College programs and departments have structured advisory boards [II.A.74]:

- Veterinary Technology
- Environmental Horticulture & Design
- Biotechnology
- Dental Assisting
- Dental Hygiene
- Respiratory Therapy
- Diagnostic Medical Sonography
- Radiologic Technology
- Computers, Technology & Information Systems programs

- Business
- Accounting
- Child Development
- Geography/Geographic Information Systems
- Distance Learning/Foothill Global Access

In addition to advisory boards, many allied health program graduates annually take state and national board certification exams for their program areas. While the exam process is independent of college activities, the content and preparation for these exams provides direction in the preparation of program competencies.

Self-Evaluation

The college meets the standard. Foothill relies on the expertise of faculty, and when appropriate, experts in the discipline in the development of curricular competencies and outcomes. Advisory boards are maintained to provide outside expertise in the review and assessment of curriculum, program goals and student outcomes. Assessment occurs on an annual schedule approved by the academic senate.

Regular review of the course outline of record (COR) occurs every three years when faculty and academic departments are required to review, evaluate and update a complete set of course information, including objectives, to verify currency with needs.

Planning Agenda

None.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning characterize all programs.

Descriptive Summary

Foothill College assures that high-quality instruction is facilitated through a wide range of measures and procedures, starting with the hiring of well-prepared and qualified individuals to deliver instruction through assessing student success. Foothill College utilizes a rigorous faculty hiring, tenure and development process. New faculty hires are completely vetted by a hiring process that includes screening at the application level, examination by a committee of peers and interviewing by college administration [II.A.104]. Newly employed faculty enter into a four-phase tenure process in which rigorous evaluations by students, peer faculty and administrators are conducted in a four-year time period. During this process, the faculty member is provided with feedback on performance and status. To receive tenure, the faculty member must satisfy all requirements and obtain the recommendation of the faculty-chaired tenure committee, followed by approval by the board of trustees [II.A.57]. Once tenured, the faculty member is subject to continued evaluations by students, peer faculty and administrators every three years to assure continued quality instruction and professional growth [II.A.54].

To assist in professional development, all faculty members are eligible for numerous faculty development programs and periodic professional development leave. Through the professional development workshop series, more than 50 sessions are offered each year to faculty to improve their skills in teaching/learning, assessment, classroom management and use of technology [II.A.58].

Delivery of a high-quality curriculum is an additional component in maintaining high-quality instruction. Verification of the content, breadth, depth, rigor, sequence, time to completion and synthesis of learning is performed using various curriculum development tools and ensured through review by a faculty-driven evaluation processes. An initial process that works to assure the basic quality of a course is the Title 5 course outline of record (CORs) process. Required by the state, faculty are responsible for preparation of CORs that include course objectives, lab requirements, teaching methods, grading processes, and a full range of technical information that assures course quality and thoroughness. The CORs must be updated every three years by faculty teaching in the subject area and the updates are approved by faculty from the appropriate divisional curriculum committees [II.A.51, 52].

Providing the framework for the development of breadth, depth and syntheses in course and program outcomes are the institutional learning outcomes identified as Communication; Computation; Creative, Critical and Analytical Thinking; and Community/ Global Consciousness and Responsibility. To assess instructional quality improvement, course, program and institutional student learning outcomes are assessed and reflected upon on an annual cycle [II.A.5]. The assessments and reflections of how well students accomplish outcomes are recorded and the results used to determine if changes in content, teaching methods or resources are required [II.A.49]. If additional resources are recognized to improve student success, a request is passed through the program review process to the Planning and Resource Council (PaRC) for funding consideration [II.A.67, 68].

Assuring that general education courses at Foothill contain appropriate quality, depth, breadth and rigor falls under the process of general education course approval performed by the College Curriculum Committee (CCC). For a course to be approved by the CCC as general education, it is subjected to a rigorous

application process whereby a proposing faculty member must identify the content and instructional methods proposed for the course. The course is reviewed by a subcommittee based on content and, if approved, forwarded to the entire committee for review. To assure that content and instructional methods are appropriate, the general education process divides courses into the subject matter areas shown below, each using subject appropriate questions:

- Communication & Analytical Thinking
- English
- Humanities
- Lifelong Learning
- Natural Sciences
- Social & Behavioral Sciences
- United States Cultures & Communities [II.A.105]

In a measure of vocational program quality by an external source, several programs rely on external accreditation agencies to examine students following graduation. These programs include:

Foothill College Programs that Rely on External Accreditation

Dental Assisting	Commission on Dental Accreditation
Dental Hygiene	Commission on Dental Accreditation
Diagnostic Medical Sonography	Joint Review Committee on Education in Diagnostic Medical Sonography
EMTP (Paramedic)	Committee on Accreditation of Educational Programs for EMS Professions
Pharmacy Technician	American Society of Health System—Pharmacists
Primary Care	Accreditation Review Commission on Education for the Physician Assistant
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology
Respiratory Therapy	Committee on Accreditation for Respiratory Therapy
Veterinary Technology	American Veterinary Medical Association, Committee on Veterinary Technician

Foothill College has earned a reputation as a national leader in the preparation of future employees in these areas, routinely scoring in the top 5 percent of all national institutions in board certified exams, often with 100-percent pass rates for students who take the exams [II.A.106].

Course offerings at Foothill are planned to assure the sequence of classes necessary for students to move through degree requirements. Enrollment management

is used at the divisional and administrative level to ensure adequate numbers of course sections are offered to meet student needs.

Self-Evaluation

The college meets the standard. Foothill College ensures high-quality instruction through comprehensive and rigorous faculty hiring and tenure processes.

Depth, breadth and rigor are assessed with a thorough curriculum review process and ongoing scheduled assessment of learning outcomes at the institutional, course and program levels. Sequencing and time to completion are managed at divisional and administrative levels. The institutional learning outcomes of Communication; Computation; Creative, Critical, and Analytical Thinking; and Community/

Global Consciousness and Responsibility incorporate and reflect the synthesis of the cognitive and affective domains of learning.

Planning Agenda

None.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Foothill College has a long history of innovation in recognizing and responding to diverse student needs and learning styles. Faculty integrate pedagogy that encompasses diverse learning styles into the development of the course outline of record for classroom and laboratory instruction [II.A.51]. This is evaluated not only by curriculum committee review of the course outline of record [II.A.82] but in the classroom during regularly scheduled faculty evaluations [II.A.55, 56].

In the 2010 Accreditation Survey, 90 percent of faculty agreed that “The college uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.” This survey reflects the outcomes of Foothill’s professional development goal to support the faculty commitment to innovation in teaching methodologies and continued commitment to student success [II.A.85]. To assist faculty and staff in addressing the many diverse student populations we serve, including returning veterans, students with learning disabilities and many more special populations, professional development opportunities are a top priority of Foothill College to provide new tools and resources to effectively support student learning [II.A.58]. An example topic featured during the January 2011 all-college professional development day was *Student Engagement Tools & Strategies in the Classroom* presented by Carnegie Scholar and Foothill College Music Instructor Elizabeth Barkley, Ph.D., who is also the author of two books on the subject of teaching and learning [II.A.107].

The professional development program also includes funds for conference travel and participation, a robust calendar of workshops and events, and numerous

online training opportunities, all designed to support the continuous development of knowledge and skills for the Foothill campus community [II.A.58, 59].

Foothill Global Access (FGA) offers a large and diverse selection of online classes to thousands of students every quarter [II.A.61]. In 2011, the Accrediting Commission for Community and Junior Colleges (ACCJC) approved Foothill College to offer 24 associate degrees and 21 certificates of achievement with 50 percent or more of course requirements completed via distance education delivery [II.A.108]. Foothill also offers hybrid courses that allow faculty to utilize enhanced online instruction for face-to-face courses.

Foothill College has maintained leading-edge technology in the classroom to enhance diverse delivery modes and teaching methodologies. The passage of Measure C, a \$490 million facilities bond, in 2006 enabled Foothill College to implement a comprehensive multimedia update to all classrooms and new buildings. This update is near completion, and will include updating of technology every five years. As an example, in Fall 2010, the Language Arts Division began the academic year with five new “smart” classrooms, each equipped with a multimedia instructor workstation featuring a projector and new electronic Starboard whiteboards. These movement-and-touch-sensitive whiteboards enable the faculty member to import text or images and then manipulate them electronically. These improvements demonstrate that Foothill College is dedicated to embracing technology to enhance the delivery of instruction to students [II.A.109, 110].

To support core curriculum efforts to meet the needs of students, the college offers many opportunities for students with special needs to meet their goals in the classroom:

- *CNSL 1: College Success* (3 Units)—Examination of factors that contribute to college success, including responsibility/control; competition; task-precision; expectations; wellness; time management; college involvement; family/support systems involvement. Activities include testing and individualized evaluations; group processing and practicum [II.A.111].
- *CNSL 53: Effective Study* (3 Units)—Approaches to college learning, including diagnosis of difficulties and a development of new skills [II.A.111].
- *CNSL 90: Introduction to Online Learning* (1 Unit)—Covers concepts, tools and techniques for success in online learning. Through self-assessment, online interaction, and use of the various tools and resources of the Internet, the student will develop an understanding of the skills needed to be successful when engaging in online instruction [II.A.111].
- *CNSL 175: EOPS: The Road To College Success—More Than Just Books* (1 Unit) Introduces EOPS/CARE students to various EOPS services, policies and requirements governing programs. The course encourages collaborative learning, educational attainment, promotes student retention, persistence, success. Topics include financial aid/scholarship applications, identifying campus resources, budgeting and managing money, cultural identity and experiences, goal-setting, self-esteem, career options, managing time [II.A.111].
- *CRLP 70: Self-Assessment* (3 Units)—Explores individual skills, interests, values and personality style as they relate to career choice. Includes testing, values clarification, skills identification, lifestyle assessment, decision making and goal-setting techniques [II.A.111].
- *Early Alert*—A support program that assists students by linking them with appropriate resources, when they are identified as at risk of not meeting course requirements by their instructors. Students are contacted by an outreach and retention specialist, who will work with the students on an individual basis [II.A.112].
- *Math My Way*—A national model for using a collaborative, hands-on series of self-paced learning modules that apply patient, adept and thoughtful instruction to groups of students with similar skill levels. This program drew the attention of Bill Gates, chairman, Microsoft Corp., and co-chair of the Bill & Melinda Gates Foundation, who visited Math My Way classes at Foothill College on April 20, 2010. The software pioneer spoke to students, faculty and administrators about how the innovative Math My Way Program could be scaled up and duplicated at other campuses throughout the United States [II.A.37].
- *Pass the Torch*—A highly successful tutorial program that uses peer study teams to help students improve their success rates and achieve higher grades in core subjects [II.A.34].
- *Adaptive Learning*—Foothill College has a long-standing commitment to excellence and accessibility of education for all students. The Disability Resource Center offers academic support for students with disabilities and promotes student independence by making all campus classes, facilities and services accessible. The program offers specialized classes, reasonable accommodation assessment, advocacy and disability awareness activities [II.A.18].
- *Puente Program*—A national award-winning program that has helped thousands of students reach their dreams of college success, the Puente Program seeks to increase the number of Mexican American and Latino students who transfer to four-year colleges and universities [II.A.33].
- *Mfumo Program* —Foothill’s Mfumo Program is a one-year learning community and peer support program whose purpose is to increase the retention, matriculation and transfer rate of students enrolled at Foothill College. The Mfumo curriculum has an emphasis on African American literature, writers and success strategies in higher education [II.A.32].

Assessing Modes of Instruction

Foothill supports faculty in evaluating teaching methodologies in numerous ways, including professional development opportunities, workshops and conferences [II.A.58]. In addition, many Foothill faculty examine the modes and delivery of their instruction by participating in state and national collaborative projects. As an example, beginning in January 2010, Math Instructor Kathy Perino, M.S., and Reading/Composition Instructor Rosemary Arca, M.A., participated in the Global Skills College Completion Grant (GSCC Grant) funded by the Bill and Melinda Gates Foundation, which is a national research project on best practices in developmental education. The goal of the project is to identify the teaching style, structure and content in successful developmental English and

math classes. The program looks at best practices that leads to student success and college completion for 80 percent of the students who attempt those classes. The participants use e-portfolios and other social media to share ideas and provide online analysis of each other's lessons [II.A.113, 114].

The following are several innovative, collaborative student-centered programs that Foothill College is in the process of developing to assist learning in mathematics, science and English skills.

Statway—The Carnegie Foundation for the Advancement of Teaching, in collaboration with the Charles A. Dana Center at the University of Texas at Austin, is mobilizing a community of 19 community college professionals across the nation to create Statway. Statway would present those students who place into elementary algebra level with the opportunity to complete the necessary developmental mathematics and a college-level statistics course in two quarters. The target audience for this pathway includes students who are interested in careers such as allied health and public safety or students who intend to transfer to a four-year institution with a non-STEM major in, for example, the social sciences or humanities. Statway will be taught in a learning environment in which students learn by doing, engaging with real data in a meaningful way and have opportunities to conjecture, test, analyze and interpret data [II.A.115].

STEMWay—A comprehensive outside-the-classroom academic support program for students in science, technology, engineering and mathematics (STEM) courses. These STEMWay support services will be located at Foothill College in a full-service support environment that includes efficient and continual assessment and a variety of academic support services geared to the individual student's ability level [II.A.116].

Science Learning Institute (SLI): The institute will present an innovative model based on educational research and best practices for the successful teaching and learning of science, technology, engineering and mathematics at all levels. The SLI is a fully integrated, multidisciplinary institute in which pivotal science and math subjects will be taught across the curriculum. The interdisciplinary approach will give students the kind of exciting, real-world experience that opens doors to careers in critically important fields. For students who need to strengthen their basic skills, the SLI will create a pathway so those who have the talent and desire will have the opportunity to advance. Students will be taught to recognize the synergy of physics, chemistry, biology and engineering, and gain a clear understanding of the role that math plays in all these disciplines [II.A.117].

Self-Evaluation

The college meets the standard. Foothill College is proud of its robust professional development program, course and survey evaluation techniques, and ongoing innovation with delivery modes and teaching methodologies. By combining these standards with state-of-art classroom, laboratory and online technology, Foothill College remains centered and committed to the diverse needs and learning styles of its current student population while planning for the future student needs.

Planning Agenda

None.

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes currency and future needs and plans.

Descriptive Summary

Student success is the primary measure of institutional effectiveness at Foothill College. The faculty, staff and administrators measure success by how well students do in achieving their learning outcomes [II.A.49], and by their continued success at transfer universities [II.A.25], in the workplace [II.A.118] and as citizens.

All courses offered in California are required by Title 5 to be reviewed and updated every six years. However, to ensure currency, Foothill College requires faculty to review course outlines every three years. Faculty are asked to review the relevance, currency of information, textbooks and teaching methodology. This review process takes place online in the curriculum management system (C3MS). Faculty are assigned to a course that they teach or “own” in order to have access to update in the system. Once faculty have reviewed and updated the course outline of record (COR), it is sent to the division dean for load and budget assignment. The COR returns to the faculty for final review and is sent on to the division curriculum representative for review before being sent to articulation and the Office of Instruction for final approval. This rigorous review of the COR ensures that curricula maintain the standards of Foothill College and the state [II.A.82].

The goal set by Foothill College in Spring 2009 was that every course would be assessed and reflected upon for improvement at least once per academic year that it is offered. The assessment schedule set for course reflection on improvement is the third week of the quarter for the previous quarter’s courses. This schedule has been acknowledged and supported by the academic senate as well as the Planning and Resource Council (PaRC) [II.A.5].

Reporting strategies for assessment and reflection upon assessment is accomplished through Foothill College’s online reporting system linked to the C3MS. The reporting system prompts faculty to describe their assessment strategies within the reporting system. If rubrics were developed as an assessment tool they may also be shared through the system. To reflect on improvement, the faculty answer a series of reflection questions once they complete their collective assessments.

They are asked if their assessment findings led them to the implementation of any changes in curriculum, pedagogy, classroom assessment techniques, the SLO or SLO assessment itself, or in any other area. Finally, the faculty are asked to identify any resources necessary to implement the changes that they had designed to improve student learning. The identified resources transfer into the program review process [II.A.66].

Since 2009, program review has been performed on an annual basis. Program review is a robust process inclusive of all instructional, student services and administrative areas. The goal is to achieve ongoing deep reflection of programs and link program planning to program goals, institutional goals, student learning outcomes, resource allocation, the educational master plan and the college mission [II.A.13].

To assist faculty with program review, the Office of Instruction & Institutional Research produces departmental data sheets that include five years of comparable data on enrollment, weekly student contact hours (WSCH), productivity, retention, success, full-time and part-time FTEF. The data sheet also includes an annual report on success and non-success broken down by ethnicity, gender and age. These reports are accessible to the faculty, staff and general public [II.A.21].

As a part of the program review process, faculty will assess their program-level student learning outcomes and verify alignment with course-level student learning outcomes. This annual assessment process will allow for reflection on improvement while identifying resources needed to improve success in meeting stated outcomes [II.A.119].

For 2010–2011, Foothill College identified four core missions of basic skills, transfer, work force and stewardship of resources. Each core mission is represented by a workgroup led by voting tri-chairs represented by a division dean, a faculty member and a classified staff member. The tri-chairs are also voting members of the shared governance Planning and Resource Council (PaRC) while the vice president is a non-voting member of the workgroup and PaRC. The workgroups are open to membership

from all faculty and staff with confirmation from the academic or classified senates. Student membership is also mandatory in the planning process within the workgroups and PaRC [II.A.14].

The charge of each workgroup is to establish measureable goals for student success in their respective areas that align with the goals of the college. The core mission workgroups also report to PaRC and produce a report that becomes a section of the Educational & Strategic Master Plan [II.A.45]. The workgroups participate in the resource allocation process by requesting resources to meet their stated goals and distributing special funding such as Perkins or BSI funds. The process from course SLOs to program-level student learning outcomes to program planning and resource allocation culminates in the Educational & Strategic Master Plan that directly supports the college mission [II.A.67].

Self-Evaluation

The college has an established and effective curriculum review process that determines the relevance, appropriateness and currency of course offerings.

Annual assessment of achievement of outcomes and future needs is occurring at the institutional, program and course level. The college is on its third year of course assessment and will be performing program learning outcomes assessment in Fall 2011. Annual program review is linked to quality assessment and resource allocation. The four primary missions of basic skills, work force, transfer and stewardship of resources are represented by workgroups that set goals, metrics and measures for student success. These workgroups are represented at the Planning and Resource Council and annually report the outcomes of their stated goals.

Planning Agenda

Foothill College will continue to sustain the cycle of outcomes assessment and continuous quality improvement. This includes the creation of a research agenda to support the assessment of institutional learning outcomes and improved assessment of program review.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

As described in Standard I, a recent revisit of the college mission and governance structure spurred the review of how to better use student learning data to guide institutional planning [II.A.92]. The college recognizes that this continuous reflection on the planning process facilitates dialogue on how to best adjust its institutional processes to improve student learning. This process is rooted in an ongoing cycle of student learning outcomes assessment (SLOAC), which is then echoed through program review and reiterated in the resource allocation process. During Fall Quarter 2009, all departments completed a comprehensive review of each program. As part of this process, programs stated needs that aligned with students meeting learning outcomes. Through a collaborative process, all divisions and departments prioritized resource requests and

submitted them to the Planning and Resource Council (PaRC) to determine recommendations for resource allocations [II.A.67].

This Integrated Planning & Budget (IP&B) process is crucial to maintaining mission-based instruction and student services. As a part of this commitment, the governance structure is continually assessed and evaluated on how it integrates the core missions of basic skills, transfer, work force and stewardship of resources into the decision-making process. To accomplish this, the Office of Instruction & Institutional Research conducts an annual review of the structure, and convenes a task force during the summer to assess where improvements can be made [II.A.92].

In Summer 2010, an assessment of the process was completed via survey of shared governance participants [II.A.92]. The results clearly demonstrated that a stronger link needed to be made between student learning outcomes and the decision-making process (Survey 2010 stated learning outcomes were slightly or moderately integrated).

In response to this, and as of Spring 2011, each division dean creates a division program review, or a summary of the division's stated needs that align with the achievement of student learning outcomes. This summary includes discussion and prioritization at the division and program level inclusive of faculty and staff. Annually in Spring Quarter, each division then submits a summary of their departmental program reviews and a prioritized list of needs. The division dean presents this summary of key goals and needs to PaRC before the resource allocation process begins [II.A.120]. This process provides PaRC with an opportunity to ask questions about how the department faculty are assessing and improving student learning, and what resources are needed to do so [II.A.121].

Because all programs and services must first participate in the program review process before they can submit a resource request, student learning outcomes and assessment and related supporting data are reviewed as part of each resource request. As a part of this process, faculty assess their program-level outcomes and ensure alignment with course-level outcomes, institutional-level outcomes and core mission [II.A.72]. This annual assessment process allows for reflection on improvement while identifying resources needed to improve success in meeting stated outcomes.

As described in the previous section, the core mission workgroups also function as a center of review for programs and services related to their core mission. The workgroups oversee a variety of projects, including assessments, marketing tools, course sequencing and special funding. Program review and student learning data are used to guide the projects and establish goals, metrics and targets. Quarterly updates are provided to PaRC ensuring that these projects are also aligned with the college mission [II.A.122].

The Foothill-De Anza Community College District places a high priority of making data available to both Foothill and De Anza colleges and does so through its fully staffed Office of Institutional Research & Planning, which consists of an executive director, one college researcher at each campus and one senior

research analyst at the district office who supports both colleges. This office supports a comprehensive website, which includes fact sheets, reports and a wide variety of information for both college and public review [II.A.123]. The executive director is actively involved in organizations such as the Research and Planning Group for the California Community Colleges, serving on its board this year, and other statewide organizations that play leadership roles in identifying ways to use data to improve student success and learning. The college researcher and executive director play critical roles in the leadership at Foothill College, working with faculty, classified staff and administrators to gather data and construct surveys and other instruments to measure student success and evaluate current program effectiveness across the campus [II.A.124].

Self-Evaluation

Foothill College meets the standard. The college has developed an integrated planning and budget process that is clearly linked to program review, core missions and learning outcomes at all levels. The Integrated Planning & Budget Task Force reviews the process for effectiveness on an annual basis at the end of Spring Quarter. The *Integrated Planning & Budget Handbook* [II.A.94], and Planning and Resource Council meeting minutes, meeting reports and annual calendar are posted on the website for public viewing [II.A.91]. All program reviews, and program-, course- and institutional-level student learning outcomes are posted on the college website for public review [II.A.72]. In Fall 2011, Foothill will implement TracDat, a dedicated outcomes and program review software system, to allow for more comprehensive recording and reporting of assessment results. The district Office of Institutional Research & Planning continues to play a key role in college governance by providing data and assessment information for program review, assessment and outcomes measures. The college researcher participates in all PaRC meetings and plays a key role in the creation of the Educational & Strategic Master Plan [II.A.45]. Foothill will continue to play a visible role in statewide conversations around using data to improve student success, and look for ways to use research to improve outcomes among our students.

Planning Agenda

None.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Foothill College does not use any internally developed departmental course or program examinations.

Planning Agenda

None.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

The grading policies and the criteria for awarding credit for courses are stated in the *Foothill College Course Catalog*. The catalog describes the college's grading system, credit by examination, policies on prerequisites and advisories [II.A.125]. Units of credit are awarded per course consistent with the traditional Carnegie Unit and compliant with the regulations specified in the California Education Code and Title 5 requiring community colleges following the quarter system award one unit of credit for every 33 hours of student work [II.A.126].

The course outline of record for each course contains specific standards for awarding credit based on content, methods of instruction and objectives [II.A.52]. Faculty

are asked to publish evaluation processes, grading criteria and course SLOs on their course green sheet [II.A.127]. Faculty establish course assessment criteria for SLOs and reflect annually on student outcomes [II.A.49].

Self-Evaluation

The college meets this standard. The college will continue its ongoing effort to assess student learning outcomes and will ensure that any changes to the course outline of record accurately reflect the units or credit awarded for the course.

Planning Agenda

None.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

Foothill College awards degrees and certificates based on academic standards approved by the academic senate and the board of trustees in compliance with Title 5.

All degrees and certificates are reviewed and approved by the College Curriculum Committee and the Foothill-De Anza Board of Trustees. All courses required for a degree or certificate are listed on the Program Curriculum Sheet [II.A.128]. The Program

Curriculum Sheet clearly states the Program-level Student Learning Outcomes. Individual courses in degree and certificate programs link student learning outcomes to program level student learning outcomes and institutional learning outcomes [II.A.119]. Assessment strategies for program level student learning outcomes were developed in Spring 2011 and scheduled for assessment in Fall 2011 [II.A.130]. Students must maintain a grade point average of 2.0 or

better in all college courses including general education requirements for conferment of the degree or certificate [II.A.129].

Self-Evaluation

The college meets the standard. Students are required to meet specific performance criteria in all degree, general education and elective courses in order to earn a degree or certificate. All courses currently taught at Foothill have recorded SLOs assessed on an annual basis. The college meets the standard. Students are required to meet specific performance criteria in all degree, general education and elective courses in order to earn a degree or certificate. All courses currently taught at Foothill

have recorded SLOs assessed on an annual basis. Course SLOs are linked to the program and institutional level student learning outcomes with program assessment scheduled to begin Fall 2011. All accredited allied health programs currently perform formal program assessment on an annual basis.49]. Course SLOs are linked to the program and institutional level student learning outcomes with program assessment scheduled to begin Fall 2011. All accredited allied health programs currently perform formal program assessment on an annual basis.

Planning Agenda

None.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

Foothill College has a carefully considered philosophy regarding general education (GE) as well as a process for review of all courses seeking inclusion in the GE curriculum. Under the leadership of the College Curriculum Committee, the GE philosophy, curriculum pattern and review process that had been in place since 2003 and underwent a complete revision with broad faculty input during the 2007–2008 and 2008–2009 academic years [II.A.131]. The results of that process are published in the General Education Handbook, October 2009 [II.A.105].

The philosophy that underlies all decisions regarding inclusion in the GE pattern is that the courses provide content that is broad in scope, at an introductory depth, and require critical thinking. The pattern is designed to enable students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century. This philosophy is stated at length in the *Foothill College Course Catalog* under the *Programs of Study* section [II.A.132].

Since the Foothill College academic senate and Curriculum Committee adopted the institutional learning outcomes as the general educational student learning outcomes, the college general education pattern is designed to ensure that students meet the four institutional/general education student learning outcomes of Communication; Computation; Creative, Critical and Analytical Thinking; and Community/ Global Consciousness and Responsibility [II.A.133].

The College Curriculum Committee, relying on the expertise of the faculty that comprise committee membership, reviews all applications for course inclusion in the general education curriculum. The committee determines the appropriateness of each course by examining the application in conjunction with the course outline of record. In the application [II.A.134], a faculty member describes how the course meets both the breadth and depth criteria for a specific area (e.g., communications) using appropriate course outcome/objectives (the stated learning outcomes) from the course outline of record as evidence. The review process is represented by a flow chart in the handbook and follows a schedule determined by the committee [II.A.135].

Self-Evaluation

The college meets the standard. The associate degree general education requirements, philosophy, objectives and outcomes are stated in the *Foothill College Course*

Catalog. General education courses are carefully evaluated to meet the objectives and institutional outcomes adopted by Foothill College.

Planning Agenda

None.

II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

Requirements for the associate in arts degree or associate in science degree include a pattern of courses in the seven general education (GE) area requirements listed below.

- I. Humanities
- II. English
- III. Natural Sciences (with a laboratory)
- IV. Social & Behavioral Sciences
- V. Communication & Analytical Thinking
- VI. United States Cultures & Communities
- VII. Lifelong Understanding

Fine arts is included within Area I (Humanities) and the natural sciences and the social sciences are each assigned separate areas (Area III and Area IV). Within each area, faculty have developed, and the College Curriculum Committee has approved, language providing detailed information explaining the educational goals of that area as well as identifying the specific criteria a course must meet in order to satisfy requirement.

For example, the narrative description for Area I (Humanities) includes language that a course meeting the requirement gives students knowledge and understanding of significant works of the human intellect and imagination and that these works cover all the varieties of human expression through time. The narrative also describes why this is important (e.g., “Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students’ awareness of

the human condition, cultivating an appreciation of human values and achievements”) and what these courses should enable students to do (e.g., “Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.”) [II.A.105].

The specific criteria that a course must meet in order to satisfy the requirement is identified in a list that includes measureable learning outcomes. For example, on a general basis, a course meeting the Area I (Humanities) requirement must incorporate a multidisciplinary approach as it addresses and explores central questions about the meaning and experience of human life. Additionally, as an example of one of the learning outcomes for courses meeting the humanities general education requirement, the course objectives and outcomes must describe how students will acquire knowledge and understanding of significant artistic, literary or philosophical works and the historical and cultural context in which the works were created and interpreted. In the application process, faculty must map the learning outcomes for their course with that area’s specific criteria and learning outcome [II.A.134].

Self-Evaluation

The college meets the standard. Through a structured curriculum review process that includes comprehensive learning outcomes, students are offered an understanding of the basic content and methodology of the major areas of knowledge in the humanities and fine arts, the natural sciences and the social sciences. All general education courses are required to map their course content to a

minimum of one of the institutional learning outcomes and to the learning outcomes of the program degree or certificate.

Planning Agenda

None.

II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

The Foothill College general education (GE) pattern, inclusive of courses in the seven areas of humanities, English, natural sciences, social and behavioral sciences, communication and analytical thinking, United States cultures and communities and lifelong understanding, supports the institutional learning outcomes of communication, computation, creative, critical and analytical thinking, and community and global consciousness and responsibility. The GE pattern with inclusion of the institutional learning outcomes establishes the depth, breadth, skills and capabilities for an individual to be a productive lifelong learner.

In order to specifically address information competency, a fifth core competency was established in 2001 to address computer technology. However, it is not included in the four institutional learning outcomes.

The information competency reads, “Information competency (ability to identify an information need, to find, evaluate and use information to meet that need, to find, evaluate and use information to meet that need in

a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families and their communities).” [II.A.134]

Information competency is listed on each of the seven general education area requirement descriptions [II.A.77]. Courses applying for general education status must demonstrate meeting the information competency criteria.

Self-Evaluation

Foothill College meets this standard. Through a comprehensive GE curriculum with inclusion of the institutional learning outcomes students receive the skills to become a productive individual and lifelong learner.

Planning Agenda

None.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political and social responsibilities locally, nationally and globally.

Descriptive Summary

The primary manner in which Foothill College’s general education pattern is designed to help students recognize what it means to be an ethical human being and effective citizen is primarily through its core competency and institutional outcome (4-Cs) of Community/Global Consciousness and Responsibility.

This competency is intended to help students consider their role in society at the local, regional, national and global level in the context of cultural constructs and historical and contemporary events and issues [II.A.133].

Foothill's United States cultures and communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of U.S. history and culture, and the value of diverse cultural groups to American society [II.A.136].

Self-Evaluation

The college meets the standard. To earn the Foothill College associate degree, the student is required to complete a general education course in the category of United States cultures and communities. To meet the institutional and programmatic outcomes for this

category, courses must demonstrate an emphasis in ethical human behavior and effective citizenship. An example of a diverse curriculum that meets these parameters is ANTH 2A: Cultural Anthropology. The course description reads "Introduction to the study of human culture and concepts, theories and methods used in the comparative study of sociocultural systems. Subject includes subsistence, political organization, language, kinship, religion, social inequality, ethnicity, gender and culture change. Discussion of anthropological perspectives to contemporary issues." [II.A.137]

Planning Agenda

None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

The requirements for the Foothill College associate in art or associate in science degree include completion of: 1. A minimum of 90 units in prescribed courses; 2. A minimum of 24 units taken at Foothill College; 3. A grade point average of 2.0 or better in all college courses including Foothill courses; 4. A major of at least 27 units in a curriculum approved by the Foothill College Curriculum Committee; and 5. Completion of seven general education requirements [II.A.132]. There are significant differences in the general education requirements depending upon the type of degree.

Currently, Foothill College awards four types of degrees:

Associate in Science Degree (AS degree):

The AS degree is awarded to the student who completes all of the requirements in a major or area of emphasis in the areas of science, technology, engineering or mathematics. This degree also requires completion of the Foothill College general education requirements. The student who plans to complete this degree and who also intends to transfer to a four-year college or university is advised to meet with a Foothill counselor for assistance in developing an educational plan that satisfies both sets of requirements.

Associate in Arts Degree (AA degree)

The AA degree is awarded to the student who completes all of the requirements in a major or area of emphasis in the liberal arts, social sciences and fields other than science, technology, engineering or mathematics. This degree also requires completion of the Foothill College general education requirements. The student who plans to complete this degree and who also intends to transfer to a four-year college or university is advised to meet with a Foothill counselor for assistance in developing an educational plan that satisfies both sets of requirements.

Transfer Associate Degrees

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746–66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer", a newly established variation of the associate degrees traditionally offered at a California community college. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum

of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

Associate in Science-Transfer (AS-T degree)

Similar to the AS degree, the AS-T degree is awarded to the student who completes all of the lower-division major preparation requirements for a related major in the areas of science, technology, engineering or mathematics for one or more local CSU campuses. This degree also requires completion of either the CSU general education/breadth requirements or the Intersegmental General Education Breadth Requirements (IGETC). The student who plans to complete this degree and who intends to transfer to a non-local CSU, UC or other college or university, is advised to meet with a Foothill counselor for assistance in developing an educational plan.

Associate in Arts-Transfer (AA-T degree)

Similar to the AA degree, the AA-T degree is awarded to the student who completes all of the lower-division major preparation requirements for a related major in academic areas such as the liberal arts, social sciences and related fields other than science, technology, engineering or mathematics for one or more local CSU campuses. This degree also requires completion of either the CSU general education/breadth requirements or the Intersegmental General Education Breadth Requirements (IGETC). The student who plans to complete this degree and who intends to transfer to

a non-local CSU, UC or other college or university is advised to meet with a Foothill counselor for assistance in developing an educational plan.

To earn Foothill College AA and AS degrees, students must successfully complete a minimum of 30–35 units from general education-approved courses with at least one course in each of the seven general education areas: English, humanities, natural sciences (with lab), social and behavioral sciences, communication and analytical thinking, United States cultures and communities, and two courses in lifelong learning from two different academic departments. The general education course requirements give students a broad base of knowledge.

Foothill College offers 40 associate in art degree programs, 32 associate in science degree programs, two associate in arts-transfer degree programs and 56 certificates of achievement programs. Additionally, the college offers numerous non-transcriptable certificate options, including 25 career certificate programs, 33 certificate of proficiency programs, 29 certificate of specialization programs and 27 skills certificate programs, as well as three noncredit certificate programs.

Foothill College will offer Associate in Arts-Transfer (AA-T) degrees in sociology and psychology beginning Fall 2011. The requirements for these degrees are specific to the state requirements [\[II.A.138\]](#).

Self-Evaluation

The college meets the standard. As part of the annual program planning and review process, departments and divisions review student achievements and program outcomes to make changes or adjustments in curriculum when needed. The AA, AS, AA-T and AS-T degrees provide students with an introduction to broad areas of study in the general education courses and a focused study in the major.

Planning Agenda

None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Foothill College has implemented student learning outcomes (SLOs) and program learning outcomes (PLOs) for all career and technical education programs (CTE) [II.A.6]. Faculty measure and evaluate the SLO outcomes at the end of each quarter and reflect using the curriculum management system (C3MS) to record and post their findings [II.A.49].

CTE program learning outcomes are required by national and state agencies to be assessed annually by a variety of measures, such as pass rates on national and/or state licensing examinations, successful completion of program competencies, capstone projects and e-portfolios. The allied health programs at Foothill College have exceptional pass rates on licensing exams as evidenced by the data in the following table.

Licensure Exam Pass Rate for Biological & Health Science Programs—2010 Graduates		
Program	Name of Licensing Exam	Pass Rate
Dental Assisting	State written exam	100 percent
	State practical exam	100 percent
Dental Hygiene	National dental hygiene exam	100 percent
	State board licensing exam	100 percent
Diagnostic Medical Sonography	National exam through ARDMS	100 percent
EMTP (Paramedic)	National Registry of Emergency Medical Technicians Exam	100 percent
Pharmacy Technician	Pharmacy Technician Certification Exam	100 percent
Primary Care	National Commission on Certification of Physician Assistants	95 percent
Radiologic Technology	American Society of Radiologic Technologists	100 percent
Respiratory Therapy	NBRC CRT Exam	100 percent
Veterinary Technology	Veterinary Technology National Exam	100 percent
	State Registered Veterinary Technology Exam	100 percent

In addition to PLOs and SLOs, each allied health program has program competencies, which students must pass to graduate from the program. The evaluation methods used in the programs include process evaluations and end-product assessments of student performance, as well as a variety of objective testing measures. The program directors maintain data on students and report the outcomes to their professional accrediting bodies. These mechanisms provide student performance data related to measuring the

defined program outcomes, competencies throughout the programs for the students, faculty and college administration [II.A.139].

The allied health programs of the Biology & Health Sciences Division are accredited by specialized professional organizations that monitor the program curriculum, standards, competencies, resources and institutional support. The table below gives the accrediting body for each of the programs.

Accreditation of Programs	
Program	Accrediting Body
Dental Assisting	Commission on Dental Accreditation
Dental Hygiene	Commission on Dental Accreditation
Diagnostic Medical Sonography	Joint Review Committee on Education in Diagnostic Medical Sonography
EMTP (Paramedic)	Committee on Accreditation of Educational Programs for EMS Professions
Pharmacy Technician	American Society of Health System—Pharmacists
Primary Care	Accreditation Review Commission on Education for the Physician Assistant
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology
Respiratory Therapy	Committee on Accreditation for Respiratory Therapy
Veterinary Technology	American Veterinary Medical Association, Committee on Veterinary Technician

Self-Evaluation

The college meets the standard. The career and technical education programs at Foothill College exceed the standard as evidenced by superior outcomes on licensing examinations. The analysis of performance on licensing exams is an essential aspect of the evaluation of vocational and career technical programs.

Furthermore, the accreditation of the programs by specialized accrediting bodies has consistently affirmed the quality of the career technical programs.

All the vocational programs have advisory boards that meet annually, or more often if needed, to review program outcomes, discuss changes in the fields that

may drive curricular changes and provide feedback on the quality of the graduates from Foothill College programs. Advisory boards consist of practicing professionals in the field, professional association representatives, industry, former graduates, student members, program faculty and college administrators. The programs maintain meetings minutes [II.A.74].

Planning Agenda

None.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

Descriptive Summary

Through many methods, Foothill College assures that the information about educational courses and programs and transfer policies available to students is clear, accurate and current. The Foothill Marketing & Communication Office uses multiple strategies to ensure that the college is publishing accurate and clear information in the many venues it uses to communicate with students and the public. These processes include

a rigorous proofing and editorial process for all official college publications, the involvement of key staff, faculty and administrators in preparation of information materials and college publications, and frequent analysis and critique of its many information vehicles such as the campus website, printed publications, electronic communications and campus signage.

The *Foothill College Course Catalog*, which is published in hard copy as well as posted online, is updated annually with the most current information regarding: courses offered, programs of study, major and certificate requirements, general education requirements for the associate degree, CSU general education/breadth and IGETC transfer curricula and other transfer policies for four-year universities and colleges, including the CSU and UC minimum admissions requirements [II.A.50]. The Foothill College website offers direct links to the most current academic information as well. The website offers a link to a web version of the course catalog with easy to read course descriptions, transferability and/or associate degree GE applicability information and course prerequisites. The *Degrees and Programs* [II.A.128] link directs users to the most current curriculum requirements for all degrees and certificate programs. These curriculum guides describe the purpose, content, and course requirements and learning outcomes for all academic programs. The website also offers a webpage with a direct link to course, program and institutional student learning outcomes [II.A.6].

Updated hard copies of the curriculum sheets are also available at all of the academic division offices, as well as at the Counseling Office. The transfer website offers comprehensive details related to transfer policies and processes [II.A.15].

For each program of study, the institution describes its degrees and certificates in terms of their purpose, content, course requirements, transferability and, where appropriate, relationship to career opportunities. They are available through the college catalog, through individual curriculum guides and through each department's website. In most class sections, students receive a course syllabus that specifies learning objectives consistent with those in the college's officially approved course outline. On October 19, 2010, the College Curriculum Committee approved academic senate resolutions that endorsed the use of student learning outcomes, strongly encouraging faculty to place student learning outcomes on their syllabi. There is now an institutional expectation that all faculty will include course SLOs on their syllabi [II.A.140].

Many faculty publish course syllabi on their department, division or individual webpages or online course pages. The Foothill community has easy access to the student learning outcomes for each course

through the student learning outcomes webpage, available through the *Quick Links* on the Foothill College webpage at www.foothill.edu.

Students interested only in online classes may easily access the course availability through the Foothill Global Access webpage, which provides a wide variety of information related to class registration procedures, class schedules and course transferability, as well as an orientation to online learning. Foothill provides online counseling and advising, as well as other academic support for these students [II.A.61].

Relatively new to Foothill College, the Noncredit Division, which is headquartered at the Middlefield Campus, offers clear information online to prospective students about its programs in adult basic skills, English as a second language, parenting education, work force preparation, courses for students with disabilities, and short-term vocational programs [II.A.141].

The *Community* section of the Foothill website describes Foothill-De Anza Community Education and short-term courses for which students may register online [II.A.17].

Self-Evaluation

The college meets the standard. Foothill College has met its obligation to provide the required academic information. In Spring 2010, the Marketing & Communications Office introduced a new website design that allows students, faculty, staff and the public a more user-friendly method of locating information. In Fall 2010, the website received a Medallion Award from the National Council for Marketing and Public Relations which recognized the excellence of the design and layout of information in the new site. In Spring 2011, Foothill College debuted AskFoothill, an innovative automated Web-based information system. Located on the homepages [II.A.142], AskFoothill houses answers to thousands of pre-populated questions in its database. The self-service information resources is available for students, faculty, staff, administrators and the public to ask questions about all aspects of the college. Data is continuously updated and expanded in order to remain current and meet the user needs.

Planning Agenda

None.

II.A.6.a. 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.

Descriptive Summary

Transfer of credit policy for acceptance of courses from other institutions is published in the college catalog and can be accessed through multiple access points on the college's website. The catalog outlines how transfer credit from other institutions will be applied toward a Foothill College degree and states: "Foothill College accepts credit for lower-division coursework previously completed at a college accredited by one of the six regional accrediting associations." Through a collaborative process that includes instructional faculty, students, counselors, admissions and records staff and the evaluations staff, academic work completed at other regionally accredited institutions is reviewed, evaluated and incorporated into the student's academic record at the student's requests [II.A.143].

The catalog clearly delineates the process for transfer of credit from foreign and non-regionally accredited colleges [II.A.144]. The review of course transferability may be done during individual appointments with counselors. Students who previously completed coursework at non-regionally accredited colleges may petition for individual courses taken at a non-regionally accredited college to be accepted for major requirements. Students are advised that such credit is non-transferable toward a bachelor's degree. Students are expected to provide the college with official transcripts, college/university catalog course descriptions and, when appropriate, course outlines and/or syllabi in order for the institution to provide a comprehensive evaluation of incoming transfer coursework. Students who transfer to Foothill College with college credit and the intent of later transferring to a baccalaureate-granting institution may also request to have their courses evaluated for the purpose of "pass along" certification for the CSU and/or IGETC general education certification, thus saving them unnecessary course repetition. This process is facilitated

by counselors, evaluators and instructional faculty, after the student completes the *Equivalence Request for IGETC/CSU GE Certification Forms* [II.A.145].

Students have several resources available to help determine how their Foothill College coursework will transfer to other institutions. In the course catalog, each course description includes a notation designating whether the course is accepted by the UC or CSU system, or both. The catalog also outlines the Foothill College course numbering system, which is designed to offer a clear way for students and universities to distinguish which college courses are transferable to UC/CSU, AA/AS-degree applicable, non-degree applicable or noncredit levels [II.A.129]. Because some courses do not follow the prescribed course numbering system, faculty are encouraged to renumber non-compliant courses. The college catalog also advises students to confirm course transferability with a counselor. A complete list of transferable courses is updated regularly on the officially statewide repository of articulation database at www.assist.org. The Foothill College Counseling Department and Transfer Center also provide detailed information regarding the general education requirements for the various associate degree programs as well as for transfer general education (e.g., CSU, GE and IGETC).

Coursework completed at regionally accredited institutions is applied toward the student's intended academic goal as appropriate. While the granting of academic credit for work completed at other regionally accredited colleges and universities typically commences when the student meets with a counselor to assess his/her prior work in order to develop an efficient educational plan, discipline faculty are also frequently involved in this process. The student begins by obtaining a *Petition for Course Substitution or Waiver Forms* [II.A.146] from the Admissions Office or online. The evaluator maintains a list of courses from other institutions that were previously determined to be

acceptable. Such courses may be directly applied toward the student's intended goal. Discipline faculty review student petitions and supporting documentation for other courses in order to determine whether the prior academic work is comparable to Foothill requirements. In cases where faculty determine the submitted courses are not equivalent, the student may appeal to the Academic Council for reconsideration.

The college offers students the option of receiving college credit for external exams such as Advanced Placement (AP), College-Level Examination Program (CLEP), and through its own credit-by-exam options. The College Curriculum Committee is currently considering a proposal for awarding credit for the international baccalaureate (IB). Under the direction of the associate vice president of Middlefield Campus and community programs, Foothill has a tech prep articulation agreement with local regional occupational programs [II.A.147]. Students with supporting tech prep documentation may petition for Foothill credit upon completion of 15 units at Foothill. However, units earned through credit by exam may not apply toward the 24-unit residency requirement required to earn the associate degree at Foothill.

Ensuring that transfer students receive appropriate credit for coursework completed at Foothill College after transfer is paramount. The articulation and curriculum officer is responsible for developing and maintaining comprehensive articulation agreements with baccalaureate-granting institutions. Articulation agreements with California's public universities are available on ASSIST, the official repository of California public postsecondary articulation information. Foothill offers more than 1,500 California State University (CSU) transferable courses and offers articulation agreements with 21 CSU campuses and with 10 University of California (UC) campuses. Foothill also maintains articulation agreements with many private or out-of-state colleges and universities. Information regarding the articulation agreements with private and out-of-state institutions is available on the Foothill Transfer Center web pages [II.A.15]. The articulation webpage also provides students access to ASSIST, individual college and university catalogs and transfer admission agreements, and identifies established course equivalencies and transfer guides for dozens of independent and out-of-state institutions for which traditional articulation is not available [II.A.148].

As a voting member of the College Curriculum Committee, the articulation and curriculum officer updates the committee on statewide curriculum

trends, articulation and transfer policy changes, and brings issues such as CLEP, AP, credit-by-exam and IB policies to the group for discussion and possible policy revisions. Through the curriculum management system (C3MS), the articulation and curriculum officer reviews and validates (for articulation purposes) all new or revised courses. In order to ensure that the college offers curriculum that is closely aligned with the needs of transfer students, the articulation and curriculum officer works closely with curriculum committee representatives and division deans to advise them of new, revised and terminated degrees at CSU, UC and other institutions.

Foothill maintains effective working relationships with other colleges and universities through participation in the California Intersegmental Articulation Council (CIAC), an organization that includes representatives from all California public postsecondary institutions and many private institutions. The group meets regularly to outline best practices in establishing articulation agreements, to which Foothill closely adheres. Foothill College has taken a leadership role in this organization by having the articulation and curriculum officer serve as an officer and member of the CIAC executive committee for the past several years. The college also participates in various intersegmental articulation efforts such as the statewide Course Identification System Project (C-ID) and the Carnegie Foundation Statway (basic math skills through college-level statistics project). The articulation and curriculum officer serves on the C-ID Advisory Board and provides regular updates to faculty and administrators through the College Curriculum Committee and other committees as appropriate. College Curriculum Committee members are briefed regularly on legislative matters regarding transfer curriculum (e.g., SB 1440 Transfer Degrees) and several members of the college community are engaged in activities related to the creation of the newly mandated transfer degrees [II.A.131].

Self-Evaluation

Foothill College meets this standard. Information regarding incoming and outgoing transfer credit is clearly stated and available in the college catalog. Students depend on counselors as the primary source of information for transfer of credit policies and processes related to transferability of coursework. The college is working to improve access to transfer of credit information online as well as in the new **MyPortal.fhda.edu** system. In addition, the current process for

transfer of credit is under review in relation to the new DegreeWorks software package that is included with the Banner system. This new software provides a comprehensive set of Web-based academic advising, degree audit and transfer articulation tools to help students and their counselors. DegreeWorks is being implemented in Spring 2011, with the goal of student access by Fall 2011. This system, which can map a

student's progress toward a degree and track credits earned and credits needed, will facilitate the process of granting credit as well.

Planning Agenda

None.

II.A.6.b. 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.

Descriptive Summary

It is the responsibility of each academic division to inform and update the campus community regarding all changes that take place regarding program elimination and or modification. Notification of updates is posted online under each academic division's website. Program changes are relayed to the Counseling Division and the Office of Instruction & Institutional Research. The Counseling Division is notified to ensure that students are advised according to the new requirements in place and to ensure that students are accommodated if their program is eliminated, as stipulated by the *Discontinued Degrees Policy* that is published in the *Foothill College Course Catalogs [II.A.129]*. Students who have maintained continuous enrollment may file a petition for graduation within seven years of the time a program is discontinued.

To ensure that students may complete their education in a timely manner with a minimum of disruption when programs are eliminated or program requirements are significantly changed, the college identifies potentially impacted students, honors catalog rights and provides individual and group advising to discuss options for completing program requirements. In order to accommodate students' needs, the department faculty in consultation with counselors, assist students with identifying options and petitioning for individual course substitutions and/or course waivers as appropriate. Every effort is made to identify course substitution options rather than waiving requirements. In cases where programs are eliminated,

sufficient information is provided to adequately inform currently enrolled students and counselors so that they may develop an individual educational plan to complete their intended program. These educational plans may include course substitutions, waivers and/or petitions for independent study.

Self-Evaluation

The college meets this standard. If the college eliminates or significantly reduces a program, there is a process in place to ensure that students can complete the program with minimum disruption. Recent budget reductions have resulted in one program elimination at Foothill and discussions regarding more program eliminations in 2012. In the case of the program elimination in 2010, students were notified of the impending change more than one year prior to the closure. A notice was placed in the college catalog explaining the change and providing students with a timeline for program completions [II.A.149]. The instructional division informed the counseling department of the change so that counselors would be prepared to support affected students. In some cases, the academic divisions sent letters to students enrolled in programs targeted for elimination advising them of their options. The departments demonstrated sensitivity to student needs and continued to offer courses for as long as possible.

Planning Agenda

None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures and publications to assure integrity in all representations about its mission, programs and services.

Descriptive Summary

Foothill College takes great pride in its external and internal communications. To reach its diverse population of current and potential students, members of the public and employees, the college uses a variety of methods and strategies to ensure that its many forms of communication mirror the college goals, speak with a recognizable college voice and exemplify the high quality and level of innovation that is the hallmark of Foothill College. The college views its publications as a primary vehicle to ensuring dissemination of information on access and equal opportunity for all students. To ensure accuracy of content and honesty in representing its services and programs to the public, Foothill uses a participatory system involving key stakeholders to examine, review and update publications on a routine basis. Every department and individual on campus who has responsibility over a given area is involved in this process. The college's Marketing & Communications Office, which has won numerous awards for marketing, communications and design excellence from state and national organizations, supervises the overall communications effort within the college, under the direct supervision of the college presidents [II.A.150].

The college president, in consultation with governance groups such as the President's Cabinet, Planning and Resource Council (PaRC), academic and classified senates, and the Administrators Council, communicates the vision and goals of the college to all stakeholders. The goals are communicated through direct e-mails from the president, through public presentations such as the annual opening day and *State of the College Report*, and through ongoing discussions at PaRC and other governance arenas. The college president updates the campus community on important college news, such as the state budget and its impact on the campus, through direct e-mails and public presentations. Every member of the campus community is invited to respond to her directly with questions and concerns, which she answers [II.A.151].

The Marketing & Communications Office, with clear understanding of the goals and objectives articulated by the president and the governance groups, takes the lead in ensuring a consistent message is put forth in college publications and communication vehicles. An example is the process for updating the *Foothill College Course Catalog*. Each year, the publications and publicity coordinator sends each department a copy of relevant sections and pages from the catalog that they are then responsible for reviewing and updating with accurate information. Updates and changes are signed off by each department or individual, guaranteeing a responsible and comprehensive document that reflects the collective college input. The college website is another example. The college maintains a section titled Contact Us that students and community members use to report back on their experience using the sites [II.A.152], utilizing a specific service or program page, or to report their compliments and complaints regarding the site. In general, the website is viewed as a critical resource, and students use it frequently to conduct their business with the college, gather information about news and events, and conduct research for academic purposes.

In carrying out its public relations program, the college utilizes a direct-mail community newsletter called *The Heights* [II.A.153], as well as a website, advertisements, brochures and a variety of other related means. The college publishes a direct e-mail newsletter called *Foothill Fusion* that communicates important information about college events, enrollment information, new policies, and campus life activities. *Foothill Fusion* is distributed to faculty, students, staff and community members who opt in to receive the publication. Subscribers are invited to include their own college-related news items in this monthly publications [II.A.154].

To ensure that individual programs are communicating directly with the community they serve, advisory boards consisting of community members

related to each field are maintained. Advisory boards review communications materials and provide feedback directly to program faculty and administrators [II.A.74].

With respect to working with the media, crisis communications and handling sensitive topics with the public, the college's associate vice president of external relations, along with the college president, vice presidents, deans, faculty and staff leaders, work to ensure that the college communicates objectively, and with integrity and fairness to all involved.

Self-Evaluation

The college meets the standard. The college represents itself clearly, accurately and consistently through its many communication vehicles and publications such

as the catalog, external newsletter and website. The catalog is reviewed for updates by faculty and staff each spring and is available through the college bookstore, the library and online. Changes to the catalog reflect College Curriculum Committee decisions throughout the year. The college also informs the public of student achievement in the annual State of the College Report [II.A.156].

Planning Agenda

None.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

The Foothill-De Anza Community College District has adopted policies and procedures that support academic freedom and responsibility and student academic honesty. The Foothill-De Anza Community College District Board of Trustees believes that faculty and students have the right to pursue teaching and learning with full freedom of inquiry. *Board Policy 4190* states, "Academic freedom encompasses the freedom to study, teach and express ideas and viewpoints, including unpopular and controversial ones, without censorship, political restraint or retribution. Academic freedom allows for the free exchange of ideas in the conscientious pursuit of truth. This freedom exists in all service areas, including but not limited to teaching, librarianship, counseling, coordinating and all faculty-student interactions. Academic Freedom is the bedrock principle of all institutions of learning and must be extended to all faculty regardless of their status as full-time, part-time, or probationary." [II.A.157]

Under the authority of the California Education Code, the Foothill-De Anza District Community College District Board of Trustees has established a policy on student academic honesty, providing an

overall framework for student responsibilities and allowing each college within the district to create specific policies [II.A.158].

Pursuant to the direction provided in this policy, Foothill College has established policies on grievances and academic dishonesty with penalties for violations. The college policy is published in the catalog and online and is used by faculty as the formal course of remediation of such incidences [II.A.159, 160].

Self-Evaluation

The college meets the standard. Ingrained in every faculty member's approach to teaching is an understanding of the policy on academic freedom and the student's right to inquiry. No policy or actions have been taken by any constituency of the college to subrogate these rights. The college community is clear that the integrity of the learning process will be protected through published policies of the Foothill-De Anza District Community College District Board of Trustees.

Access to policies and regulations established by the board of trustees are publicly available online at the district website www.fhda.edu.

Planning Agenda

None.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

According to *Board Policy 4190*, “Academic freedom encompasses the freedom to study, teach and express ideas and viewpoints, including unpopular and controversial ones, without censorship, political restraint or retribution. Academic freedom allows for the free exchange of ideas in the conscientious pursuit of truth. This freedom exists in all service areas, including but not limited to teaching, librarianship, counseling, coordinating and all faculty-student interactions. Academic Freedom is the bedrock principle of all institutions of learning and must be extended to all faculty regardless of their status as full-time, part-time, or probationary.

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

Approved 4/20/60

Amended 11/18/96

Approved FH Academic Senate 6/1/09

Approved DA Academic Senate 6/8/09

Approved by Board 1/5/10 [II.A.157]

To assist faculty in implementing this policy, the *Faculty Handbook* describes the expectations of faculty in *Chapter 4: Instruction, Academic Policies and Procedures*:

“Faculty members are expected to provide instruction at a level of quality, rigor and currency that is appropriate to their assignment.” [II.A.161]

Self-Evaluation

The college meets the standard. Through its policies and actions, Foothill faculty have demonstrated their understanding of the differences between personal conviction and professionally accepted views. Foothill faculty embrace the idea of academic freedom in their presentation of subject matter and respect the diversity of perspectives in the interpretation of data and information.

Planning Agenda

None.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

The college has established and published clear expectations regarding student academic honesty and the consequences for dishonesty. The Academic Honor Code, which includes expectations as well as consequences, is published on the college website, in the *Foothill College Course Catalog*, student handbook and PDF version of the schedule of classes [II.A.159, 162, 163]. The college publishes a brochure with the honor code through its Student Affairs & Activities Office, so that the information is available to faculty and students, and can be distributed in classes or reviewed individually with students. The Academic Honor Code is also reviewed in the *CNSL 50: Introduction to College* course that is offered for incoming freshmen.

The college website maintains links to a complete list of policies and procedures related to academic issues. Included in this list are policies regarding academic dishonesty, expectations of students regarding academic work, procedures for grievance and explanation of students' rights and due process [II.A.159].

With the continued expansion of Internet-based courses, increased emphasis has been provided to extend the policies and codes of conduct to students who engage in online learning. Students who engage in online learning work within the boundaries of the online academic honor code [II.A.155].

In addition to online learning, increased use of the Internet as a research tool has required attention be given to plagiarism and the integrity of students' work.

As issues of academic dishonesty increase with the ease of plagiarizing content from the Internet, Foothill has added the following clause to its policy regarding what constitutes plagiarism:

- “ 1. Incorporating the ideas, words, sentences, paragraphs or parts of another person's writings, without giving appropriate credit, and representing the product as your own;
2. Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own; submitting a paper purchased from a research or term paper service, including the Internet; or
3. Undocumented Web source usage.” [II.A.155]

Self-Evaluation

The college meets the standard. Students are informed of their responsibilities at multiple levels within the college. Published policies pertaining to the honor code, academic integrity and the consequences of academic dishonesty provide information and guidance as to college expectations and the consequences for students who fail to adhere to those expectations.

Planning Agenda

None.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Foothill College does not require staff, faculty, administrators, or students to conform to specific codes of conduct or seek to instill specific beliefs.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Not Applicable.

Standard II.A. Evidence List

- II.A.1. College Mission Statement <http://www.foothill.fhda.edu/president/mission.php>
- II.A.2. College Fast Facts <http://research.fhda.edu/fastfacts/fastfactsguide.htm>
- II.A.3. Middle College <http://www.foothill.edu/programs/middle.php>
- II.A.4. Learning Outcomes Home Page <http://www.foothill.edu/staff/irs/LOA/index.php>
- II.A.5. Learning Outcomes Schedule http://www.foothill.edu/staff/irs/LOA/2010/Assessment_Schedule.pdf
- II.A.6. Learning Outcomes http://www.foothill.edu/schedule/learning_outcomes.php
- II.A.7. FRAMES <http://www.foothill.fhda.edu/staff/irs/LOA/FRAMES.php>
- II.A.8. Middlefield Campus <http://www.foothill.edu/middlefield/services.php>
- II.A.9. Substantive Change Document
http://www.foothill.edu/president/acc2011media/docs/FH_Substantive_Change_DE_final.pdf
- II.A.10. Curriculum Management System (C3MS) <http://www.foothill.edu/cms/>
- II.A.11. Course Outlines of Record <http://www.foothill.edu/schedule/outlines.php>
- II.A.12. Instructional Program Reviews http://www.foothill.fhda.edu/schedule/instructional_program_reviews.php
- II.A.13. Program Review Homepage <http://www.foothill.fhda.edu/staff/irs/programplans/index.php>
- II.A.14. Planning and Resource Council (PaRC) <http://www.foothill.fhda.edu/president/governance.php>
- II.A.15. Transfer Center <http://www.foothill.fhda.edu/transfer/>
- II.A.16. Degrees, Certificates & Transfer Programs <http://www.foothill.fhda.edu/programs>
- II.A.17. Community Education <http://www.communityeducation.fhda.edu>
- II.A.18. Adaptive Learning <http://www.foothill.fhda.edu/al/>
- II.A.19. Counseling <http://www.foothill.edu/counseling/>
- II.A.20. Enrollment Reports <http://research.fhda.edu/factbook/factbook.htm>
- II.A.21. Data Sheets <http://research.fhda.edu/programreview/programreview.htm>
- II.A.22. Foothill Degrees <http://research.fhda.edu/factbook/foothilldegrees/fhdivisions.htm>
- II.A.23. Foothill Awards & Transfers
http://research.fhda.edu/factbook/foothilldegrees/Foothill_Awards_Transfers.htm
- II.A.24. Cabinet Presentation on State of the College & ARCC Report
<http://www.foothill.edu/staff/irs/FHresearch/requestcompleted.php>

- II.A.25. Completion Agenda http://www.fhda.edu/about_us/board_presentations
- II.A.26. Parcel Tax Initiative
<http://www.research.fhda.edu/documents/Spring2010CommunitySurveySelectedResults.pdf>
- II.A.27. Economic Impact Study <http://www.research.fhda.edu/documents/3.FHDAEISMainRptFY09-10Final.pdf>
- II.A.28. Support Relocation of Middlefield Campus
<http://www.research.fhda.edu/documents/FHDAPopulationProjectionsBoardPresentation.pdf>
- II.A.29. Testing Office <http://www.foothill.fhda.edu/placement/>
- II.A.30. Dental Hygiene Program http://www.foothill.fhda.edu/programs/programs.php?rec_id=626
- II.A.31. Extended Opportunity Program & Services (EOPS) <http://www.foothill.edu/services/eops/>
- II.A.32. Mfumo <http://www.foothill.edu/services/mfumo.php>
- II.A.33. Puente <http://www.foothill.edu/services/puente.php>
- II.A.34. Pass the Torch <http://www.foothill.edu/services/torch/>
- II.A.35. Physical Science, Math & Engineering (PSME) Center <http://www.foothill.edu/psme/center.php>
- II.A.36. ESL Courses <http://www.foothill.edu/esl/eslclasses.php>
- II.A.37. Physical Science, Mathematics & Engineering Division (PSME)–Math My Way
<http://www.foothill.edu/psme/>
- II.A.38. Tutorial Center <http://www.foothill.edu/tutor/>
- II.A.39. Media Center <http://www.foothill.edu/library/mediactr.php>
- II.A.40. Disability Resource Center <http://www.foothill.edu/al/drc.php>
- II.A.41. Computer Access Center <http://www.foothill.edu/al/compaccess.php>
- II.A.42. Student Success Center <http://www.foothill.edu/outreach/contacts.php>
- II.A.43. Veterans Resource Center <http://www.foothill.edu/vet/>
- II.A.44. Teaching & Learning Center Task Force <http://www.foothill.edu/staff/irs/T&LCTaskforce/charge.php>
- II.A.45. Educational & Strategic Master Plans <http://www.foothill.fhda.edu/staff/irs/ESMP/index.html>
- II.A.46. Honors Institute <http://www.foothill.edu/hon/>
- II.A.47. Cooperative Work Experience (CWE) <http://www.foothill.fhda.edu/programs/coop/>
- II.A.48. Transfer Day <http://www.foothill.edu/transfer/transfer.php>
- II.A.49. Student Learning Outcome Reflections 2009-2010
<http://www.foothill.edu/staff/irs/LOA/2010/0910-ReflectionsbyDepartment.pdf> 2010-2011
<http://www.foothill.edu/staff/irs/LOA/2010/1011-ReflectionsbyDepartment.pdf>
- II.A.50. College Catalog <http://www.foothill.edu/schedule/catalog.php>
- II.A.51. Course Outlines of Record <http://www.foothill.edu/schedule/outlines.php>
- II.A.52. Accounting Course Outline of Record http://www.foothill.edu/schedule/outlines.php?rec_id=3178
- II.A.53. Course Approval Application for Online/Distance Learning
<http://www.foothill.edu/staff/irs/Curriculum/CCCdocuments/FinalDEAddendum.doc>
- II.A.54. Faculty Association Agreement–Article 6/Evaluations
http://fa.fhda.edu/documents07_2010/Articles2010/Article%206.pdf

- II.A.55. Administrative & Peer Faculty Evaluation Form
http://fa.fhda.edu/documents07_2010/Appendices2010/Appendix%20J1.pdf
- II.A.56. Student Evaluation of Faculty Form
http://fa.fhda.edu/documents07_2010/Appendices2010/Appendix%20J2.pdf
- II.A.57. Faculty Association Article 6A Evaluation of Probationary Faculty
http://fa.fhda.edu/documents07_2010/Articles2010/Article%206A.pdf
- II.A.58. Professional Development Page <http://www.foothill.edu/staff/development/>
- II.A.59. Travel & Conference <http://www.foothill.edu/staff/development/travel.php>
- II.A.60. Krause Center for Innovation <http://www.krauseinnovationcenter.org/>
- II.A.61. Foothill Global Access <http://www.foothill.edu/fga/>
- II.A.62. ETUDES http://www.foothill.edu/fga/about_etudes.php
- II.A.63. COOL Committee <http://www.foothill.edu/fga/committees.php>
- II.A.64. Program Review <http://www.foothill.edu/staff/irs/programplans/index.php>
 Program Review Pg. 5 http://www.foothill.fhda.edu/cms/slo.download.php?act=downipr&rec_id=71
- II.A.65. League for Innovation's 21st Century Learning Outcomes Project
<http://www.foothill.edu/staff/irs/LOA/ArchiveLOA.php>
- II.A.66. SLOAC Instructions http://www.foothill.edu/staff/irs/LOA/SLOAC_C3MS.php
- II.A.67. Integrated Planning & Budget Flowchart
http://www.foothill.edu/staff/irs/IPBP/2010/IP&B-New_Structure10_13.pdf
- II.A.68. Annual Integrated Planning & Budget Calendar
http://www.foothill.edu/staff/irs/IPBP/2010/IP&B_Calendar_Updated_Jan25.pdf
- II.A.69. Summary Report 2008-2009 <http://www.foothill.edu/staff/irs/LOA/2010/2008-2009Summary.pdf>
- II.A.70. Summary Report 2009-2010 <http://www.foothill.edu/staff/irs/LOA/2010/2009-2010Summary.pdf>
- II.A.71. Summary Report 2010-2011 <http://www.foothill.edu/staff/irs/LOA/2010/2010-2011Summary.pdf>
- II.A.72. Program Learning Outcomes http://www.foothill.fhda.edu/schedule/program_learning_outcomes.php
- II.A.73. What Are Program Learning Outcomes <http://www.foothill.edu/staff/irs/LOA/PLOnutshell.php>
- II.A.74. Advisory Board Minutes
- II.A.75. Central Country Occupational Center (CCOC) <http://gunderson.sjUSD.org/CCOC/frameset.html>
- II.A.76. Language Arts Division <http://www.foothill.edu/la/>
- II.A.77. College Curriculum Committee <http://www.foothill.edu/staff/irs/Curriculum/index.php>
- II.A.78. Apprenticeship Program <http://www.foothill.edu/apprenticeships/>
- II.A.79. International Students <http://www.foothill.edu/international/>
- II.A.80. Campus Abroad Program <http://www.foothill.edu/campusabroad/>
- II.A.81. Performing Arts Alliance
- II.A.82. Curriculum Development/Approval Flowchart
http://www.foothill.edu/staff/irs/Curriculum/CCCdocuments/2010-2011/10-19-10-4_CORDevlpApprvl.pdf
- II.A.83. Bay Area Consortium of Community Colleges
<https://sites.google.com/a/cabrillo.edu/baccc/Home/who-we-are>

- II.A.84. October 2010 Follow-Up Report & Evidence
<http://www.foothill.edu/president/acc2011media/docs/ACCJCFollowupReport2010.pdf>
<http://www.foothill.edu/president/acc2011media/docs/Followup2010EvidenceAppendixFinal.pdf>
- II.A.85. Accreditation Survey
<http://www.foothill.edu/staff/irs/FHresearch/reqCompleted/2010fhstudentaccreditationsurveyreportjan5.pdf>
- II.A.86. Institutional Planning Meetings <http://www.foothill.edu/president/2011meetings.php>
- II.A.87. ACCJC Request for Follow-Up Report October 2009
<http://www.foothill.edu/president/acc2011media/docs/ACCJCResponsetoMidTermFeb2010.pdf>
- II.A.88. October 2009 ACCJC Follow-Up Report
<http://www.foothill.edu/president/acc2011media/docs/ACCJCFollowupReport2009.pdf>
- II.A.89. Office of Instruction Newsletters <http://www.foothill.edu/staff/irs/newsletter.html>
- II.A.90. PaRC 5/19/10 Minutes http://www.foothill.edu/president/minutes/parc_mi_050510.pdf
http://www.foothill.edu/president/minutes/parc_mi_051910.pdf
- II.A.91. Integrated Planning & Budget Home <http://www.foothill.edu/staff/irs/IPBP/index.php>
- II.A.92. Integrated Planning & Budget Task Force 2010 <http://www.foothill.edu/staff/irs/IPBP/IPB2010.php>
- II.A.93. PaRC 10/6/10 Minutes http://www.foothill.edu/president/minutes/parc_mi_100610.pdf
- II.A.94. Foothill College Integrated Planning & Budgeting Governance Handbook
http://www.foothill.edu/staff/irs/Approved_GHB_102010.pdf
- II.A.95. Planning and Resource Council (PaRC) Homepage <http://www.foothill.edu/president/governance.php>
- II.A.96. Core Mission Workgroup – Basic Skills <http://www.foothill.edu/president/basicskills.php>
- II.A.97. 2009-2010 -Student Services Area (SAO) by Department
<http://www.foothill.edu/staff/irs/LOA/2010/0910-SAOsbyDepartment.pdf>
- II.A.98. 2009-2010 – Student Services Area (SAO) Reflections
<http://www.foothill.edu/staff/irs/LOA/2010/0910-SAOReflectionsbyDepartment.pdf>
- II.A.99. 2010-2011 – Student Services Area (SAO) by Department
<http://www.foothill.edu/staff/irs/LOA/2010/1011-SAOsbyDepartment.pdf>
- II.A.100. 2010-2011 – Student Services Area (SAO) Reflections
<http://www.foothill.edu/staff/irs/LOA/2010/1011-SAOReflectionsbyDepartment.pdf>
- II.A.101. Student Services Area Program Reviews
<http://www.foothill.fhda.edu/staff/irs/programplans/completedssprogrev.php>
- II.A.102. Administrative Unit Program Reviews
<http://www.foothill.fhda.edu/staff/irs/programplans/completedadminprogrev.php>
- II.A.103. Administrative Unit Assessment Survey <http://foothill.edu/staff/irs/LOA/index.php>
- II.A.104. Faculty Hiring Process
- II.A.105. General Education Handbook
<http://www.foothill.edu/staff/irs/Curriculum/CCCdocuments/GEHandbook10-09v4.pdf>
- II.A.106. ACCJC Annual Report
- II.A.107. Winter 2011 – Professional Development Day <http://www.foothill.edu/staff/development/winter2011.php>
- II.A.108. Letter of Acceptance of Substantive Change from ACCJC
<http://www.foothill.edu/president/acc2011media/docs/ACCJC-LetterAcceptSubstChange-12-2010.pdf>

- II.A.109. Foothill College Technology Plan
http://www.foothill.edu/staff/irs/ESMP/docs/EMP2010/Foothill_Tech_Plan_11.9.10.pdf
- II.A.110. Foothill College Facilities Plan [http://facilities.fhda.edu/stories/storyReader\\$99](http://facilities.fhda.edu/stories/storyReader$99)
- II.A.111. Course for College Success <http://www.foothill.edu/counseling/classes.php>
- II.A.112. Early Alert Program <http://www.foothill.edu/outreach/alert.php>
- II.A.113. Spring 2010 Newsletter/Global Skills College Completion Grant
http://www.foothill.edu/staff/irs/newsletter/IIRSNewsletter_SPRING2010.pdf
- II.A.114. Global Skills for College Completion <http://www.globalskillsc.org/>
- II.A.115. Statway/Math 117 <http://www.foothill.edu/math/catalog.php?Department=Math&act=1>
- II.A.116. STEMway
- II.A.117. Science Learning Institute
- II.A.118. Educational & Strategic Master Plans/pg. 117 <http://www.foothill.fhda.edu/staff/irs/ESMP/index.html>
- II.A.119. Program Learning Outcome Assessment Template http://www.foothill.edu/staff/irs/LOA/2010/FH_PlanningProgramAssessment.doc
- II.A.120. PaRC Agenda 3/16/11 – Division Plans http://www.foothill.edu/president/minutes/parc_ag_031611.pdf
- II.A.121. PaRC Minutes 3/16/11 – Division Plans http://www.foothill.edu/president/minutes/parc_mi_031611.pdf
- II.A.122. PaRC Agenda & Minutes 1/19/11 – Core Mission Updates
http://www.foothill.edu/president/minutes/parc_ag_011911.pdf
http://www.foothill.edu/president/minutes/parc_mi_011911.pdf
- II.A.123. Foothill-De Anza District Research Office <http://www.research.fhda.edu>
- II.A.124. Foothill College Institutional Research & Planning <http://www.foothill.edu/staff/irs/FHresearch/index.php>
- II.A.125. PDF 2010-2011 Catalog Pgs. 36-50 http://issuu.com/foothill_college/docs/fhcatalog2010weboptimized
- II.A.126. California Code of Regulations Title 5 – 55002.5
- II.A.127. Course Green Sheets
- II.A.128. Foothill College Programs <http://www.foothill.edu/programs/>
- II.A.129. Requirements–PDF 2010-2011 Catalog, Pg 54–55
http://issuu.com/foothill_college/docs/fhcatalog2010weboptimized
- II.A.130. Program Assessments
- II.A.131. College Curriculum Committee Minutes <http://www.foothill.edu/staff/irs/Curriculum/CCCSchedule.php>
- II.A.132. Programs of Study–PDF 2010-2011 Catalog, Pg. 28
http://issuu.com/foothill_college/docs/fhcatalog2010weboptimized
- II.A.133. Institutional Learning Outcomes
http://www.foothill.fhda.edu/schedule/institutional_learning_outcomes.php
- II.A.134. General Education Application (Area I–Humanities)
http://www.foothill.edu/staff/irs/Curriculum/CCCdocuments/GE_docs/GE_Appl-Humanities.pdf
- II.A.135. Fall Curriculum Committee Agenda with Curriculum Schedule
<http://www.foothill.fhda.edu/staff/irs/Curriculum/CCCdocuments/2010-2011/CCCagenda10=5=10.pdf>
- II.A.136. Area VI–United States Cultures & Communities
http://www.foothill.edu/staff/irs/Curriculum/CCCdocuments/GE_docs/GE_Appl-USCulture.pdf

- II.A.137. Anthropology 2A http://www.foothill.fhda.edu/schedule/outlines.php?rec_id=315
- II.A.138. Types of Degrees – PDF Catalog http://issuu.com/foothill_college/docs/fhcatalog2010weboptimized
- II.A.139. Student Performance Data
- II.A.140. Academic Senate Student Learning Outcomes Resolutions
http://www.foothill.edu/senate/documents/2010-11/Fall_10/4-SLO_Resolution.pdf
- II.A.141. Noncredit Division <http://www.foothill.edu/noncredit/>
- II.A.142. Ask Foothill <https://foothill.intelliresponse.com/students/>
- II.A.143. Four-Year Institution Requirements – PDF Catalog
http://issuu.com/foothill_college/docs/fhcatalog2010weboptimized
- II.A.144. Transfer Credit From Another Institution – PDF Catalog
http://issuu.com/foothill_college/docs/fhcatalog2010weboptimized
- II.A.145. Equivalence Request for IGETC/CSU GE Certification Form
http://www.foothill.edu/transfer/forms/igetc_ge_equiv_non_ccc.pdf
- II.A.146. Petition for Course Substitution or Waiver Form
http://www.foothill.edu/reg/forms/petition_substitution_form.pdf
- II.A.147. Tech Prep Articulation Agreement
- II.A.148. Articulation Home Page <http://www.foothill.edu/articulation/>
- II.A.149. Travel Career Program Closure
- II.A.150. Marketing & Communications <http://www.foothill.edu/staff/marketing/>
- II.A.151. President’s Office <http://www.foothill.edu/president/index.php>
- II.A.152. Contact Us <http://www.foothill.edu/contact.php>
- II.A.153. The Heights <http://www.foothill.edu/news/heightsarch.php>
- II.A.154. Foothill Fusion <http://www.foothill.edu/news/index.php>
- II.A.155. Academic & Internet-Based Honor Code <http://www.foothill.edu/services/honor.php>
- II.A.156. State of the College Reports <http://www.foothill.edu/president/publications.php>
- II.A.157. Board Policy 4190 – Academic Freedom <http://fhdafiles.fhda.edu/downloads/aboutfhda/4190.doc>
- II.A.158. Board Policy 5500 – Student Rights & Responsibilities
<http://fhdafiles.fhda.edu/downloads/aboutfhda/5500.pdf>
- II.A.159. Student Policy Web Page <http://www.foothill.edu/services/studentright.php>
- II.A.160. Student Grievance Policies – PDF 2010-2011 Catalog Pgs. 45-52
http://issuu.com/foothill_college/docs/fhcatalog2010weboptimized
- II.A.161. Faculty Handbook
- II.A.162. PDF Summer Schedule of Classes http://issuu.com/foothill_college/docs/foothill_summer_2011?mode=a_p
- II.A.163. Student Handbook <http://www.foothill.edu/campuslife/studenthandbook.php>
- II.A.164. Title 5: Distance Education Guidelines for California Community Colleges

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

Foothill College offers a comprehensive array of services to support students at all levels as they pursue their individual educational goals. To ensure that programs and resources do indeed meet the needs of students, the college uses a variety of methods to monitor, assess and revise its services. In addition, a rich college dialogue exists around the development, assessment and delivery of student services, led by the Planning and Resource Council (PaRC) and involves presentations by student services groups that focus on specific areas such as counseling services, outreach/retention, university transfer services, admissions and financial aid.

To increase student retention and success, student services must constantly strive to increase its effectiveness. To this end, each department completes a program review, which includes a self-assessment and internal and external assessments. Contained in these reviews are the mission of the department or program, description and data, service evaluation, service area outcomes and resource planning. This information then guides the individual student service area to the formulation of its goals and commitments to action, and drives and prioritizes its resource requests.

This evaluative program review of individual student service areas ensures that quality services are available for students who attend in-person classes that meet on campus, and that the same level of quality of student support services is available to the growing population of students who enroll in online and hybrid courses. Last year, the college completed a substantive change proposal [II.B.1] for its distance education programs, and outlined the services that are offered to online students in a separate addendum [II.B.2] to the ACCJC. Both documents are available as an addendum to the self-study, and chronicle in detail how Foothill supports its online students with services of equal quality to its on-campus population.

Three consecutive years of state budget cuts to the California Community Colleges have had an impact on Foothill College's ability to offer as many services as it has in the past. In the 2009–2010 fiscal year, significant cuts of 40 to 60 percent were levied on categorically funded student services programs such as matriculation, EOPS and others. These cuts were implemented and impacted areas such as counseling, which can no longer offer the same number of part-time counselors to serve students.

Other factors that continue to impact limited student services and human and financial resources include an increasing demand for support services to meet the needs of changing student demographics:

- more students who have physical, communicative, learning, developmental and psychological disabilities;
- more students who are underprepared and must master basic skills instruction;
- more students who are veterans (many of whom are returning from combat situations and have special needs) and active duty military personnel and their family members; and
- more students who are underrepresented and of low income. The economic recession in the U.S. over the last four years has particularly impacted the number of students who at one time would have been able to pay for an education and associated costs (e.g., textbooks, lab supplies, etc.) at Foothill College. Today, and for the foreseeable future, many of these formerly able-to-afford-college students and their families now find themselves requiring financial aid to pay for college, as well as meeting the state and federal requirements of low income.

As the demand for university transfer, career training and basic skills courses continues to grow and funding for instruction and student support services continues to decrease, strategic planning through the college's program review cycles and through its integrated budgeting and planning model is critical to ensure that resources are properly marshaled

to enhance the achievement of the mission of the college. Updates, upgrades and changes to college and Foothill-De Anza district technology will continue to play a key role in placing more information directly into the students' hands, often in self-service online formats. These technology improvements and additions, such as Banner, CCCApply.org, IntelliResponse and SARS software, have been and will continue to be implemented to better serve students.

Recruiting & Retaining Students

To recruit and retain a student population that is diverse and aligned with its mission, Foothill College employs numerous methods and resources to reach potential students, inform the community about its many programs and services, and target special populations of students who can benefit from Foothill's programs. These include a comprehensive outreach program, a comprehensive marketing and communications program, and numerous outreach and recruitment efforts of individual departments and programs such as EOPS, financial aid and career programs that engage in specific marketing and outreach activities.

Foothill College's vision statement is an indicator of its commitment to educate a diverse population, and attracting a student population that reflects the diversity of its community is a high priority. The college's Outreach & Retention Office, which is staffed by outreach officers, admissions and records staff and student workers, provides both recruitment and retention services to the campus community. These include a comprehensive program of visits to high schools and attendance at college fairs and other recruitment events, but also frequent contact with job training agencies, welfare agencies, nonprofit organizations serving special populations, and state-funded career and vocational training providers. Outreach specialists promote interest in Foothill College

academic and career-training programs by routinely visiting surrounding high schools and community agencies. These Foothill representatives also serve as resource and referral experts to guide newly recruited students through the college's admissions process. In addition to outside commitments, the specialists have on-campus assignments that promote ongoing student engagement within the college. The Outreach & Retention Office is responsible for the following activities:

- Enrollment assistance for high school students, adult students, ESL and bilingual students
- Campus events
- Campus tours
- Student Employee Orientation
- Early Alert Program
- Student Ambassador Program
- Liaison with special programs

The Marketing & Communications Office implements an annual marketing campaign that targets transfer, career and work force students, and reaches special populations such as limited English speakers. The office produces a variety of promotional materials for attracting students such as the college catalog, class schedule, student success services brochure, career programs guide, Biological & Health Sciences career programs brochure, student handbook and many other information and promotional materials designed to attract and inform potential students. In addition, the Marketing & Communications Office produces and supervises the college website and works with college departments, students, staff and faculty to ensure easy access to student services information, registration and admissions functions, program information, policies and procedures and a wealth of other key information for prospective and current students.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

At Foothill College, serving the student and providing opportunities to support student success are key tenets of the college's mission, vision and purpose, and Foothill's comprehensive student services program is an integral force in shaping student success. The

college constantly reviews and reflects on the quality of all components of its student services program to ensure that they remain aligned with the mission of the institution.

In 2003 and 2006, all student services programs participated in a three-year program review process. The short-term goal of this review was to establish benchmark data from which to compare future results. The long-term goal was to generate valid data to enable the college to make planning decisions in program development, program enhancement and resource allocation. The program review process then consisted of the following components:

- Statement of program philosophy and how it aligns with the college mission;
- Overall program goals;
- Specific program activities that support program goals;
- Academic and demographic profile of students who use individual student services programs; and
- Objective analysis of program evaluation data conducted by the institutional researcher.

The most significant element of the 2003, 2006 and 2009 review process was the use of four distinct surveys that were designed to solicit effective, useful data that would measure the use and effectiveness of Foothill student support programs. These survey instruments and their results have provided a comprehensive profile and complete data profiles of each program. The surveys include:

- Random in-class surveys—administered across campus to measure overall student awareness, utilization and satisfaction with each of the programs that make up the Foothill College Student Services Program.
- Point-of-service surveys—administered to students upon receiving a particular service to measure overall satisfaction.
- Internal surveys—administered to staff and faculty within a specific program.
- External surveys—administered to faculty and staff that interact with the individual service area to assess program effectiveness and overall external satisfaction levels.

In 2006, a new cycle of strategic planning began and the student services program review process was revised and streamlined to better align with the instructional program review process and timelines, and to incorporate student area outcomes (SAOs) in the program review process. This process ensures that student services are annually reviewed in line with

the mission of the college and the college goals. The random in-class survey remains an integral component of the student services program review process that was conducted in 2009, consistent with the three-year administration of that survey. The new program review process is updated annually and all student services programs have completed and updated information. [\[II.B.3\]](#)

In addition to the program reviews, Service Area Outcomes (SAOs) [\[II.B.4\]](#) and Administrative Unit Outcomes (AUOs) [\[II.B.5\]](#) have been developed to provide additional feedback detailing expectations and outcomes to college leaders and the individual student success program managers. Linked to institutional outcomes, SAOs are assessed through the SAO process.

As a means to increase access to education, Foothill College has offered distance education courses through its Foothill Global Access (FGA) Program for more than 12 years. In addition, it has built and maintained comprehensive instructional and student support services available for distance education students. Faculty and staff engage in iterative processes to monitor, evaluate and improve the quality of distance education instruction and services. FGA offers a wide complement of services in support of faculty and students engaged with distance education courses.

The mission of FGA is to increase educational access for students by supporting technology-mediated delivery of high-quality instruction and providing students with a flexible, convenient and cost-effective system for achieving their educational goals. The FGA mission aligns with the college mission by emphasizing educational access and providing students with the scheduling and logistical flexibility they need to overcome barriers to success in their educational pursuits. The college's well-developed and successful FGA distance learning program, which has continued to expand, offers courses via the Internet using the Etudes online course delivery software.

FGA coordinates with the Counseling & Student Services Division to ensure that distance education students have access to counseling services via the college website.

Foothill College's comprehensive suite of support services includes:

- Admissions & Records: online registration troubleshooting, cashier/bursar, transcripts, FERPA requests
- Bookstore

- CalWORKS
- Career Center
- Cooperative Agencies Resources for Education (CARE)
- Counseling: Academic, Psychological, Athletic
- Disability Resource Center
- Extended Opportunity Programs & Services (EOPS)
- Financial Aid
- Health Services
- International Student Office
- Matriculation: Admission process, orientation, counseling, placement testing, progressive monitoring, referrals for additional on- and off-campus assistance

- Outreach & Retention Services
- Placement Testing Services
- Psychological Services
- Student Success Center
- Tutorial Services/Center (numerous tutorial services)
- University Transfer Center
- Veterans Resource Center

Self-Evaluation

The college meets the standard.

Planning Agenda

None.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following:

II.B.2.a. General Information

The *Foothill College Course Catalog* is published annually. The document is sold in the college bookstore and is available online at no charge as a PDF version [II.B.6]. The *Course Catalog* contains information that describes Foothill College student life; student services and programs; financial planning and college costs; programs of study; academic and administrative policies; academic, degree, certificate, graduation, residency and other requirements; academic course listings; faculty and staff directory; and general campus information.

- Official Name, Address(es), Telephone Number(s) & Website: Page 1
- Address of the Institution: Page 1
- Educational Mission: Page 6
- Course, Program & Degree Offerings: Pages 62–110, 111–276
- Programs of Study: Pages 27–34
- Degree Requirements & Offerings: 53–110
- Course Listings: 111–276
- Academic Calendar & Program Length: inside front cover
- Academic Freedom Statement: See *2011–2112 Course Catalog*
- Available Student Financial Aid: Pages 21–26
- Available Learning Resources: Pages 15–20
- Names & Degrees of Administrators & Faculty: Pages 277–284
- Names of Governing Board Members: Page 278

II.B.2.b. Requirements

- Admissions: page 36–37
- Student Fees & Other Financial Obligations: Pages 18, 21–26
- Degree, Certificates, Graduation & Transfer: Pages 53–110

II.B.2.c. Major Policies Affecting Students

- Academic Regulations including Academic Honesty: Pages 35–52
 - Academic Honor Code: Pages 43–44
 - Code of Conduct for Internet-Based Courses: 51–52
- Non-Discrimination Policy: Page 44
- Acceptance of Transfer Credits: Page 40
- Complaint & Grievance Procedures: Pages 45–49
- Sexual Harassment Protection Policy: Page 45
- Refund of Fees: Pages 18, 23

II.B.2.d. Locations or Publications Where Other Policies May Be Found

The policies noted above, and the many others that govern the Foothill College community may be found in the following publications as well as online:

- Foothill College Website—policies and procedures that affect student rights and responsibilities are clearly articulated and easy to locate on the college’s website.
 - The Academics [II.B.7] and Student Services & Support [II.B.8] sections of the college website include direct Internet links to specific, accurate information explaining academic policies as well as links to student right-to-know information, including the college’s academic honor code and consequences for violations to the code, Jeanne Clery Disclosure of Campus Security Policy & Campus Crime Statistics Act data, and college and district policies such as the no-smoking policy, Title IX Procedural Requirements, Sexual Harassment Protection Policy, Limited English Skills Policy, Non-Discrimination Policy, Americans With Disabilities Act (ADA), Complaints & Grievance Process, Due Process Requirements Under the 14th Amendment, Parking Citations & Traffic Violations, Police Conduct, Misuse of Computer Information & Resources Policy, and Code of Conduct for Online Courses, among others.
 - The Student Affairs & Activities Office [II.B.9] section of the college website additionally posts on its front page the direct Internet links to general information about student issues, student-to-employee issues, community college law and policy resources, and references to Foothill-De Anza District Board Policy: Administrative Procedures (AP 5500): Student Rights & Responsibilities (PDF).
- *Beyond the Classroom: Student Planner & Handbook*, a printed publication, which is made available at no cost to students who voluntarily opt to take one. Distribution is passive and generally includes placement in new student orientation packets and welcome week tabling activities, inclusion in various brochure racks in the Campus Center Building, placed in faculty and staff on-campus mailboxes, limited in-person distribution in few CNSL 50: *Introduction to College* courses.
- Quarterly class schedule: To maximize financial resources and provide students with up-to-date course listings information, Foothill College no longer publishes a printed class schedule. The college has renovated its website, including the comprehensive **MyPortal.fhda.edu** gateway and online class schedule, to maximize financial resources and provide students with convenient access to more precise, accurate information. However, students may access a digital PDF edition of the class schedule that includes links to departmental websites for additional information about programs, support services, courses, policies and more [II.B.10]. These links then open in new browser windows. All courses, instructor designations, deadlines and fees described in the PDF edition are subject to change or deletion without notice. The digital PDF edition does include introductory remarks about college and district policies with accompanying Internet links to reference materials that are accurate and concise. Although the policy information is accurate, students infrequently use the digital class schedule PDF because the version’s course listings are not current. Instead, Foothill College students at a ratio of 5:2 opt to use the more convenient, accurate online class schedule.

Foothill-De Anza Website: All board policies [II.B.11] and administrative procedures [II.B.12] that govern the Foothill-De Anza Community College District are posted on the district's website.

District Chancellor's Office: Hard copies of all board policies and administrative procedures that govern the Foothill-De Anza Community College District are available for review in the lobby of the chancellor's office (Room D120) during normal business hours.

The *Foothill College Course Catalog* is published annually. The document is sold in the college bookstore and is available online at no charge as a PDF version [II.B.6]. The *Course Catalog* contains information that describes Foothill College student life; student services and programs; financial planning and college costs; programs of study; academic and administrative policies; academic, degree, certificate, graduation, residency and other requirements; academic course listings; faculty and staff directory; and general campus information.

Updating the catalog is an annual collaborative project that begins with a team meeting of the Marketing & Communications staff, Instruction & Institutional Research Office curriculum coordinator, and Educational Resources & Instruction Office academic scheduling coordinator. The team develops a timeline that works backward from the target print delivery date of the finished printed catalog.

The timeline is comprehensive and ensures that a variety of faculty and staff have the opportunity and responsibility to contribute to the catalog. This input is solicited from a variety of sources, including the College Curriculum Committee, articulation and curriculum officer, personnel office, individual student support programs, campus grievance officer, campus compliance officer and others. This collaborative, inclusive process ensures that accurate, precise and current information is included in the *Foothill College Course Catalog*.

Foothill College students are encouraged to use the catalog as a key to their success. Students are informed that the catalog contains a wealth of information about courses, campus resources, student services, program descriptions, degree and certificate requirements, and college and district policies and procedures. Students are further encouraged to use the catalog, along with regular consultations with a Foothill College counselor, and completion of the one-unit CNSL 50: *Introduction to College* course, to:

- Plan their individual educational programs;
- Review Foothill College policies and procedures;
- Learn about course and degree requirements; and
- Find important dates, phone numbers, websites and campus locations.

The award-winning *Foothill College Course Catalog* is complete, concise and well arranged for ease of use. It is incumbent on Foothill College faculty, particularly counselors, to emphasize to students the importance of reviewing the catalog. Not only does the catalog govern the student's experience at Foothill College, there is an expectation that the student who transfers from Foothill is aware of the importance and value of a course catalog, and is prepared to navigate through the policies and processes of all other educational institutions using such a document.

When policies are not included in the catalog, the publications and sources in which they are found are easily accessible as all policies that govern Foothill College as part of the Foothill-De Anza Community College District are posted on the district's website and hard copies of the same are available for review in the lobby of the chancellor's office (Room D120) during normal business hours.

The *Foothill College Course Catalog* and college curriculum are accurate and precise through the annual time frame of July 1 through June 30. No substantial changes are permitted to be made to the college curriculum and current course outlines of record once the window for edits/changes has closed. This annual curriculum window-closes deadline occurs the first week in December. However, Foothill College has an established procedure for adding new courses and programs only to the current curriculum when the academic year is under way. When it is determined by department and division faculty that an addition is appropriate, the course is vetted and approved by the established approval process. The course is then approved by the district board of trustees and sent for approval to the state chancellor's office. By state regulation, the course must be published for 30 days prior to the course start date. This then allows college enrollment managers and division deans to offer the new course in the academic quarters that remain until the annual curriculum window-opens cycle begins and the new course is then added to the curriculum for inclusion in the course catalog for the coming academic year. These processes and procedures are the

result of collaborative agreements between the College Curriculum Committee and Instruction & Institutional Research Office.

Grievance Procedures

Foothill College has an established procedure for student grievances and complaints in order to provide a means for resolving alleged unfair or improper action by any member of the academic community. Procedures and forms are available on campus in the Student Affairs & Activities Office (Room 2002). A copy of the *Foothill-De Anza Community College District Board Policy & Administrative Procedures* is available for review in the lobby of the FHDA District Human Resources Office during normal business hours as well as online.

At Foothill College, coordination of the following grievance matters are the responsibility of the vice president of instruction and student development:

- Title IX of the Education Amendments of 1972 prohibiting sex discrimination;
- Section 504 of the Rehabilitation Act of 1973; and
- Americans with Disabilities Act of 1990 governing accessibility.

The dean of student affairs and activities is the college's student grievance officer who oversees discipline and due process. To schedule an appointment with the dean, obtain reference material or discuss an issue, students and others may visit Room 2002, call (650) 949-7241 or access grievance forms online [II.B.13].

All formal student grievances are filed in the college's Student Affairs Office. Grievance records are kept in perpetuity and stored in secure file facilities in the Student Affairs Office. These records are considered confidential, and are available for review only by college personnel with appropriate clearance to review on a case-by-case basis.

Each July, the dean of student affairs and activities prepares a summary report indicating all types of student grievances, complaints and discipline actions, the action or outcome and the area from which the incident came. This report is stripped of confidential information so that data are published in aggregate form and the report is distributed to senior college leadership as well as leaders of the college's shared governance constituent groups.

Self-Evaluation

The college meets the standard. The *Foothill College Course Catalog* is complete and well-arranged for ease of use. The college has a well-defined and thorough process of updating the catalog's information each year, and for ensuring that all academic information is accurate, and thoroughly vetted by the curriculum committee prior to it appearing in the printed catalog.

Planning Agenda

None.

II.B.3. The institution researches and identifies learning support needs of its student population and provides appropriate services and programs to address those needs.

Through multiple channels, including a fully integrated program review process that is tied to resource allocation and institutional planning, and an office of institutional research that supports the college in gathering qualitative and quantitative data about its student service programs, Foothill College ensures that the learning support needs of its students are identified and met through its comprehensive array of services and programs. In addition, student needs are assessed through processes such as the admission application; through data gathered by academic counselors; and through information gathered by the Student Success Center, Financial Aid Office, EOPS and other areas where students interact with staff and request services, discuss barriers to their success and identify challenges to their achieving academic success.

Other means of identifying student needs are through research studies, analyzing student success data such as the ARC report, and enrollment management trends, drop-out rates and degree completion rates.

While several years of budget cuts have put significant stress on student support services, the college is still addressing the needs of students in a comprehensive way, and continues to seek outside sources of funding to offer new services, such as the Veterans Resource Center, which opened in Fall 2009 and will move to a larger permanent space in Fall 2011. Through identification of top priority needs through program review and the integrated budget process, collegewide funding is channeled to augment the budgets of areas such as the Tutorial Center, so that additional services can be offered beyond department budgets. Areas such as EOPS, which had its funding cut by nearly 50 percent in the 2009–2010 state budget, have benefited from augmentations to its budget through the Foothill-De Anza Foundation, and the Palo Alto Rotary, which donated funds to support book vouchers and other student support funds.

II.B.3.a. 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.

Descriptive Summary

Foothill College provides student services and support in person and via the Internet. Each of these services has an informational webpage that is readily available to online students. Some services are available exclusively in person and others are available in online and interactive formats as well. Additionally, to provide online students with opportunities to participate as members of the Foothill College community, the college

maintains an active presence on popular Internet-based social networking sites, including Facebook, Twitter and YouTube.

The Student Services & Support webpage [II.B.8] provides links to information about academic services, career resources, disability support services, financial assistance, health and wellness, housing, learning resources and labs, mentoring and peer support, new student assistance, outreach and retention, ride sharing and transportation options, veterans and military assistance, and a support services directory.

Student Services & Support	Available In Person	Information Available Online	Interactive Services Available Online
Academic Advising & Counseling	x	x	x
Admissions & Registration	x	x	x
Assessment & Placement	x	x	x
Bookstore	x	x	x
Career Services	x	x	x
Disability Resource Center	x	x	
Extended Opportunity Program	x	x	x
Financial Aid & Scholarships	x	x	x
Health & Psychological Services	x	x	
Help Desk	x	x	x
Library	x	x	x
Rental Housing System		x	x
Ride Sharing & Transportation Options		x	x
Student Computer Labs	x	x	x
Transfer Center	x	x	x
Tutoring	x	x	

Academic Advising & Counseling

In Person: The mission of the Counseling & Student Services Division is to help students make appropriate and successful educational decisions, set achievable and realistic goals, adjust to changing roles in a global society and resolve academic, transfer and career concerns that can interfere with the ability to succeed in their college experience. The division provides 30-minute in-person and telephone counseling services on a drop-in basis and by appointment on the Main Campus as well as the Middlefield Campus.

Information Available Online: Academic advising and counseling is available online [II.B.14]. This webpage contains a link to a Frequently Asked Questions page as well as a link to an online discussion forum.

Interactive Services Available Online: Distance education students have access to individualized academic advising and counseling via an online forum and by telephone, e-mail and fax. The forum is staffed 11 months per year by three full-time faculty counselors who respond to forum postings within 48 hours. Students can schedule 30-minute in-person or telephone appointments with counselors via an online form. A one-unit course (CNSL 90) titled *Introduction to Online Learning* is taught via the Internet by counselors

and introduces students to the various online academic and support services such as counseling and the college library.

Admissions & Registration

In Person: Admissions and registration services are available at the Student Services Building on the Main Campus and at the Administration Building at the Middlefield Campus. The Admissions Office on the Main Campus is open weekdays for walk-in services. The office hours are Mondays through Tuesdays, 7:30 a.m.–7 p.m.; Wednesdays through Thursdays, 7:30 a.m.–5 p.m.; and Fridays, 8 a.m.–3 p.m.

Information Available Online: The Admissions & Registration webpage [II.B.15] provides online access to the following information and services: Apply for Admission; Before You Register; Counseling & Advising; Fees & Refunds; Financial Aid; High School Student Enrollment; International Students; Registration Problems; Student Right-to-Know; Testing Services; Transfer Planning; Wait-List Process; Dates & Deadlines; Get Started; Tips for New Students; Adding Classes; Dropping Classes; Parking Permits; Social Security Privacy; Veterans Assistance; Withdrawing for Military Duty; Get My Grades; Order My Transcript; Pay My Fees; Register for Classes; Update My Student Information; Class Schedule; College Catalog; and Degrees & Programs of Study. The webpage for

prospective students [II.B.16] provides links to the following information: Admission & Registration; Apply Online; Earn Credit in High School; When to Register; Degrees & Programs of Study; Schedule of Classes; Testing Services; Transfer to a Four-Year College; Financial Aid & Scholarships; Tuition & Fees; CalWORKS; Counseling & Advising; College Publications; Disability Resource Center; Veterans & Active Military; About Foothill; Campus Map; Campus Tours; Main Campus Hours; and Middlefield Campus Hours. Admissions, counseling, financial aid and transfer forms are available for students to download as PDF documents.

Detailed information about lower-division major course preparation for UCs and CSUs may be obtained via the Internet using Assist.org. The California Virtual Campus Course Catalog lists information about 279 online courses offered by Foothill College. This information is regularly maintained by Foothill Global Access (FGA) staff.

Interactive Services Available Online: The entire admissions process is available online via an application and registration portal (Banner). Upon completion of the application, students automatically receive an e-mail message containing their student ID, registration information and course enrollment instructions. After the application process is complete, students receive an appointment to register online. By using the online class schedule and online registration, the student can enroll in any available course offered at Foothill College. The online registration process also provides online access to the following information and services: Add and Drop Classes; Fee Payment; Grades; Parking Permit; Student **MyPortal.fhda.edu** Information; Register for Classes; Registration Date and Time; Transcripts; Update Student Information; View Your Schedule; Course Availability; New and Former Student Application; High School Student Application; International Application for F-1 Visa Students; and Application Status. Students can e-mail staff in the Admissions Office for assistance with registration issues.

A link to the Fee Calculator is available on the Student Fees & Refund Policies webpage [II.B.17]. Students can use this interactive tool to estimate their educational costs.

Assessment & Placement

In Person: The Testing Center is located on the Main Campus in the Student Services Building. Walk-in office hours are Mondays, Tuesdays and Thursdays, 8 a.m. to 5 p.m.; and Wednesdays and Fridays, 8 a.m. to 3 p.m.

Distance education students may take their placement tests for English, English as a Second Language or mathematics at a college assessment/testing center located near them. The selected center will need the ability to administer an online Accuplacer test. The student has the test center coordinator e-mail proctor information to the Foothill College Testing Center to set up access for test administration. Test preparation information is also forwarded to the student.

For distance education students who are able to take placement tests at any Foothill College campus location or at another college's site, the placement tests results are received at the end of the test session and are also available to the student for review in each student's **MyPortal.fhda.edu** account. Foothill College belongs to the Consortium of College Testing Centers (CCTC) which is "a free referral service provided by the National College Testing Association (NCTA) to facilitate distance learning." The purpose of the CCTC is to make test administration services available to students at educational institutions away from their campuses. The CCTC site may be used to locate a testing center by clicking on a U.S. map to find the center nearest to the student. These services are provided in traditional paper-pencil formats as well as online, Web-based servers at some sites. A test administration site does not have to provide Web-based examinations in order to participate in the consortium. All participating institutions must be NCTA members in good standing, and all participating institutions are expected to adhere to the CCTC guidelines.

Information Available Online: The Foothill Placement/Testing webpage provides information about service location, office hours, contacts, FAQs, procedures and links to English and math test review sites.

Interactive Services Available Online: The online registration process via **MyPortal.fhda.edu** in Banner provides students with online access to their placement test score results. Also, students can schedule appointments for assessments for ESL, chemistry, English for Native Speakers and math or proctored exam via the Placement/Testing webpage [II.B.18].

Bookstore

In Person: The Main Campus has a fully stocked and functioning campus bookstore for textbook shopping and textbook rentals. The Middlefield Campus maintains a bookstore in Room C-7 to serve the needs of its programs and students.

Information Available Online: The Online Foothill College Bookstore provides information to students about textbooks, computer equipment and software, e-books, class materials, textbook rentals, buyback, refund policy, shipping policy, employment, store hours and contact details.

Interactive Services Available Online: Books and other required course materials are available for online purchase via the Online Foothill College Bookstore shopping cart [II.B.19]. A direct link to the Online Foothill College Bookstore site is available from the student information page of the Foothill Global Access website. Books, articles and other library resources are available to all registered Foothill students online via the library services as described in the section on library services.

Career Services

In Person: The Career Center sponsors the career focus speaker's series, which features industry professionals providing informative discussions, personal experiences and practical advice. In addition, three career and life planning credit courses have approval for delivery as distance education courses and are offered online at least once each year: *CRLP 70: Self-Assessment*; *CRLP 73: Effective Resume Writing*; and *CRLP 74 Successful Interviewing Techniques*.

Information Available Online: The Career Center webpage [II.B.20] lists hours of operation, location information, phone numbers, staff information, handouts and events. In addition, the center has a blog [II.B.21].

Interactive Services Available Online: Basic career services are currently available to distance education students via telephone, e-mail and the Career Center's website. The Career Center website provides online resources listed by category [II.B.22]. The Foothill College Career Center also provides an online job posting board. The Career Center provides online videos on a variety of topics, such as *How to Choose a Major*, *Resume Writing* and *Mastering the Interview*. The videos enhance in-person workshops.

Disability Resource Center

In Person: When a learning disability is verified, special ongoing services such as academic and vocational counseling, early registration, note-taking and extended time for examinations are available through the Disability Resource Center (DRC). Classes offered include study skills, comprehension techniques and writing skills. Foothill College disability access information and procedures for requesting accommodations are available from the Foothill College Adaptive Learning coordinator and in the Foothill College President's Office. Adaptive computer technology for students with disabilities is available on campus.

Information Available Online: The DRC webpage has links to core programs, services and application information. Additional information provided includes Disability Resource Center, Staff, Computer Access Center, Transition to Work Program, Community-Based Program, REACH (designed to provide the essential link between outpatient rehabilitation and full community reintegration to adults recovering from stroke), Adapted Physical Education Program and accessibility locations map.

Interactive Services Available Online: None.

Extended Opportunity Program & Services

In Person: The Foothill College EOPS Department is located in the Student Services Building. The front desk, peer advisors, Outreach Office and Tutorial Center provide services in person.

Information Available Online: The EOPS webpage contains information about Book Services, Financial Assistance, Counseling, Peer-Advising, Tutoring, Readiness Program, CARE (Cooperative Agencies Resources for Education), and Additional Services, Fees, Counseling, Educational Plan, EOPS Peer-Advising, and CARE Program, and EOPS Tutorial Center. The webpage has links to EOPS Eligibility, How to Apply, EOPS Services, EOPS Tutorial Info, Student Responsibilities, Calendar (PDF), October Events (PDF), contacts, *CNSL 175*, Newsletter (PDF), Forms, and Book Exchange.

Interactive Services Available Online: Student Services Book Exchange is provided as a service to the community, by the Foothill College Student Services organization, for soliciting book exchanges only. This interactive online service [II.B.23] allows students to view and create listings of books for

exchange. The Foothill College EOPS Department is on Facebook where students can share photos, links and event information.

Financial Aid & Scholarships

In Person: The Financial Aid Office is located on the Main Campus and has staff to serve student financial aid and scholarship needs in person.

Information Available Online: The online registration process via MyPortal.fhda.edu in Banner provides online access to information about financial aid status and awards. Information and forms for financial aid applications are available via the Internet from the financial aid webpages [II.B.24] such as Loan Entrance Counseling through EdTe&#t; School Lender List; Stafford Loan Request Form; Board of Governors Enrollment Fee Waiver (BOGW); and FAFSA.

Interactive Services Available Online: Students can check their financial aid application and awards status via the Internet through the MyPortal.fhda.edu student information portal. Students are able to track the completion of loan requirements on their own online account. Upon request, students can receive a financial aid newsletter delivered via e-mail. After Foothill College receives a student's FAFSA application, the following will occur: The Foothill College Financial Aid Office will mail the student a postcard along with instructions to monitor his/her application status through MyPortal.fhda.edu. The student can then use the student ID and password to access the site, review individual application status and print any additional forms needed to complete the application. Student awards and account balances are also easily viewable through the MyPortal.fhda.edu system.

Health Services

In Person: Clinical health and medical services are available to students at the on-campus Health Services Center. Services include clinic services, transfer physical exams, allied health physical exams, diagnosis and treatment for cough, cold and rash, sexually transmitted infection screening, pregnancy testing, birth control methods, free nutrition counseling, treatment of urinary tract infections, prevention educational materials, HIV testing, immunization vaccines and acupressure massage.

Information Available Online: Health Services offers Foothill students free access to *Student Health 101*, an online magazine that promotes better health throughout college campuses. In addition, the Health Services webpage provides links to health information relevant to college students and information about clinic location, hours and phone numbers.

Interactive Services Available Online: None.

Help Desk

In Person: On-campus student orientation to Etudes sessions are conducted during the first week of each quarter. Foothill Global Access (FGA) staff are also available to provide in-person and telephone assistance to students with login or other technical problems with the Etudes course management system.

Information Available Online: Students obtain information about the online delivery of courses and how to login in several ways: 1) Course information webpages posted each quarter on the FGA website, 2) Footnotes beneath course listings in the college's class schedule, and 3) Help Center website (<https://foothill.helpdeskconnect.com/>).

Interactive Services Available Online: Student use of the FGA Help Desk is monitored by type of help requested, timing of requests during the quarter and frequency of requests each quarter. Since June 2007, 1,784 requests for assistance have been submitted to the FGA Help Desk. Requests to the FGA Help Desk peak during the first two weeks of each quarter and at the quarter mid-point, for a total of approximately 200 requests each quarter. The majority of requests pertain to logging into course sites and registration issues. Students can also use the online self-assessment questionnaire [II.B.25] on the FGA website before they register for a fully online class in order to determine whether or not they have the personality traits, learning aptitude, technical knowledge, hardware and software, and study skills for online learning. Additionally, the FGA Online Learning Tour [II.B.26] offers an overview of how online learning works, how courses are set up, which tools are generally used, what is expected of students, how interaction takes place and how to succeed in online courses.

Library

In Person: Distance education students can call the Foothill library for assistance in the Fall, Winter and Spring quarters during hours of operation: Mondays through Thursdays from 8 a.m. to 7 p.m., and Fridays from 8 a.m. to 4:30 p.m.; and in the Summer Session, Mondays through Thursdays from 8 a.m. to 4:30 p.m. Reference librarians are available by telephone, by e-mail and in person. Reference librarians are available to assist students with research through the use of traditional print and state-of-the-art electronic resources, including the Internet. There is also information on research strategies and online searching tips. Each quarter, the college's library offers independent study library research courses designed to help students become familiar with the resources the library has to offer and to develop their research skills. The library provides access to the Internet and other electronic resources via computer workstations and wireless connections. Computers in the library are intended for academic research. Library and learning support services are readily available for distance education students. Librarians are available for one-to-one assistance to distance education students during normal working hours via the Ask a Librarian link on the library website. Librarians also teach research skills in a course offered online and through workshops and tutorials. Library and learning support services are readily available for distance education students.

Information Available Online: The library webpage [II.B.27] lists services, hours of operation and telephone numbers as well as links to book resources, research assistance and databases.

Interactive Services Available Online: Librarians are available for one-to-one assistance to distance education students during normal working hours via the Ask a Librarian link on the library website. Librarians also teach research skills in a course offered online and through workshops and tutorials. The Foothill College Hubert H. Semans Library website provides links to information for book, periodical and Internet resources. Fully online access to book resources is offered through the online catalog. The library provides access to 9,049 e-books. Foothill College subscribes to several article databases: 360 Search, Journals A-to-Z, EBSCO host, ProQuest, ARTstor, Biography Resource Center, Business Source Premier, CollegeSource, CQ Researcher, Literature Resource Center and Opposing Viewpoints. Upon registering for classes, distance education students are assigned an ID number that can be used to access library resources via the Internet, which are

available 24/7. Students are able to renew their checked-out books via the library website. Electronic databases provide access to many full-text journals, newspapers and magazine articles. The library provides access to approximately 9,000 titles through NetLibrary, selected by a committee of California Community Colleges librarians, plus an additional 3,000 public domain titles from Project Gutenberg. Records for e-book titles are in the library's book catalog. Foothill College library faculty members teach the one-unit *LIBR 71: Research Paper Search Strategies* course, which is offered in a distance education format. This course provides an overview of information resources and guides students through every phase of the research process, from defining a topic to finding quality information to writing a "works cited" page. Self-help video tutorials are available online. The tutorials provide information on Foothill College library resources, and assistance on how to use these resources.

Rental Housing System

In Person: None.

Information Available Online: The rental housing system webpage explains how the service works [II.B.28].

Interactive Services Available Online: The rental housing system is provided as a service by Foothill College Student Services for the purpose of listing potential housing opportunities for students. Students can search for housing, add a rental listing or edit their own existing listing.

Ride Sharing & Transportation Options

In Person: There are three public bus stops on the Main Campus. These are located at the Campus Center (adjacent to the pedestrian bridge), upper campus transit site (adjacent to Buildings 5700 and 5800) and lower campus transit site (adjacent to Parking Lot 8). There is one public bus stop at the Middlefield Campus. It is located in front of the Cubberley Community Center facility at which the Foothill College Middlefield Campus is a tenant.

Information Available Online: Foothill College has contracted with Zimride.com to offer a new rideshare service. The service is offered through a website that provides details about who is eligible to use the ride-sharing service and how it works, as well as links to the college's parking regulations that are administered

by the Foothill-De Anza Community College District Police Department and Foothill College Sustainability Committee webpages.

Interactive Services Available Online: The Foothill Zimride website, is available online in an interactive format to allow students to easily coordinate with other students for sharing rides to campus.

Student Computer Labs

In Person: Distance education students have access to the Media Center student computer lab as well as additional computers available in the Krause Center for Innovation, Middlefield Campus Hub and the Hubert H. Semans Library. The services in the Media Center are available to students Mondays through Thursdays, 8 a.m.–7 p.m.; Fridays, 8 a.m.–4:30 p.m. The Media Center provides 15 PC computers, 38 iMac computers and three scanners for general student use in addition to one Dell PC for students requiring disabled student access and two PCs purchased for students enrolled in respiratory therapy courses. Each of the computers is equipped with the full Microsoft Office suite, in addition to other software as needed for specific course applications. This lab is open to all registered Foothill College students to use for both class and personal work. The Media Center provides students with access to more than 2,000 videotapes, audiotapes, CD-ROMs, slides and computer software related to the courses offered at Foothill College. In addition, access to reserve materials assigned by faculty is provided. In the Media Center, there are slide- and video-viewing stations, cassette players, and PC and Macintosh computers on which students can view or listen to these materials. The Media Center provides access to the Internet and other electronic resources via computer workstations and wireless connections. Word processing, e-mail and participation in online classes are available in the Media Center. The Krause Center for Innovation (KCI) at Foothill College operates an open-access multimedia lab Mondays through Fridays, 7:30 a.m.–8:30 p.m.; and Saturdays, 9 a.m.– 5 p.m. The entire KCI building is wireless. It has 33 PCs and seven large-monitor Mac computers in the KCI open lab and 17 PCs dedicated for use by computer science students. One computer station provides priority use for students needing disabled student access. The Middlefield Campus Hub provides computer lab services to students Mondays through Thursdays, 9 a.m.–9 p.m.

Information Available Online: A webpage lists links to information about student computer labs on campus [II.B.29]. Most, but not all, CTIS students have UNIX accounts created for them automatically at the start of each quarter. Many instructors require their students to interact or upload completed coursework to Foothill's UNIX system. It is the responsibility of the student to learn how to access his/her account and learn to use appropriate tools when interacting with the system by following instructions provided on the CTIS UNIX Lab webpage.

Interactive Services Available Online: The Computers, Technology & Information Systems Division provides students with remote access to UNIX servers and the Oracle lab.

Transfer Center

In Person: The Transfer Center staff assists students with selecting a major or preparing to transfer to a four-year college or university, and provides assistance to students in satisfying minimum transfer requirements, completing college applications, writing effective admissions essays and completing transfer admission guarantees (TAGs). The center also sponsors college representative visits and an annual Transfer Day.

Information Available Online: The Transfer Center webpage provides links to the transfer library for a list of available resources located in the center, information about what majors are impacted at CSU campuses, and the California College Explorer website.

Interactive Services Available Online: Students can enroll in the one-unit *CNSL 85H: Transfer Readiness* online course, which provides distance learning students with instruction about choosing a college or university, selecting the appropriate courses to achieve the goal of transfer, filling out a college application, writing an application essay, finding a “transfer buddy” online for inside information on transfer, and consulting with counselors and using transfer programs to improve transfer eligibility.

Tutoring

In Person: The Tutorial Center provides individual learning assistance for Foothill College students. The center is located in the Library Building on the Main Campus.

Information Available Online: The webpage provides information about services, location, hours, conduct guidelines, contacts, tutor schedules and student employment as tutors.

Interactive Services Available Online: No interactive online tutoring services are currently available. Tutorial Center and Foothill Global Access staff are currently exploring effective ways to provide tutoring for distance education students. One method under consideration is synchronous and asynchronous communication between students and tutors using the CCC Confer software. This software is provided by the California Community Colleges system office at no cost to Foothill College or students. CCC Confer has Internet conferencing features that allow tutors and students, either one to one or in groups, to talk, share desktop applications and write via text chat and whiteboard. Tutoring sessions conducted via CCC Confer can be transcribed and archived for later viewing by students and program evaluation by Tutorial Center staff.

Middlefield Campus

The Foothill College Middlefield Campus located in Palo Alto is the institution's primary satellite campus. This location has the following services for student

convenience: admissions and records, bookstore, computer lab, academic counseling, financial aid outreach, placement testing and legal services. Hard-copy resources can be downloaded on a PDF file both in English or Spanish. In addition, off-campus students have access to the following student support services via the Internet, e-mail, by telephone or in person: Financial aid, Extended Opportunity Program & Services (EOPS), counseling and student support services, including Career Center, placement testing, Tutorial Center, Veterans Resource Center, child care, Disability Resource Center, and health and psychological services.

Self-Evaluation

The college meets the standard. Foothill College is committed to increasing educational access for students by supporting technology-mediated delivery and providing students with convenient access for achieving their educational goals.

Planning Agenda

None.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.

Descriptive Summary

As one of its four Institutional Learning Outcomes (ILOs), to which all learning outcomes are aligned, civic/global consciousness is highly valued at the institution. Foothill College provides leadership and community service opportunities through leadership courses and hands-on campus life experiences that expose students to personal development and civic responsibility opportunities. The college environment and campus life program encourages students to become involved in opportunities outside the classroom that contribute to personal skill development.

The Certificate of Proficiency in Leadership & Service (26 units) gives students the core studies needed for development of leadership and communication skills, preparation for civic responsibility, exploration of diverse cultures, and participation in building communities.

The certificate provides evidence of a student's ability to lead and engage in service to the community. The courses offer training and experiences in planning, policy development and implementation, decision-making, goal and objective development, leadership theory and styles, organizational development, cultural programming, time management, problem solving and conflict resolution, budget development, team building, group dynamics, event planning, student rights and responsibilities, governance alternatives, parliamentary procedures and community service.

Foothill students are intimately involved in shared governance committees, where they practice leadership and communication skills and contribute to the college decision-making process. The Associated Students of Foothill College (ASFC) participate in a number of statewide advocacy programs where they are engaged in civic commitment to statewide legislative issues.

Students recently participated in a community bond campaign by staffing phone banks and reaching out to the local community. College credit is offered for volunteer service experiences, which provide additional evidence of the student's commitment to civic engagement.

Student clubs that focus on service to others, such as Brother to Brother, Sister to Sister and Environmental Sustainability, provide additional opportunities for civic engagement. All Foothill College students are required to abide by the *Student Code of Conduct*, which emphasizes academic integrity and personal responsibility.

Student support services such as Mfumo, Pass the Torch, Psychological Services, Extended Opportunity Programs & Services (EOPS), Outreach, and Career/Transfer Center services, along with various tutorial programs, emphasize personal responsibility toward student success by utilizing services that help students achieve their goals.

The Fine Arts & Communication Division provides myriad opportunities for student involvement through creative activities. The annual Book Arts Jam is a display of student work and aesthetic expression. The ASFC Design Center, a student-run graphic design center, provides work experience that develops the fundamental skills in aesthetic development.

Self-Evaluation

The college meets the standard. The college has done a superior job on this standard and is seen as a leader in the state in regards to leadership development and civic engagement.

The Certificate of Proficiency in Leadership & Service provides evidence of a student's successful completion of coursework and related experiences.

Program review data from 2008–2009 indicate an increase in enrollment in leadership and service courses and an increase in the number of students who attend campus events that build community and help students connect to the campus. Total enrollment in leadership courses and leadership laboratories for Fall 2010 is 201 students.

Student Services Survey: Since the 2006 survey, awareness of student activities has increased nearly 50 percent and usage has increased by 4.7 percent.

Student Learning Outcomes Data

Students involved in student leadership programs obtain skills based on the four institutional learning outcomes:

Communication: Students work in small and large groups, serve on campus committees and participate in a variety of student meetings where communication and collaboration skills are practiced and refined.

Computation: Students prepare and plan the ASFC annual budget and gain computation experience.

Creative/Critical/Analytical Thinking: Student leaders apply leadership theory to organizations and understand alternative models of governance.

Community/Global Consciousness: Students participate and plan activities that focus on community and global consciousness. Examples: Student forums on world issues, terrorism, etc. Guest speakers, such as world leader Naomi Tutu, visit the campus to engage students in discussions. Students volunteer at community agencies where communication skills in groups and organizations are applied.

Planning Agenda

None.

II.B.3.c. The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success, and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The Counseling & Student Services Division is responsible for developing, maintaining and evaluating all counseling courses, including career life planning, college orientation, college success, EOPS college success,

college life management, Pass the Torch training, effective study, transfer readiness and leadership courses. The division has member representation on the College Curriculum Committee and has a subcommittee within the division that helps formulate future curriculum as well as make updates to current curriculum. The division

evaluates this process through the implementation of SLOs. All counseling faculty members are evaluated by students, their counseling peers and the dean of counseling and matriculation.

Evidence of successful completion of career leadership, transfer and counseling courses is seen through completion rates and course grades (*CRLP* courses, *CNSL 50*, *CNSL 85H*). Evidence of counseling appointments, drop-in sessions, group activities and workshops are tracked using the SARS software. Foothill College transfer rates are provided through the UC TAGs and *Transfer Center Annual Report*. Career affiliated statistics are presented in the Perkins Grant and the *Career Center Annual Report*.

The Counseling & Student Services Division evaluates programmatic services such as academic, personal, transfer and career counseling and services through Service Area Outcomes (SAOs), which are implemented and evaluated by the Counseling Department.

The Counseling & Student Services Division supports training through new faculty orientations, in-services, workshops, conferences, professional development presentations and mentoring. New faculty begin a four-year tenure process, which includes evaluation of the faculty member's teaching

and counseling. This is done through a tenure review committee comprised of counseling faculty, an at-large faculty member, the dean of counseling and matriculation, and the vice president of student development and instruction. Tenured faculty are evaluated every three years by the dean of counseling and matriculation, students and a faculty member.

Self-Evaluation

The college meets the standard. The Counseling & Student Services Division instruction and services continuously receive positive feedback from student surveys, including student evaluations of counseling sessions and counseling courses, which give high ratings to the division for meeting students' needs. The division had more than 35,000 counseling contacts in 2009–2010 that indicated that the Counseling & Student Services Division is being effectively utilized as a support system for the college. Based on campus feedback and suggestions, next steps would include creating more new curriculum to meet the needs of more underrepresented students.

Planning Agenda

None.

II.B.3.d. The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Foothill College has institutionalized many programs and services that speak to and celebrate the diversity of its student population. The college has implemented a general education requirement for its associate in arts and associate in science degrees that is titled United States Cultures & Communities. This requirement provides students with an in-depth look at particular ethnic groups within the U.S. and explores the historical impact that these ethnic groups have had on U.S. identity.

In addition, the college provides a rich array of activities designed to inform students about the cultural diversity of our nation, our students and the global community. Foothill students, faculty and staff celebrate the rich cultural diversity of our campus

community throughout the year, and especially during our heritage month festivities, which run from January through June. From art exhibits and literature events, guest speakers and panel discussions, live entertainment and theatre performances, film screenings and hot-topic workshops, students and other members of the college community have fun as they learn about the contributions and concerns of diverse peoples to national and international cultures.

At Foothill College, January is Jewish Heritage Month; February is Black History Month; March is Women's History Month; April is Asian Pacific Islander Heritage Month; May is Latino Heritage Month; and June is Lesbian/Gay/Bisexual/Transgender Heritage Month. Heritage month planning committees, which are comprised of students, faculty and staff as well as community leaders, recruit members and meet

during Summer Session and Fall Quarter to organize exciting events for the education, empowerment and entertainment of the campus and community. Foothill students chair these planning committees, and in turn are eligible to earn UC-transferrable units for planning and attending events. Faculty and staff can earn PAA/PGA credit. The Student Activities Office assists with the logistics of budgeting, planning, marketing and hosting heritage month celebrations. Heritage month activities are funded by student fees, Foothill programs and services B-Budgets, and off-campus vendor sponsorships.

The International Students Office presents activities designed to inform the college community about the various countries and cultures represented by the international students who are enrolled at Foothill College. International Student Week culminates in an evening of cultural activities and a fashion show organized and presented by Foothill's international students.

Now in its third year, the Foothill Author Series brings local, regional, national and international authors of fiction and non-fiction to the campus to discuss their work with interested audiences made up of students and community audience members. Admission to series events is free; PGA/PAA is available for faculty and staff who attend. In addition, guest authors' books are made available for purchase at a 20-percent discount in the college bookstore. Authors have included Anand Giridharadas, author of *India Calling*, Louanne Brizendine, author of *The*

Male Brain, and Helen Wang, author of *The Chinese Dream*, to name a few. Funding for the series is provided by the Foothill College President's Office and Foothill-De Anza Foundation.

The Volunteer Center supports student, campus and community service by offering several ways for students to volunteer depending on each student's interests and availability. In addition, the center and on-campus Financial Aid Office now offer the Community Service Work Study Program. Students who qualify for federal work study can complete work-study assignments at local nonprofit agencies.

Self-Evaluation

The college meets the standard. Foothill College provides many opportunities outside of the classroom for students to learn about the diversity of the United States and the world. The Student Activities Office does an especially good job of offering a wide variety of student-organized functions that provide educational and cultural information about a variety of cultures, including Jews, women, African Americans, Asian Pacific Islanders, Latinos/as, and gay, lesbian, bisexual and transgender cultures, as well as the cultures and peoples of the many countries represented by the international students who are enrolled at Foothill College.

Planning Agenda

None.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

College Admissions Practice: Foothill College maintains an open-door admissions policy and offers the opportunity for admission to anyone who is a high school graduate or the equivalent (GED or CHSPE), or, if not a high school graduate, is at least age 18, without requiring *Scholastic Aptitude Tests*. The college uses a selective admissions process for some programs, such as those in the health care careers and apprenticeship trades programs, which require specific preparation, a separate application for admission, and therefore have special requirements.

An open-access institution of higher learning, Foothill's admissions policies and practices are consistent with the college mission statement, the *Education Code*, Title 5 regulations, and the statewide mission for the California Community Colleges. These policies are printed in the *Foothill College Course Catalog* and posted on the college website [II.B.15].

The high school student who is at the junior or senior level may also apply for admission to Foothill College with the permission of and documentation from a parent/guardian and a high school principal. In addition, potential and current students are notified online and in printed publications that lack of English

language skills will not be a barrier to admission to or participation in vocational educational programs at Foothill College as long as other, if any, program admissions standards are met. Further, it is announced online and in its publications that Foothill College does not discriminate against any person in the provision of its educational programs and services, and personnel practices on the basis of race, color, national or ethnic origin, age, gender, religion, sexual orientation, marital status, physical disability or mental disability.

The Foothill College *Application for Admission* is available on the college website [II.B.30]. The online application is also accessible to students with disabilities, and in-person assistance is available for those who require help completing the application in the on-campus Student Success and Disabilities Resource centers. There is no fee to apply for admission. Foothill College uses CCCApply.org, a database client administered by the California Community Colleges State Chancellor's Office, for its admission application, which then integrates collected data into the Foothill-De Anza districtwide Banner student database system. Once the student has applied for admission, the Banner system automatically creates an individual, password-protected **MyPortal.fhda.edu** account for the student at no charge. The student will then use **MyPortal.fhda.edu** for all future transactions with Foothill or De Anza colleges, including registering for classes, paying enrollment and parking fees, updating personal information, requesting transcripts and enrollment verification, monitoring financial aid status, and reviewing the class schedule by term and grades.

Placement Practice: Foothill College strongly encourages all students to participate in the placement process. Testing is required for students enrolling in the following Foothill courses:

- Chemistry (*CHEM*) 1A, 25 and 30A;
- English (*ENGL*) 1A or 110;
- All English for Second Language Learners (*ESLL*) courses except *ESLL 200A*; and
- All mathematics (*MATH*) courses except *NCBS 201A*.

In selecting its assessment instruments, the college subscribes to the *Standards, Policies & Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges*. The college adheres to these policies and procedures to establish a timeline for evaluating cut scores, and validating assessment instruments used in placement and for admittance to special programs.

The assessments utilized are selected by Foothill College faculty. All but two of the instruments are included on the approved list by the state chancellor's office. Faculty perform content reviews in their subject areas to inform the assessment process. Program faculty establish cut scores for their courses based on the scores used by other community colleges as well as cut score validation from our own research. Cut scores are also evaluated by surveying the students and faculty during the second week of the quarter for placement satisfaction and accuracy perceptions.

Self-Evaluation

The college meets the standard. There is a strong need for additional research assistance with cut scores. Currently, the new college researcher is being trained by the district director of institutional research to perform test validations, so that this task can be completed routinely in the future. The current cut score validity study will be reviewed by the college researcher, faculty and Matriculation Committee.

Planning Agenda

None.

II.B.3.f. 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.

Descriptive Summary

The Foothill Admissions & Records Office permanently maintains all Class I records. The records are stored in the following ways:

- Scanned images are stored on a secure database. The college also stores scanned images on a secured hard drive that is locked at all times in an on-campus vault as well as on a secure back-up hard drive that is stored at an off-campus site. The Foothill-De Anza Community College District Educational Technology Services (ETS) unit coordinates off-site storage.
- Microfiche and paper records are stored in an on-campus vault that is locked at all times.
- The college registrar and two Admissions & Records supervisors have been issued keys to the vault. Any access to confidential student records that are stored in the vault must first be approved by one

of the above mentioned staff members. Access is approved on a case-by-case basis, and only under the immediate observation of one of the key holders.

All employees who have access to the student information system or who have administrative permission to view student records receive mandatory Family Educational Rights & Privacy Act (FERPA) training. Each employee is then provided with FERPA guidelines and is required to sign a confidentiality agreement. These signed agreements are maintained by the college registrar.

FERPA guidelines regarding release of records are published in the *Foothill College Course Catalog* and posted on the college website.

Self-Evaluation

The college meets the standard.

Planning Agenda

None.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Program Review

During the past six years and in three-year cycles, Foothill College has conducted a program review of all of its student services programs. These program review cycles were initially conducted during 2003 and 2006. Beginning with the 2009–2010 cycle, student services program reviews were reformatted and, going forward, will be updated annually to reflect program outcomes and assess the need for resource allocation. In the

2003 cycle, the short-term goal of the student services program review was to establish benchmark data from which to compare results. The ongoing goal remains to generate valid data to enable the student services areas to make data-driven planning decisions in program development, program improvement and human, financial and facilities resource allocation. Each student services program review is updated annually with the random student service survey administered on the three-year cycle. Program reviews are posted online [II.B.3].

Service Area Outcomes

Student services areas at Foothill College include areas that have instructional components (e.g., Puente, Mfumo, counseling) and areas that do not include instruction (e.g., Admissions & Records, Student Success Center, Outreach & Retention Office, Financial Aid Office, EOPS and Testing Office). For purposes of differentiating student services from instruction, we have elected to use the term Service Area Outcome (SAO) to describe those outcomes directly related to student service areas. SAOs, then, describe what students are expected to achieve and are able to demonstrate in terms of knowledge, skills and values upon completion of receiving a service, attending a workshop or participating in a program. SAOs answer the question, “What will students be able to think, know, do or feel because of a given support service experience?”

To establish a seamless link between SAOs and instructional SLOs, all service area outcomes maintain the focus of student development viewed through the lens of the college’s four core institutional learning outcomes: critical thinking, computation, communication and community/global consciousness.

In Academic Year 2009–2010, Foothill’s student services areas developed, assessed and reflected upon two to three SAOs per area. In Academic Year 2010–2011, the 2009 SAOs were re-defined and further assessed. Summary data for all student services departments is available in Foothill’s Course Management System (C3MS), which can be accessed online. SAOs were developed and assessed in all student services areas, and reflections were completed for 88 percent of the SAOs developed. Additionally, program reviews were completed for each service area thus completing the assessment cycle. Program reviews are posted online [\[II.B.3\]](#).

The assessment calendar for student service areas was developed to align with the instructional assessment cycle and the resource allocation process. The student services assessment calendar was developed to coincide with the non-peak times of student traffic in order to allow faculty and staff the requisite time to complete the tasks. For example, Weeks 1–3 of every quarter are high-peak times with increased student demand on student services staff, whereas Weeks 4–6 allow for more meeting and reflection time among the faculty and staff. SAO data are posted online [\[II.B.4\]](#).

Student Services Matriculation Survey

To further assess the effectiveness of student services at Foothill College, a *Student Services Matriculation Survey* is administered every three years. In Fall 2009, the Foothill College Student Services Program conducted an in-class survey of students to assess their awareness, utilization and satisfaction with a variety of student services. Survey results indicate a wide range of awareness and usage rates for the services, with a majority of those surveyed who had the services rating them as helpful or very helpful.

Methodology: The instrument utilized for this survey was originally adapted from a *Student Services Program Review Survey* that was administered in Fall 2003. The survey was again administered in Fall 2006 and questions have been slightly updated with each iteration.

This survey asked students to rate a set of student services on a six-category scale:

1. Have never heard of it
2. Have heard of it, but never used it
3. Have used it, but did not find it helpful at all
4. Have used it, but did not find it helpful
5. Have used it, and found it helpful
6. Have used it and found it very helpful

Essentially, response #1 indicates lack of awareness, response #2 indicates awareness but lack of utilization, and responses #3–#6 indicate utilization and form a four-point Likert scale for satisfaction/helpfulness. A set of demographic variables was also collected, including age, gender, ethnicity enrollment status (e.g., new student, returning student, full-time enrollment, part-time enrollment).

A random sample of courses was selected from the Fall Quarter for the survey sample. Students were contacted through e-mail addresses provided at registration. Approximately 8,000 students were contacted, with an ultimate participating sample of 1,344 students. It is difficult to determine exact response rates, as many e-mail addresses may be outdated or students may have deleted the e-mail unread; however this rate is within the typical range for online surveys and compares favorably to the sample of 1,270 students who participated in the original Fall 2003 survey. Given differential use of e-mail among students, this sample may differ somewhat from previous samples, which distributed the survey in classrooms.

Self-Evaluation

The college meets the standard. The program reviews, SAOs and the survey of Foothill College students' awareness, utilization and satisfaction with a variety of student services provide benchmarks for internal decisions about these services. These results are used within the service areas to initiate discussions and

examine student services through a holistic lens. This information is used to guide further planning and to better serve the student population.

Planning Agenda

None.

Standard II.B. Evidence List

- II.B.1. Substantive Change Proposal, October 4, 2010
http://www.foothill.edu/president/acc2011media/docs/FH_Substantive_Change_DE_final.pdf
- II.B.2. Substantive Change Addendum, February 3, 2011
<http://foothill.edu/president/acc2011media/docs/AddendumtoSubstChaFeb102011.pdf>
- II.B.3. Student Services Program Reviews http://www.foothill.fhda.edu/schedule/service_program_reviews.php
- II.B.4. Service Area Outcomes http://www.foothill.fhda.edu/schedule/service_learning_outcomes.php
- II.B.5. Administrative Unit Outcomes http://www.foothill.fhda.edu/schedule/admin_learning_outcomes.php
- II.B.6. Foothill College Course Catalog http://issuu.com/foothill_college/docs/fhcatalog2010weboptimized
- II.B.7. Foothill College Academics <http://www.foothill.fhda.edu/academics.php>
- II.B.8. Foothill College Student Services & Support <http://www.foothill.fhda.edu/services.php>
- II.B.9. Foothill College Office of Student Affairs & Activities <http://www.foothill.fhda.edu/campuslife/affairs.php>
- II.B.10. Foothill College Publications <http://www.foothill.fhda.edu/publications/>
- II.B.11. FHDA Board Policy http://www.fhda.edu/about_us/board/policy
- II.B.12. FHDA Administrative Procedures [http://www.fhda.edu/about_us/stories/storyReader\\$234](http://www.fhda.edu/about_us/stories/storyReader$234)
- II.B.13. Foothill College Grievance Procedure Forms
http://foothill.edu/campuslife/documents/Student_Grievance_FORM.pdf
- II.B.14. FGA Counseling & Advising <http://foothill.edu/fga/advisingforums.php>
- II.B.15. Foothill College Admissions Office <http://foothill.edu/admissions.php>
- II.B.16. Foothill College Prospective Students Website <http://foothill.edu/prospective.php>
- II.B.17. Foothill College Fees <http://foothill.edu/reg/fees.php>
- II.B.18. Foothill College Placement Testing <http://foothill.edu/placement/>
- II.B.19. Foothill College Bookstore <http://books.foothill.edu/home.aspx>
- II.B.20. Foothill College Career Center <http://foothill.edu/career/>
- II.B.21. Foothill College Career Center Blog <http://foothillcareercenter.wordpress.com/>
- II.B.22. Foothill College Career Center Library <http://foothill.edu/career/library.php>
- II.B.23. Foothill College Book Exchange <http://foothill.edu/books/>

- II.B.24. Foothill College Financial Aid <http://foothill.edu/aid/>
- II.B.25. Foothill Global Access Online Self-Assessment http://foothill.edu/fga/pre_assessment.php
- II.B.26. Foothill Global Access Online Tour <http://foothill.edu/fga/tour.php>
- II.B.27. Foothill College Library <http://foothill.edu/library/>
- II.B.28. Foothill College Rental Housing System <http://foothill.edu/services/housing/>
- II.B.29. Foothill College Campus Computer Labs http://foothill.edu/fga/campus_computer_labs.php
- II.B.30. Foothill College Application for Admission
http://www.cccapply.org/applications/CCCApply/apply/Foothill_College.html

II.C. Library & Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input and other appropriate measures in order to improve the effectiveness of the services.

Descriptive Summary

Located at the heart of the Foothill College campus, the Hubert H. Semans Library provides a rich environment to support student learning, academic research and scholarly inquiry. The library is part of the college's Learning Resource Center (LRC), which includes the Media Center, an open-access computer lab, study area and multimedia resource collection, and the Tutorial Center, an open-access multi-subject tutorial service center. As part of the original campus construction completed in 1961, the library's physical study and learning spaces are currently in need of upgrades to support changing student needs such as power outlets for laptop computing. Two phases of upgrades are currently planned for the LRC, a short-term project,

which will address needs such as more power outlets for student study areas, and a larger facilities upgrade project, which could involve expanding the library. Equally central to the student learning and support experience is the library website [II.C.1], which serves the needs of all students, and in particular serves the needs of Foothill's population of online students, which currently comprises approximately 20 percent of all student enrollment. Technology is central to the learning experience at Foothill College, and the library and LRC have always been at the forefront of evaluating and adopting new educational and technological resources for students, through its website and through procurement and adoption of online resources and study tools.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. 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 of the institution.

Descriptive Summary

The Learning Resource Center (LRC) serves as a central location for student learning, providing a well-equipped and welcoming environment conducive to independent and collaborative research and study. The LRC/Library mission statement reads: “The mission of the LRC/Library is to support and collaborate with all of the academic and other student support programs of the college in its mission to provide education for all students, whether in basic skills, career preparation, lifelong learning or transfer. The LRC/Library promotes student learning, retention and success by striving to meet the evolving information needs of an increasingly technology-based global community.”

In support of this mission, the library provides a balanced collection of print and online resources and the necessary equipment to support the use of the collection.

The library acquires and maintains a collection of print and electronic materials which currently includes 90,000 print volumes, 280 print periodical subscriptions, 12,000 e-books, 2,000 reserve items, and multiple general and subject specific databases providing access to thousands of articles and reference materials [II.C.2]. The library’s resource budget allocation varies annually, and was significantly reduced in the 2008–2009 and 2009–2010 budget years. Funding originates from a combination of college general funds and the categorical State Instructional Equipment & Library Materials Fund. The library’s reserve collection is a combination of instructor-provided materials (more than half) and ASFC purchases. The funds provided for the reserve collection budget were also significantly reduced during the same budget years.

The *Foothill College Library Collection Development Policy* guides the selection of library resources. The policy states, “Materials added to the collection shall contribute to the instructional program of the college and aim at the development of factual knowledge, critical thinking, objective valuations, aesthetic appreciation and ethical standards in the students.” The policy lists criteria for selection of materials, including relevance to the mission and curriculum of the college, authority and accuracy, currency, appropriate reading level, demand and recommendations in professional literature [II.C.3]. Librarians and teaching faculty share responsibility for selection of resources, with additional input from students. The policy of “joint responsibility,” was established in *Board Policy 6170: Library Materials Selection*, which states, “It is the joint responsibility of the library and teaching faculty to select materials that will best meet the teaching and learning missions of the colleges.” One of the library’s operational goals addresses joint responsibility in the selection of library materials, stating, “Librarians and staff collaborate with students, faculty, college student service area, administration, regional and statewide consortia and other groups to enhance access to and quality of resources and services for the Foothill community in support of the college’s programs and initiatives.” Librarians communicate and collaborate with teaching faculty regarding selection of library resources by serving as library liaisons to various academic divisions. The library liaison is the primary contact between instructors and the library. He/she supports faculty by providing information about library policies, resources and new acquisitions, and encourages and follows through with specific acquisition requests. Librarians also serve on the College Curriculum Committee, which allows further communication with teaching faculty and provides an opportunity for library faculty to be informed of new curricular areas

which will be supported by the library. Librarians access and review course outlines of record and syllabi through the college's online curriculum management system (C3MS). Syllabi and course outlines of record (CORs) provide information about specific courses and student learning needs specifically described by instructional faculty.

The library collection, both print and electronic, is re-evaluated on a continuous basis to ensure its ongoing relevance to the missions of the college and library, and its effectiveness in supporting college curriculum and student learning. Materials are reviewed and replaced or withdrawn from the collection using similar criteria as those for selecting new resources. Guidelines for collection review are provided in provided in Section XI of the Library Collection Development Policy [II.C.3] However, due to reduced staff, ongoing weeding has not occurred in the past two years.

The library provides 24 public computer stations (Mac and PC) and 430 additional study spaces at tables and individual carrels. Computers are equipped with Web browsers and Microsoft Office software and are networked to the GoPrint pay-for-print system. Students use their student ID, also called the OwlCard, as a copy and print card, and a cash-to-card machine is available in the library. The library provides wireless internet access for students with laptops. Currently, the library provides limited access to electrical outlets for charging equipment. There is one ADA-compliant computer workstation provided and maintained by the college's Adaptive Learning Division.

The library is staffed by 3.75 librarians, three full-time classified staff at the reserve/circulation desk and three full-time classified staff in the Technical Services Department. Student workers and part-time librarians are hired as funding allows. LRC faculty and staff report to the dean of Language Arts Division/Learning Resource Center. In the past two years, the library has lost two full-time librarians due to retirement, including the library coordinator, one library technician in circulation and its administrative assistant.

The Media Center supports students and faculty by providing access to non-print materials and media technologies. The mission of the Media Center is to anticipate and provide for the intellectual and physical access to these materials and technical supports. Through participation on campus technology committees and academic division meetings, the center aims to keep pace with contemporary issues and technology and promote interdisciplinary exploration.

The non-print collection, which supports the institution's curriculum, contains instructor and staff acquisitions. The collection includes 1,300 videotapes and study guides. Faculty and staff requests are made throughout the year and are prioritized at meetings attended by the collection development librarian, the media center supervisor and a senior library technician. Cost, adherence to federal closed-captioning standards and the potential for cross-disciplinary use are all factors that determine the purchase of materials.

The district's Educational Technology Advisory Committee (ETAC) [II.C.4] informs the purchase of computers and audio-visual equipment. The Media Center supervisor and dean of Language Arts Division/Learning Resource Center can and do make recommendations in order to best serve the Media Center patrons.

The Media Center is staffed with one full-time and one part-time instructional associate. There are 55-networked computers, two black-and-white and one color printer attached to a pay-for-print station, three scanners, 10 VHS/DVD carrels and three small multimedia/group study rooms. There is also one ADA-compliant workstation and image viewer and one copier. Students can also access the college's wireless network inside the Media Center and there are five carrels with power supply for individual use.

Self-Evaluation

The college meets the standard. Library services and resources have been impacted by a reduced library budget during the past two years and the 23-percent reduction in overall library staffing by two librarians and two classified employees. Three divisions (Adaptive Learning, Biological & Health Sciences and Fine Arts & Communication) no longer have designated library liaisons, and a reduction in the purchase of books and cancellation of databases has impacted the collection's level of support for the curriculum and student learning. The outlook for the library resources budget for 2010–2011 is more positive, and should allow the library to reinstate some of the databases that were canceled and bring the book/periodical budget up to levels of past years. There has also been one additional librarian position approved for hire in the 2011–2012 school year.

One of the library's operational goals addressing the library mission is to acquire, organize and maintain relevant resources that support the college's strategic, teaching and learning initiatives. A related service area

outcome is to provide relevant resources in a variety of formats that meet the information needs of Foothill students, faculty and staff.

To assess the library's goals and outcomes regarding resources and services, the library has referred to campus services and library point-of-service surveys. Despite reduced staffing and budget, survey results have indicated an overall high-satisfaction rate for the library by students and faculty.

A campuswide survey, *Foothill College Student Services Program Planning [II.C.5]*, which assessed the awareness and use of the library, was conducted in 2009. The survey reflected that 57 percent of the students had used the library and found it helpful, while just 5 percent had used the library and did not find it helpful. These results suggest that the library is effective in providing the resources and services that a majority of students need. A substantial percentage, 34.1 percent, had heard of the library but never used it, and only 3.3 percent had never heard of the library. In response to this survey, the *Library Marketing Plan* was written in Spring 2010, and the library is experimenting with ways to increase student awareness of library services, for example, new bookmarks advertising library services were available to students on Opening Day of the 2010–2011 school year.

Point-of-service *Library Faculty/Student Surveys [II.C.6]* from the past three years were also used to assess the effectiveness of and satisfaction with library resources. In the area of resources, faculty respondents have indicated a high level of satisfaction (over 90 percent) with the library website, library catalog and online resources. Satisfaction with the book collection has improved from 79 percent in 2007–2008 to 92 percent in 2008–2009. Student responses indicate a high degree of satisfaction (more than 90 percent) with the library's website, the library's catalog and the library's online resources. Satisfaction with the library's books and journals has improved from 89 percent to 92 percent. In the area of "sufficient materials to complete course assignments," students gave an average 70 percent satisfaction rating over the past three years.

Another indicator that library resources are successful in supporting the curriculum is that no vocational program at Foothill College has failed to gain accreditation due to lack of library resources.

The 24 computers available for student use in the library are continuously maintained by the Foothill-De Anza College District Educational Technology Services (ETS) Department. The 2005–2010

Information Technology Strategic Plan states that computers are updated on a five-year cycle. As the library has increased the proportion of its online research resources, and as more courses are offered as online or hybrid courses, the demand for public access computers has grown beyond the 24 currently available in the library, and the demand has increased from students using them to print course materials, homework assignments and research papers. The library website, which is the entry point to all library resources, is accessible only by computer, also making the availability of computers essential. In the *Library Student Surveys [II.C.6]*, student responses to availability of computers were an average of 74 percent approval, with a downward trend over the past three years. Library resource requests generated by the 2010 Library Program Review included more public access computers in the library, including laptops for checkout [II.C.2].

The library was built before the advent of computers for study and instruction, which has resulted in the current facility lacking the adequate wiring to support increased need for electrical outlets for the use of laptop computers. Multiple responses to the survey question regarding how library services could be improved made note of the lack of electrical outlets available in all areas of the library. To address this, the library plans to use a portion of Measure C money allocated for a future renovation project to add additional wiring throughout the library.

GoPrint equipment is maintained by the ASFC Smart Shop, and copiers are serviced by the outside copying vendor, Kenpo. Student surveys for the past three years show an average 70 percent satisfaction with printing and copying services [II.C.6]. An emerging issue at both public services desks is the sharp rise in assistance needed by students in using the library's copying and printing services.

Maintaining relevant resources that encourage student success and information competency support the mission and Service Area Outcomes of the Media Center. To assess the validity of the Media Center's mission and goals, an internal student survey was conducted during the 2009–2010 academic year. Ninety percent of students surveyed felt that the Media Center helped them succeed in their coursework, while 38 percent felt that the Media Center helped them remain in college. All students surveyed felt that the non-print materials and computer/audiovisual support satisfactorily or very satisfactorily met their needs [II.C.7]. In response to a campuswide survey conducted

by the Student Development & Instruction Office, 38 percent of the respondents who were familiar with the Media Center found its services to be helpful or very helpful. In comparison with other services on campus this was an impressive statistic.

While the college is engaged in supporting Media Center services, and surveys suggest the center is meeting its goals, budgetary constraints limit the number of acquisitions and have lengthened the time

between technology purchases. Also, the building space and number of computer workstations does not adequately meet student demand. This will be discussed in Standard II.C.1.c. Keeping pace with the digital and informational divide is challenging and ongoing.

Planning Agenda

None.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

One of the Learning Resource Center's (LRC) four goals is to provide a variety of responsive services and instructional opportunities that facilitate access to and use of the library's resources, both on and off campus, and encourage student success, information competency and digital literacy. Instruction is provided in a variety of ways so that students are able to develop information competency.

The reference desk is staffed by a librarian during the library's open hours, and every interaction at the desk is viewed as an opportunity to teach information competency. This one-to-one instruction covers every aspect of the research process, depending on the individual student's need. Reference librarians are also available for consultation by phone or by e-mail via the Ask a Librarian link on the library homepage.

Because many Foothill courses require library research, information competency is infused throughout the curriculum, and an instruction librarian collaborates with classroom faculty to provide their students with subject-specific research sessions. Typically, the session includes a lecture that covers information competency skills, with the focus on how to find and evaluate information to ensure that it is reliable, credible, accurate and timely. Depending on the assignment covered in a research session, the instruction librarian will demonstrate how to find and focus a relevant topic, then determine the keywords and search strategies so that students can then search the specific tools and resources offered via the library's databases and online catalog. If there is a classroom with computers for students' use, there is

an opportunity for the students to practice hands-on searching with the librarian available for group and individual assistance.

The library also offers formal bibliographic instruction through a one-unit transferable general education course, *Library Science 71: Research Paper Search Strategies*, first taught in Fall 2005 and offered almost every quarter. Designed for students who are writing a research paper in another class, LIBR 71 teaches them how to define an information need, find information in a variety of formats, evaluate the sources and demonstrate ethical use of information by avoiding plagiarism.

In addition, librarians serve on the College Curriculum Committee and Basic Skills Workgroup, advocating for the inclusion of information competency in the general education pattern and appropriate basic skills courses.

Self-Evaluation

The college meets the standard. Since the Academic Senate of the California Community Colleges (ASCCC) adopted its paper, *Information Competency: Challenges & Strategies for Development in 2002 [II.C.8]*, Foothill librarians have striven to raise awareness of information competency on campus, using the definition provided by the ASCCC:

“Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of

the ethical and legal implications of information and requires the application of both critical thinking and communication skills.” [II.C.9]

They have succeeded by incorporating information competency in the general education pattern, offering transferable general education courses in library science (*LIBR*), and collaborating with instructors to offer instruction sessions tailored to research assignments in courses across the curriculum.

The *General Education Handbook* adopted on May 20, 2003, included information competency (based on the ASCCC definition) as a breadth requirement for general education courses and as a criterion in the following subject areas: Natural sciences, humanities, English, American cultures and communities and lifelong understanding. When the general education pattern was revised in 2009–2010, information competency was retained as a breadth requirement, as a requirement in the area of lifelong learning and as an optional criterion in the subject areas of humanities and communication and analytical thinking [II.C.10].

Credit courses taught by librarians introduce students to information competency. For many years, the library offered two self-paced courses, *LIBR 1* and *LIBR 50*, but enrollment declined steadily after 2003–2004, perhaps due to a tightening of standards at that time, and in 2009 both courses were deactivated. The library science curriculum is now in transition from those courses, which were heavily focused on print resources, to courses that focus on skills, such as *LIBR 71*.

The library science courses are assessed in a variety of ways: student success, user satisfaction and student learning outcomes. Program review data indicate that success in the library science courses showed a slight increase from 74 percent in 2006–2007 to 77 percent in 2008–2009 [II.C.11]. Anonymous student evaluations show that student satisfaction with the courses is high. Ninety-five percent of *LIBR 50* students and 92 percent of *LIBR 1* students felt the course improved or greatly

improved their library and research skills. In Spring 2009, library faculty began the process of identifying and assessing student learning outcomes for the library science courses; the student learning outcomes for *LIBR 71* pertain to the information competency skills of finding and evaluating information [II.C.12].

Library faculty, primarily the instruction librarian, also offer one- or-two-hour research strategy sessions to classes across disciplines. In 2009–2010, 57 sessions were provided, reaching 1,776 students, a decrease from previous years. User surveys indicate that both students and faculty are satisfied with these sessions. In addition, library faculty sometimes use informal “classroom assessment techniques” to assess the usefulness of the sessions.

Reduced staffing hampers library instruction (two librarians have retired since 2008–2009 and have not been replaced). There is demand for an online session of *LIBR 71*, but no librarian is available to teach it. In Fall 2010, the librarians considered a plan to offer TBA hours (in which a librarian teaches and assesses information competency) to courses that require research, but have not been able to follow through. In addition, in 2010–2011, the instruction librarian reduced her contract, and the library is currently unable to meet the needs of all faculty who request research strategy sessions.

The Tutorial Center offers faculty-guided training for peer tutors who provide services for Foothill College students seeking assistance with their coursework. Lecture and handouts discuss learning styles and appropriate levels of assistance to allow the tutee to gain the ability to understand and work with the course material himself. Staff plan to apply for the Tutor Certification Level 1 of the college Reading & Learning Association within the next year.

Planning Agenda

None.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Foothill College learning support services include the Learning Resource Center, which encompasses the Library, Media Center and Tutorial Center, and the following labs and learning centers established, administered and assessed by individual academic divisions:

- Adaptive Learning Division: Computer Access Center
- Business & Social Sciences Division: Anthropology Lab
- Counseling & Student Services Division: Career Center
- Computers, Technology and Information Systems (CTIS) Division: Krause Center for Innovation Lab
- Fine Arts & Communication Division: IDEA Lab
- Middlefield Campus Lab
- Physical Education & Athletics Division: Owl Learning Center
- Physical Sciences, Mathematics & Engineering Division: PSME Center

The library is centrally located on the Foothill campus. Library hours during the academic year are Mondays through Thursdays, 8 a.m.–7 p.m. and Fridays, 8 a.m.–4:30 p.m.; and Mondays through Thursdays, 8 a.m.–4:30 p.m. during Summer Session.

Tutorial services for basic skills students are also provided by Pass the Torch, Puente, Mfumo and EOPS.

Librarians and circulation staff are available to assist students and faculty during all open hours of the library. Public services in the library are currently provided by 3.75 librarians and three full-time classified staff at the reserve/circulation desk. Since 2008, the library has lost two full-time librarians, including the library coordinator, due to retirement, and one full-time library technician in the circulation department and one administrative assistant.

In the library facility, gate statistics for 2008–2009 showed a daily average of more than 1,200 visitors. At the reference/information desk an average of 60 questions daily were answered, ranging from simple directional questions to in-depth research inquiries, demonstrating how to find relevant materials and use the library's online resources. Throughout each quarter, there are peak times in usage, typically in weeks two through four, and again around week eight, presumably mirroring student need for reserve and circulating materials as well as research assistance at these points in the quarter. Peak hours are between 9 a.m. and 2 p.m., with 11 a.m. to noon being the heaviest [II.C.2].

The library houses a print collection which includes 90,000 print volumes in the circulating and reference collections, 280 print periodical subscriptions and 2,000 reserve items. Loan periods for students for library resources are stacks materials, three weeks; periodicals (excluding current issue), one week; ESL books, one week; and reserve material, varies by instructor [II.C.2]. Books in the reference collection are for library-use only. A valid library card (OwlCard) is required to borrow library material. The library provides interlibrary loan services for materials not available through the existing collection.

To access the print and electronic information while at the library, the facility provides 24 public computers (Mac and PC) and wireless Internet access for students using laptops. Currently, the library provides only limited electrical outlets for charging equipment. There is one ADA-compliant computer workstation provided and maintained by the college's Adaptive Learning Division.

The library has a comprehensive website, available 24/7, which supports student use of resources and services on site and at remote locations. The website provides access to the online library catalog, and resources in digital format, including 12,000 e-books and thousands of journal and reference articles accessible through multiple general and subject-specific databases. The library is currently investigating a unified Web-based discovery service to maximize access to online resources. The library catalog is powered by SirsiDynix and the public interface was

upgraded to iLink in July 2008. The library's Sun server hosts the library catalog and provides computing infrastructure for all library operations. Students access electronic resources remotely through a proxy server, EZproxy.

Reference and circulation assistance is available to students online as well as in person at the library. The Ask a Librarian e-mail service allows students to submit an information inquiry to library faculty and receive a reply within 24 hours (weekends, holidays and vacations have longer response times). Circulation functions available to students through the online library catalog include renewing materials and placing holds on materials borrowed by other students.

Students also have access to library instruction via the library webpage through a series of self-paced tutorials on topics, including "How to Do Research," "How to Use the Library Online Catalog to Find Books" and "What Are Peer-Reviewed Articles." In addition, there are links to Foothill handouts on citation formatting and access to NoodleBib, a bibliography/citation software product.

In addition to supporting on-campus and distance learners at Foothill College, the library also supports the learning needs of students at Foothill Middlefield Campus. The campus is located in Palo Alto and serves approximately 2,500 students participating in a variety of program and certificate courses. The Middlefield Campus does not have a full lending library, but does have a small collection of books available on site which supports the curriculum of the programs offered at the campus. The Foothill library provides additional library support to Middlefield in the following areas:

- Students at Middlefield have access to and borrowing privileges at the Foothill library, and links to the Foothill library website and the library's catalog from the Middlefield Campus website allow access to all online services and resources for Middlefield students.
- All books housed at Middlefield are initially acquired and processed by the library's Technical Services Department and are listed on the library catalog with a designated Middlefield location.
- The majority of programs at the Middlefield Campus fall under Foothills Business & Social Sciences Division. The library liaison for the Business & Social Sciences Division provides support for programs offered at Middlefield through the selection and acquisition of materials supporting

these programs. The library liaison also works with instructors during the accreditation process of specific programs to ensure that library resources meet the standards required for accreditation.

The Media Center is a student service utilized throughout the year when classes are in session. Its use correlates to observable campus enrollment trends. The Media Center is open to all students and is a very diverse and inclusive environment.

There is no tracking system in place to accurately monitor student use. Observable head counts are taken every hour and recorded. Though these data are not scientific, conclusions can be drawn when looking at the total number served and at peak usage. Statistics are kept hourly, daily, weekly and quarterly.

- On average there are between 1,500 and 2,000 students served per week.
- Peak times for student use are between 9 a.m.–2 p.m.
- The hour of 11 a.m. to noon is the busiest.
- Spring Quarter has the highest number of student patrons.
- The 11th week of the quarter is the busiest.

Observable statistics support the viability of the Media Center as a service that is integral to Foothill College and its mission. Current operating hours of the Media Center are Mondays–Thursdays, 8 a.m.–7 p.m. and Fridays, 8 a.m.–4:30 p.m.

The Tutorial Center provides peer tutoring and tutoring by a number of volunteers who are either peers or college graduates. The center provides tutoring in a wide variety of subjects, including math, sciences, business and social science courses, and its services are available to all Foothill students who are enrolled in these courses. The center does not provide tutoring for English, ESL, or for any of the career training programs. Tutoring is done primarily on a walk-in basis.

At all times, students have access to the Tutorial Center's website, which provides hours of the center and schedules/working hours for tutors. It also lists behavior guidelines for tutor and tutee, so that each knows what their role should be. The center is open and tutors are available 36 hours per week, Mondays through Thursdays, from 9 a.m. to 6 p.m. The facility is open for use as a study area on Fridays from 9 a.m. to 3 p.m., but because of limited funding, tutors are not available. The Tutorial Center also houses the EOPS Tutoring Program Office, and their tutors work in this facility.

Self-Evaluation

The college meets the standard. The Foothill library strives to “provide a variety of responsive services and instructional opportunities that facilitate access to and use of the library’s resources, both on and off campus, and encourage student success, information competency and digital literacy.”

To evaluate access to library resources and services for students and personnel, the library has referred to campus services and library point-of-service surveys, database usage statistics, and in-house analysis of service patterns at the library information/reference desk.

A campuswide survey, *Foothill College Student Services Program Planning*, assessing awareness and use of campus services including the library was conducted in 2009. This survey showed that 57 percent of the students surveyed had used the library and found it helpful, while just 5 percent had used the library and did not find it helpful. A substantial percentage, 34.1 percent, had heard of the library but never used it, and only 3.3 percent had never heard of the library. These results reflect an overall success in providing access to library resources.

In the point-of-service surveys given during the past three years, both faculty and students indicated a high degree of satisfaction (over 90 percent) with the library’s website, library catalog and library’s online resources [II.C.6]. The library’s database usage statistics showed a significant increase in use from calendar year 2008 to 2009. These results from student surveys and database statistics reflect the library’s continuing success in providing adequate access to its online resources.

In Fall 2009, it was necessary to reduce the hours of the library due to a significant reduction in library staff, including two full-time librarians and one full-time library technician. The main goal in determining how to reconfigure the hours of the library was to make a change that would least affect the library’s level of in-person service and access to library resources. A detailed analysis of the library’s patterns of use was conducted which showed a drop-off in transactional use after 4 p.m. daily, followed by an additional drop-off after 7 p.m. [II.C.2]. This analysis was the basis for changing the library’s closing time, beginning Fall 2009, from 9 p.m. to 7 p.m., Mondays through Thursdays. This reduced the library’s hours of operation by eight hours. Despite this reduction in open hours, responses to questions regarding library hours in the point-of-

service survey conducted that quarter remained at a positive level of 75 percent satisfaction. There were multiple responses to the survey question asking for suggestions for improving the library which addressed library hours. These responses reflected students’ desire to have the library open earlier in the morning (7:30 a.m.) and on weekends.

In the area of reference/information services, satisfaction with staff knowledge has been more than 95 percent for all three surveys, and satisfaction with staff helpfulness improved to 94 percent in the most recent survey.

The campuswide survey, *Foothill College Student Services Program Planning* [II.C.5], showed that 18 percent of students surveyed had never heard of the Media Center, and 38 percent do not use its services. Additional advertising was considered in order to reach those students, but space and computer access is limited especially during peak hours. Currently demand exceeds existing workstation availability. The operating hours of the Media Center have been reduced by a total of eight hours from the previous academic year due to budgetary constraints. Both students and staff have had to adjust their expectations and schedules due to the reduction in hours.

In the past, when more funds were available, the Tutorial Center was able to have a larger number of tutors representing a broader spectrum of classes, and remain open for more hours. This allowed the center to serve a larger number of students. During the 2009–2010 school year, funding was dramatically cut, and this is reflected in lower use (similar to the drop when the center was moved to the edge of campus while the new Campus Center was being constructed). Currently (2010–2011), the center has been allotted somewhat improved funding and has been able to increase the number of tutors available at any given time, but does not yet have enough tutors to make extended center hours a viable possibility. The Writing Center and Language Arts Lab closed at the end of 2009–2010 due to budget cuts.

In 2009–2010, the College Skills Committee investigated how tutorial services are provided at the college and compared them to best practices, using the *2007 Basic Skills as a Foundation for Student Success in the California Community Colleges Report* and site visits to eight California community colleges (selected from recommendations and knowledge of their excellent programs). The committee found that none of the

college's tutorial services are centralized or coordinated and identified nine themes common to successful tutorial services:

1. Services were customized to students' needs—make-up testing, online tutoring, adaptive learning services, group vs. one to one
2. Administrative support
3. Faculty support (many faculty run)
4. Centrally located (main, if there were satellites)
5. Centralized services—one-stop shop for tutoring
6. Self-sustaining for funding—i.e., courses (supplemental learning assistance—open entry/open exit, different from supplemental instructions), credit and noncredit

7. Sense of professionalism—having a greeter, students were tracked and monitored, annually reported data
8. Open spaces, group study rooms, access to computers for students, space could be reserved
9. Location of intense student activities [II.C.14]

In 2010–2011, the committee was reconstituted as the Basic Skills Workgroup and, along with the Teaching & Learning Center Task Force, will plan what services to place in a remodeled Learning Resource Center, how to staff the service area and how to develop a self-sustaining center.

Planning Agenda

None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The library, Media Center and Tutorial Center are housed in the Library Resource Center Building. As with all campus buildings, LRC security is the responsibility of campus police, and building maintenance is the responsibility of the district Custodial Department. Disaster information is located at all public service desks and at each staff member's desk. Fire drills are carried out at the discretion of the college and fire department.

The library has one entrance and one exit door and the Media Center has one combined entrance/exit door. Each of these doors has a security gate. Books, journals, audiobooks, and VHS and DVD videotapes are processed with security tapes which trigger an alarm in the security gates when materials are not desensitized during proper check out. In the Media Center, VHS and DVD materials are for in-house use only and faculty and staff have overnight check-out privileges. There are five additional alarmed fire door exits in the library.

The door from the Tutorial Center to outdoors is locked when the center is closed. A door that opens into the Tutorial Center from inside the LRC Building is not locked, but the building door near it is locked from 6 p.m. to 8 a.m. During operating hours, a staff member (the director, her assistant or the EOPS representative) is always present in the center.

Computer stations available to students in the LRC include 24 in the library, 55 in the Media Center, and 8 in the Tutorial Center. The maintenance of computers and equipment is managed by Foothill-De Anza District Educational Technology Services (ETS) staff. Calls for support are phoned in or e-mailed to the ETS Call Center. The replacement of computers and installation of equipment is currently funded through the Measure C Bond. The current computer replacement cycle is five years. Computers located in the library and Media Center are networked to the GoPrint pay-for-print system. GoPrint printing equipment is maintained by the ASFC Smart Shop. Copiers located in the library and Media Center are serviced by an outside copying vendor, Kenpo.

Self-Evaluation

The college meets the standard. The library's experience with district maintenance is that work orders, repairs and support are adequate and timely. There are recurring ceiling leaks and storm-related water damage, and the library has good support from the district in following up on these repairs. The library's most significant maintenance issue is with the restrooms, which are heavily used. There are regular complaints about the overall condition of the restrooms and library surveys consistently show dissatisfaction in this area. A comprehensive renovation of the entire LRC facility,

tentatively planned to begin in 2014, should address many of the facilities needs, including an efficient HVAC system, an effective lighting system throughout the building, safe dependable elevator access to the mezzanine to comply with ADA requirements, a new roof, repair of water and mold damaged areas of the ceilings, and removal of any remaining asbestos. The response from the ETS Department to questions and problems with computer equipment is satisfactory.

The Media Center hopes to refresh its PC and iMac computers and to upgrade the furniture which supports the computers, to something more effective. Plugs and cables are not efficiently attached and secured because the furniture currently in use is not appropriate. The Technology Services Department's response and support have been very efficient. They have been effective in stabilizing the center's network and resolving many of the issues with the pay-for-print

system. The Media Center functions effectively but improvement is needed. The building that houses the Media Center needs to be renovated. Water damage to equipment and the non-print collection occur yearly due to a faulty roof. Air conditioning, carpeting and lighting all need repair.

The Tutorial Center's overall maintenance is adequate. The primary shortfall in the center is the poor and outdated HVAC system. The room is often very stuffy if its two doors are not propped open—making any cooling or heating from the system less effective. The entire LRC Building is due for renovation in a few years, including an improvement in the HVAC system.

Planning Agenda

None.

II.C.1.e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The library collaborates with other institutions at the local, regional, and national level to maximize information resources for the college's programs. Locally, it shares reciprocal borrowing privileges with its sister library at De Anza College. Regionally, it benefits from membership in the Community College Library Consortium, which includes community colleges from California, Arizona, Oregon, Washington and New Mexico. In addition, it contracts with the Online Computer Library Center (OCLC) for cataloging, resource sharing and access services.

Self-Evaluation

The college meets the standard. Foothill College students may borrow books from the De Anza College Library, and De Anza students have borrowing

privileges at Foothill, but the collections at the two libraries are distinct with autonomous collection development.

Membership in the OCLC provides the library with discounted pricing for most of its online resources. It has purchased access to more than 12,000 e-books, which are shared among participating California community college libraries, and licenses most of its databases through the consortium, which "negotiates significant price discounts on more than 100 different databases covering nearly every discipline in a college's curriculum for purchase by the library." These online resources are available to Foothill students, faculty and staff 24/7. The systems librarian monitors the contracts for these resources, and each database vendor makes usage statistics available. Twice a year, the librarians decide which databases to license or purchase for the coming year, considering several factors: requests from students and faculty, needs observed at the reference desk, usage statistics, availability of resources through the consortium, and reviews, especially those provided

by CCL's Electronic Access & Resources Committee. When the library had a library coordinator, he attended the annual meetings of the Council of Chief Librarians (which forms the consortium in partnership with the Community College League of California).

The library's contract with OCLC provides access to shared cataloging and facilitates interlibrary loan. Interlibrary loan is available to all Foothill students,

faculty and staff when they need materials for a Foothill course that are not available in the library, but in practice, the library lends much more than it borrows. In 2009–2010, for example, 160 books were lent to other libraries, while only 17 were borrowed.

Planning Agenda

None.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The faculty and staff of the Learning Resource Center engage in an ongoing process of evaluation to assure that their resources and services meet student needs. Surveys of user satisfaction and analysis of usage statistics (gate count, materials checkout, reference transactions, instruction sessions and database usage) inform the assessment. During the collegewide process of program review, these data are used to assess goals, make plans and identify needed resources.

In Fall 2009, the college conducted a survey of approximately 1,300 students regarding awareness of and satisfaction with campus student services, including the library, Media Center and Tutorial Center [II.C.5]. Each of these services also conducts its own surveys. In Spring 2007, Spring 2008 and Fall 2009, surveys about library resources and services were distributed to all faculty and staff, and were made available to students in print in the library and online on the library webpage [II.C.6]. In Fall 2009, an internal survey of library faculty and staff was also completed. The Media Center began an annual in-house survey of students in 2009. The Tutorial Center conducts annual student surveys and has attempted to survey faculty although returns were negligible.

Library faculty undergo rigorous evaluation during tenure review and when applying for Professional Achievement Awards after they reach the top step of the salary schedule. This process includes evaluation by an administrator, a peer and students as well as

a self-evaluation. Classified staff undergo an annual evaluation by the dean of the Language Arts Division/ Learning Resource Center.

Self-Evaluation

The college meets the standard. In Fall 2009, the college conducted a survey of approximately 1,300 students that showed use of campus student services, including the library, Media Center and Tutorial Center [II.C.5]. The survey showed that 57.6 percent of the students surveyed had used the library and found it helpful (25 percent) or very helpful (32.6 percent). Just 5 percent had used the library and did not find it helpful. These results suggest that the library is effective in providing the resources and services that a majority of students need. A substantial percentage, 34.1 percent, had heard of the library but never used it; only 3.3 percent had never heard of the library.

Usage statistics confirm that the Learning Resource Center is a busy place. An average of 1,200 visitors come through the library's doors every day. Patrons are checking out more materials, and database usage statistics also show a significant increase in use. The annual point-of-use surveys suggest that students, faculty and staff believe the library to be effective in providing appropriate resources and services, and the library faculty and staff are perceived as both helpful and knowledgeable.

A few questions from the library's survey highlight the relationship of services to student learning. Although the small sample in 2009 may have skewed

the results, on average over three years, 48 percent of students who responded to the survey visit the library for class assignments, 39 percent for a research paper, 61 percent to study and 24 percent to use course materials on reserve. Of the respondents who visit the library website, 44 percent visit for class assignments and 61 percent for a research paper. Eighty-five percent of students and 96 percent of faculty were satisfied or very satisfied that the library had sufficient materials to complete class assignments. Results also showed that the library's resources and services directly help 64 percent of students who responded to succeed in their courses, 23 percent to remain in college, 26 percent to transfer, 13 percent to graduate or earn a certificate and 13 percent to prepare for the work force.

In the Media Center, a majority of respondents to the 2009–2010 survey stated that the center was lacking in available computer workstations [II.C.7]. The staff concurs with this assessment since many students are turned away during hours of peak usage. In order to help remedy the situation, the Media Center has set up a print-only station. Access to technology is critical and supports the Media Center's service area outcomes.

In Spring 2009, the vice president of instruction and institutional research introduced LRC faculty and staff to the concept of service area outcomes, the student

services' equivalent of student learning outcomes, and directed them to identify two outcomes and begin an assessment cycle. Throughout the quarter, librarians wrestled with the challenge of assessing what students are capable of doing after interacting with the library. How are such students to be identified and then tested in a meaningful way? The dilemma was eventually resolved by wording the outcomes as "Librarians and staff do X, so students will be able to do Y," e.g. "Provide research strategy sessions tailored to individual courses across the curriculum so students will learn how to find and evaluate relevant resources that meet their information needs." As a group, faculty and staff identified four overarching goals for the LRC and two service area outcomes; each goal is tied to the core competencies and strategic initiatives of the college. The LRC continues to develop appropriate and effective assessment methods for these service area outcomes and is working to develop assessment methods that will allow for genuine reflection and improvement.

Planning Agenda

None.

Standard II.C. Evidence List

- II.C.1. Foothill College Library website <http://foothill.edu/library/>
- II.C.2. Library Program Review http://www.foothill.fhda.edu/schedule/service_program_reviews.php
- II.C.3. Foothill College Library Collection Development Policy <http://foothill.edu/staff/irs/FHLibrCollDevPolicy.pdf>
- II.C.4. Educational Technology Advisory Committee (ETAC) Minutes <http://ets.fhda.edu/etac/minutes>
- II.C.5. 2009 Student Services Program Planning Survey Summary http://foothill.edu/president/minutes/basicskills/2010/BSW-January/2009-StudentSrvcsSurveySummary_12082009.pdf
- II.C.6. Library Faculty/Student Surveys http://foothill.edu/president/acc2011media/Misc_Evidence/STD-2-LibrarySurveys.zip
- II.C.7. Media Center Student Service Survey
- II.C.8. ASCCC Information Competency: Challenges & Strategies for Development <http://www.asccc.org/node/174854>
- II.C.9. Information Competency in the California Community Colleges http://www.ccccurriculum.info/curriculum/DevelopCurOutline/Info_competency.htm

- II.C.10. General Education Handbook
<http://foothill.edu/staff/irs/Curriculum/CCCdocuments/GEHandbook10-09v4.pdf>
- II.C.11. Library Science Program Data Sheet http://research.fhda.edu/programreview/FHProgramReview/Foothill_PR_pdf_Dept/Prog_rvw_fh_LibrarySci.pdf
- II.C.12. Student Learning Outcomes Database http://www.foothill.fhda.edu/schedule/learning_outcomes.php
- II.C.13. Foothill College Library Policies <http://libguides.foothill.edu/policies>
- II.C.14. College Skills Committee PaRC Presentation
<http://foothill.edu/staff/irs/collegeskills/media/CSC-TutorialPresentation4PARC-6-2-10.ppt>



Standard III: Resources

Tri-Chairs & Steering Committee Members

Faculty:

Jay Patyk *Instructor, Business & Social Sciences Division*

Classified:

Asha Harris *Coordinator, Furniture, Equipment & Technology*

Administration:

Shirley Treanor *Vice President, Educational Resources & Instruction*

Team Membership

Charles Allen *Executive Director of Facilities, Operations & Management,
Foothill-De Anza Community College District*

Judy Baker *Dean, Technology & Innovation*

Jerry Cellilo *Instructor, Computers, Technology &
Information Systems Division*

Diana Cohn *Office Services Supervisor, Educational
Resources & Instruction*

David Ellis *Senior Program Coordinator, Apprenticeship Program,
Work Force Development & Instruction*

Kurt Hueg *Associate Vice President, External Relations*

Patricia Hyland *Dean, Student Affairs & Activities*

Donald MacNeil *Instructor, Adaptive Learning Division*

Jose Nava *Instructor, Business & Social Sciences Division*

Karen Oeh *Coordinator, Career Center*

Dorene Novotny *Vice Chancellor, Human Resources & Equal Opportunity,
Foothill-De Anza Community College District*

David Sauter *Instructor, Biological & Health Sciences Division*

Fred Sherman *Vice Chancellor & Chief Technology Officer,
Foothill-De Anza Community College District*

Bernata Slater *Director, Budget Operations,
Foothill-De Anza Community College District*

Annette Stenger *Executive Assistant, President's Office*

Denise Swett *Acting Vice President, Student Development & Instruction*

Brenda Davis Visas *Director, Facilities & Special Projects,
Educational Resources & Instruction*



Standard III: Resources

The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Descriptive Summary

Foothill College strives to be an innovative, premier college that employs highly qualified faculty, staff and administrators. Instruction and services are delivered to meet and exceed the expectations of the students. There are comprehensive systems in place that ensure faculty, staff, administrators and students are treated equitably. The college mission states that, “a well educated population being essential to maintaining and sustaining a democratic society.” Following that direction, the college supports a strong professional development program that is funded through designated annual budgets to ensure that its employees stay current in their skills and fields. Evaluations are systematic, regularly performed and designed to

provide feedback for continuous improvement. Human resource planning, including the allocation of new full-time positions, is integrated into our system of program review and resource allocation. This process ensures that faculty and staffing levels are assessed and reviewed, and that appropriate resources are allocated to further college goals and priorities. The college and its district-centered human resources organization, maintain a comprehensive set of policies to ensure hiring processes are consistent, rigorous and promote diversity, equity and quality. The district along with its Human Resources Advisory Committee (HRAC) reviews its policies in concert with governance groups, to ensure that intended outcomes of diversity, equity and fairness exist in both the hiring process and the ongoing development of employees within the district.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs and services.

Descriptive Summary

Hiring top-quality personnel is a hallmark of Foothill College and the cornerstone to the current and future success of the institution. In finding the best possible candidates for its faculty, staff and administrative positions, the college uses rigorous hiring criteria, highly trained and diverse hiring committees and job descriptions that are designed to match job expectations and the needs of departments, divisions and programs.

All employment at the college is overseen by the district’s Human Resources Office, and is consistent with state law, board policies and administrative procedures. All hires are processed through the Human Resources Office.

There are several methods used to assure that the qualifications of positions are matched to programmatic need. Among those are program reviews, position review and desk audit. The process begins at the program review level, as all positions must first be requested for hiring by a department or program that has included that need in a program review. The system therefore is

ultimately driven by program review documents that point to data such as enrollment reports, community demographic data and/or economic impact reports that demonstrate demand for a particular curricular subject area or student demand for a service and/or institutional demand for a specific department function. Other data can include student satisfaction surveys, and planning documents such as division master plans, and regional economic forecasts or business growth reports. Ultimately the Planning and Resource Council (PaRC) reviews the staffing requests along with the Operations and Planning Committee (OPC) and must make decisions among competing college needs and requests. For example, the Business & Social Sciences Division received approval in 2009–2010 for a psychology position to address the documented need for candidates with emphasis in psychobiology and neuropsychology due to changes in the psychology discipline. These needs were documented through the psychology department program review, Business & Social Science Division prioritization meetings and finally, PaRC approval. The position was filled in Fall 2010 with a new tenure-track faculty member [III.A.1].

To ensure that qualifications for each position match programmatic needs, Foothill and the district Human Resources Office have processes that begin at the department level to ensure that positions requested are clearly defined through high-quality job descriptions. The district maintains its job classifications and descriptions for classified staff in a public place, [III.A.2] to ensure transparency and access to job classification information for all employees. If a position need comes up that is not covered by an existing job classification, the requesting party must draft a new position description and have it evaluated by the corresponding classification committee, either classified, administrator or supervisory. For faculty positions, curricular needs determine the job descriptions and must be tied to program review. Qualifications are determined by faculty in the program disciplines and job descriptions are approved by faculty prior to them being posted.

There are numerous groups that are involved in the supervision, establishment and publication of qualifications and classifications for employees at Foothill College. These groups include the

Association of Classified Employees (ACE) bargaining unit, Teamsters bargaining unit, Administrative Management Association (AMA), Faculty Association (FA), California School Employees Association (CSEA), senior leadership and the board of trustees. Each bargaining unit has a contract that spells out specific processes that have been negotiated, and will be discussed in later standards, such as faculty hiring processes, tenure review, classified evaluation processes and processes for requesting reclassification for positions whose job descriptions have changed.

Foothill College evaluates the quality of its employees through the evaluation process, through the outcomes we see in measures such as degree completion, course productivity, course enrollment, student surveys, student faculty evaluations, classified evaluations and external student surveys of our performance in a number of areas. In addition, many of our programs are overseen by advisory boards that have input into the currency of our curricular offerings, the quality of the program graduates and other factors. Given the assessment of all of these factors, Foothill College is confident that it is providing personnel of excellent quality to guarantee the integrity of its programs and services.

Self-Evaluation

The college meets the standard. The rigor and feedback from our tenure review process, administrative and staff evaluation processes, program review process, surveys, and other shared governance activities and practices ensure that our personnel are sufficiently qualified to guarantee the integrity of our programs and services, and that the processes themselves are being consistently evaluated and improved when needed.

Foothill will continue to update the tenure review process/manual on a regular basis, evaluate staff, administrators and faculty on a regular basis, and conduct surveys to determine if students' needs and expectations are being met.

Planning Agenda

None.

III.A.1.a. Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional acuity plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The state establishes minimum qualifications for every faculty discipline area; these minimum qualifications, or their equivalent, must be attained to receive further consideration for faculty positions. Every faculty job description emphasizes the importance of faculty being grounded in their subject, knowledgeable of the best pedagogies in their field, committed to student learning and sensitive to the differences among students in a richly diverse campus environment. Detailed job descriptions follow a consistent format throughout the district, and are reviewed by each hiring committee and developed into appropriate position announcements prior to posting and conducting recruitment and hiring activities.

The statewide Academic Senate for Community Colleges establishes minimum qualifications for every faculty position by discipline area. These minimum qualifications serve as a statewide benchmark for promoting professionalism and rigor within the academic disciplines and as a guide to determine suitability for employment. In addition, a *Foothill-De Anza Hiring Process Manual [III.A.3]* that is agreed upon by the Faculty Association and the district defines the process and includes detailed process outlines for committees, faculty and managers to follow. All candidates must meet minimum qualifications to receive consideration by the hiring committee for an interview.

Hiring criteria are established by the college in similar but distinct ways between employee groups. In general, the hiring committee for each position determines the hiring criteria based on a review of the job description. The district Human Resources

Office establishes basic minimum qualifications for all positions, such as an understanding of and respect for diversity. In addition to the district's minimum qualifications, the hiring committees establish both minimum qualifications and preferred qualifications, to be included in the position announcement that is posted publicly and advertised. Typical minimum qualifications for faculty are a master's degree in their subject area, as defined by California Education Code and *Title 5*.

Screening criteria are developed and approved by an equal opportunity (EO) representative before the search committee can access applications. Screening criteria are developed from the position description and the qualifications and requirements listed in the announcement. All applicants must submit transcripts that verify attainment of minimum qualifications. Additionally, many search committees require teaching demonstrations to further verify teaching effectiveness. Committee members will also consider special needs of the program and the student population to be served. Screening criteria are listed on an approved screening form and used by all committee members.

Faculty serve on hiring committees for faculty and administrative positions, both in the search committee process, as well as on the selection committee with the president. The district's hiring procedure details search committee membership, and level of contribution and decision-making roles. Faculty participate in developing the job announcement, reviewing applicants, determining candidates for interview, determining the interview and assessment process, interviewing and assessing candidates, conducting reference checks, and making recommendations for further consideration to the president.

Faculty are closely involved in the hiring of new full- and part-time faculty. Faculty serve on hiring committees, both in the search committee process, as well as on the selection committee with the president. The district's hiring procedure details search committee membership, and level of contribution and decision-making roles. Faculty participate in developing the job announcement, reviewing applications, selecting candidates for interview, determining the interview and assessment process, interviewing and assessing candidates, conducting reference checks and making recommendations for further consideration to the president.

Faculty also serve on selection committees and assist the president in interviewing and evaluating the finalists. As many faculty members from the search committee as possible, but at least one, participate on the final interview committee.

Non-faculty positions are based on job classifications developed and reviewed by appropriate district personnel. Positions periodically undergo position review to determine if the category remains appropriately defined or perhaps needs updating or modification. For instance, typical minimum qualifications for a dean or vice president are a master's degree and at least one year of management experience. Preferred qualifications vary depending upon the position, for example, a vice president will carry a preferred qualification of three years management experience. Classified positions vary significantly depending upon the expertise required. Some classified positions may include a bachelor's degree as a preferred qualification. Many classified positions carry very specific discipline qualifications, such as technology experience, writing experience, or experience with a discipline such as music, physical education or computer science.

Evidence is found in the *Hiring Process Manual* [III.A.3].

The college defines and evaluates effective teaching though strict enforcement of stated minimum qualifications in hiring documents, teaching demonstrations or equivalent as part of the interview process, diversity in the hiring committee, training of all members of the hiring committee, a trained EO representative as part of every hiring committee empowered to remove members of a hiring committee for breeches of hiring protocol, hiring artifacts required by all applicants to include a diversity statement, official college transcripts, resume and district application

form. Most hiring committees require a teaching demonstration to further verify the effectiveness of an instructor's methods. More recently, questions about awareness of student learning outcomes and assessment are included in interview questions. [III.A.3]

Positions are advertised for a minimum of eight weeks, though in unusual circumstances, the time frame may be reduced to not less than six weeks. Position announcements are distributed to colleges, universities and organizations committed to providing equal employment opportunity to a wide range of applicants. Additionally, positions are advertised locally and in professional publications, the *Chronicle of Higher Education* and on the Internet, as recommended by the search committee, department faculty and the college president.

Applicants are required to submit official or unofficial transcripts verifying degree attainment. Further, committee member(s) conduct reference checks on finalist candidates, and new hires are required to submit official transcripts verifying degree attainment as a condition of employment.

The hiring committee evaluates scholarship of candidates by reviewing candidate-submitted materials including transcripts and writing samples from cover letters, and diversity statements. Many committees ask candidates to submit sample classroom assignments including rationale and/or teach a sample assignment to the committee. [III.A.3]

Board Policy 4140 states "In accordance with *Education Code Section 87359* and *Section 53430* of the *California Code of Regulation, Title 5*, the Foothill-De Anza Community College District may grant equivalency to the minimum qualifications of a degree and/or experience required for a position to those applicants who provide conclusive evidence of equivalency to the minimum qualifications. Equivalency for degree requirements is based on conclusive evidence that an applicant possesses the general education and the major coursework required for the required degree or clear and verifiable eminence in the discipline. Equivalency for required experience is based on conclusive evidence of mastery of the skills of the vocation for the specific assignment as well as for other courses in the discipline and extensive and diverse knowledge of the working environment of the vocation."

A special equivalency committee checks the validity of the petition against the qualifications of the position. The equivalency committee is comprised of a discipline expert from the hiring division, the president of the

academic senate and the vice president of instruction and instructional research. The college requires that petitions for equivalency have international academic activity be evaluated by approved third-party agencies like ierf.org and wes.org.

Applicants are required to submit verified equivalency at the time of application. Applicants may use one of a number of credential evaluation services such as Education Records Evaluation Service (eres.com), Academic & Credential Records Evaluation & Verification Service (acrevs.com), Career Consulting International (TheDegreePeople.com), World Academic Research Center, Inc. (foreigndegrees.com), Evaluation World (evaluationworld.com) and World Education Services (wes.org). Applicants submit their degree information for review and evaluation by an outside provider and attach the resulting verification to their application materials. At the time of hire, applicants must submit official transcripts verifying degree attainment. [III.A.4]

The hiring procedures for full-time employees are rigorous and thorough. All positions follow the same process of initial screening of written applications, personal interviews with the hiring committee, reference checking, final interview and selection. Issues of diversity are included in the training of each search and selection committee for faculty and classified positions, and are an integral part of the job description, and interviewing and selection procedures. College hiring committees are trained to check transcripts, write quality interview questions and conduct reference checks to ensure applicants are well qualified and have represented themselves accurately in interview and in their written applications and cover letters.

Probationary employees and faculty seeking tenure go through a rigorous review process. Foothill uses a four-year tenure review process for faculty. In the past five years, there have been 106 new faculty hires who have gone through this process and 103 have successfully attained tenure. [III.A.5]

Hiring procedures fully articulate the criteria and steps that govern the selection and employment of full-time faculty. Equal opportunity (EO) representatives, trained to serve on search and selection committees, ensure that the process is equitable and consistent with the *Hiring Process Manual* [III.A.3]. Further, the

Employment Services Office of the district Human Resources Office reviews hiring procedures used for the hire of each full-time faculty to ensure that the process used is consistent with the *Hiring Process Manual*.

Hiring procedures are also articulated for the hiring of part-time faculty and include full-time faculty input. Although not as intensive as the hiring procedures for full-time faculty, the procedures provide a process to be used for all new part-time faculty appointments. Efforts aimed at recruiting and hiring part-time faculty are expected to be similar to, if not the same as, those put forth when hiring full-time faculty.

A trained EO representative is required for inclusion on all full-time hiring committees. Before hiring committees can view applications, screening criteria and interview criteria must be set. In addition an EO training by a district Human Resources Office official is required before a review of applications. The EO representative is charged with enforcing strict adherence to hiring processes and guidelines with authority to stop a hiring process if the process is not followed. [III.A.3]

Self-Evaluation

The college meets the standard. State law and board policy are adhered to and hiring practices are well defined with appropriate oversight at the district and college level. Criteria for hiring employees and job descriptions are available through the district website, and are made public and advertised in a consistent manner, when positions are opened. Qualifications for applicants are checked in a multi-layered process that begins with the district Human Resources Office, continues through the hiring committee and ends with reference checks. Degrees from non-U.S. institutions must be established through an existing equivalency process. Infrequently, the district will have an outside expert, such as the Hay Group, conduct an evaluation and assessment of classified and administrative job descriptions, to benchmark salary, qualifications and job descriptions against local businesses and against community colleges across California.

Planning Agenda

None.

III.A.1.b. 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.

Descriptive Summary

Evaluation processes at the college are developed in consultation with district human resources and the bargaining units. The stated purpose of an official administrative evaluation of faculty is to “recognize outstanding performance, improve satisfactory performance and further the growth of employees who are performing satisfactorily, identify areas which might need improvement, and identify and document unsatisfactory performance and offer assistance in achieving the required improvement.” (*Faculty Agreement*) Administrative evaluations review faculty employee performance “not only in the classroom, but in all of his or her contractual obligations.”

The evaluation process supports the professional growth of the individual who is being evaluated. The evaluation is an important component of linking program needs and the effective and efficient use of personnel to accomplish the college goals. Those being evaluated assess their goals and link their priorities to best accomplishing what the program/department/college needs them to do to meet our program and administrative unit outcomes. While administrator evaluations require goals and assessment of those goals as part of the evaluation form, classified evaluations do not include goals and a linking of those goals to college goals.

In accordance with *Article 6A of The Agreement [III.A.6]* between Foothill-De Anza Community College District and the Foothill-De Anza Faculty Association, during the four-year tenure review period, new full-time faculty are evaluated by a four-member committee that usually includes the division dean, members of the department and division and an at-large faculty member from outside the division. New faculty are also evaluated by students quarterly, and are required to write a self-evaluation at the end of the first, second and fourth years of the tenure process. Both the

administrative/peer evaluation form and the student evaluation form contain a set of statements that are used to evaluate faculty member performance, as well as a written narrative to describe areas of satisfactory or better performance and areas for improvement. *The Agreement* includes by reference a detailed *Tenure Review Handbook (TRH) [III.A.7]* that specifies timelines, steps, roles and responsibilities. All faculty in the tenure review period are evaluated in accordance with the TRH. [\[III.A.7\]](#)

Article 6 of The Agreement explains in detail the procedures for faculty evaluations and stipulates that every regular faculty employee is to be evaluated at least once every three academic years. This article also contains deadlines to assure that follow-up of evaluations is done in a timely manner. The evaluation process includes administrative, peer and student evaluations to the extent practicable based on the faculty employee’s assignment. Official evaluation instruments for all faculty are contained in *Appendix J of The Agreement. [III.A.6]*

This evaluation instrument includes multiple performance indicators in areas such as communication, leadership (where applicable), adaptability, job skills, quantity of work and quality of work. These areas are assessed through indicators such as “good solid performance”, “excellent”, “needs improvement” or “unsatisfactory”. If a manager or peer (for peer evaluations) indicates “needs improvement”, a narrative must be completed with recommendation for improvement.

Part-time faculty are also evaluated on a nine-quarter cycle, using the same evaluation instruments as for full-time faculty. Responsibility for conducting the evaluations lies with the division dean, although the dean may appoint one or more designees (often department coordinators) to actually conduct the evaluations. This practice is often the case in areas faced with large numbers of new and continuing part-time

faculty. Part-time faculty must be evaluated at least once during their first three quarters of employment. Failure to do so entitles the faculty member to receive re-employment preference if otherwise qualified.

Faculty members who have served at least one full year at the top step of the appropriate salary schedule and have completed at least four years of service within the district are eligible to apply for the Professional Achievement Award (PAA). The PAA is a mutually agreed upon contractual provision intended to reward excellence in the performance of the faculty member's principal duties and to promote continued professional growth and special service to the college or district. Detailed criteria for the granting of this award, which includes documentation over a four-year period of professional growth activities and special service to the district, as well as administrative, peer, student and self-evaluations, are found in *Article 38 of The Agreement*. [III.A.8]

Classified evaluations are monitored through district human resources. Forms are sent to supervisors in a systematic and timely manner. Classified staff receive two-month and six-month evaluations during a probationary period before being evaluated for permanent status by their supervisor. Thereafter, an annual evaluation is conducted to enhance employee-supervisor communication regarding job expectations and professional growth. [III.A.9]

The classified evaluation process includes periodic financial incentives based upon merit and service through a system that includes step increases and longevity awards. Unsatisfactory performance is formally noted through the evaluation process and the classified employee receives improvement plans and recommendations in order to maximize job performance. Classified employees have added application forms for the Professional Growth Award (PGA) to their contract and have stepped up efforts to educate personnel to take advantage of this program.

Evaluation of administrators covers three areas: position responsibilities, annual goals and behavioral skills [III.A.10]. The process also includes a self-evaluation with a development plan. New administrators receive a comprehensive evaluation each year for the first two years of service. The supervisor evaluates the administrator in all three areas; input for behavioral skills is solicited from a broad-based group of responders selected by the administrator and supervisor. Thereafter, administrators are evaluated annually by their supervisor and receive a comprehensive evaluation every three years. Classified Performance Evaluation Instructions [III.A.9] and Administrative Evaluation Forms [III.A.10] are found online.

The college is working to further develop the linkage with ongoing evaluations and program review. We are implementing the connection of personnel evaluations and institutional effectiveness and improvement, and will be continuing the dialogue about how to improve evaluation instruments, to formalize this linkage between individual evaluations and college goals and overall improvement.

Self-Evaluation

The college meets the standard. Foothill assures the effectiveness of its human resources by striving to evaluate all personnel systematically and at stated intervals. Foothill has established written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Our evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions that are taken following evaluations are formal, timely and well documented.

Planning Agenda

None.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Foothill instructors are directly responsible for creating and publishing SLOs for new and existing courses. They document them in an online system called the CMS. A new system, named TracDAT, has been purchased and will be implemented in Fall 2011 to improve the process of documenting and assessing SLOs, Institutional Learning Outcomes (ILOs), Administrative Unit Outcomes (AUOs) and Service Area Outcomes (SAOs). As evidence of the success Foothill has enjoyed in producing student learning outcomes, as of Spring 2011, 96.41 percent of all courses had defined student learning outcomes, 90 percent of all programs had defined program-level SLOs and 100 percent of all service areas had defined SAOs. In addition, 80 percent of all courses had ongoing assessment of learning outcomes.

A rich dialogue regarding the implementation of SLOs and how they lead to institutional effectiveness and student success has existed at Foothill since prior to the last *Self-Study* in 2005. The study stated, "Learning outcomes encompass the whole student experience and are measured at the institutional, program and student level." At that time in 2005, the college had identified its four core competencies (4-Cs), through a thoughtful, comprehensive and rigorous process of dialogue around what the foundation of learning should be for courses and programs. Since that time, Foothill faculty have implemented student learning outcomes for nearly all courses and programs, aligned with the 4-Cs. Dialogue and assessment of learning outcomes continues in an ongoing manner, with numerous workshops and training activities scheduled each year, for faculty to engage in topics such as SLOs, best practices in pedagogy, changes in student learning styles and behaviors, and ways to use research to improve student learning.

Recently, the academic senate and Faculty Association have engaged in dialogue about how to provide accountability in the process of implementing SLOs. Following lengthy dialogue in 2010–2011, the academic senate passed three resolutions to provide clarity and leadership. The resolutions state:

RESOLUTION 1:

Support for Faculty Primacy in the Use of SLOs to Improve Student Learning

Whereas, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students;

Whereas, the cycle of SLO assessment empowers faculty to try new pedagogical approaches to explore both what works and what does not work, and encourages meaningful collegial dialogue about improvement of student learning;

Whereas, SLOs are intended to target deep learning beyond content alone and as such have the potential to stimulate both faculty and students to consider beneficial lifelong skills, values and behaviors that may be gained from a college education; and,

Whereas, the 2002 ACCJC accreditation standards require that colleges incorporate measureable student learning outcomes at the course, program and institutional level;

Resolved, the Foothill College Academic Senate supports the development and utilization of processes that honor faculty primacy in the identification and assessment of SLOs and that seek to utilize SLOs to their greatest potential in fostering student success.

RESOLUTION 2:

SLOs on Course Syllabi

Whereas, when placed on the course syllabus, SLOs are made transparent to students and can prompt students to consider their own learning; and

Whereas, course-level SLOs are aligned with program- and institutional-level learning outcomes and as such articulate a clear vision for student learning to the students;

Whereas, many students experience an increased motivation to learn when they have a clear understanding of how a course is going to benefit them in the long term;

Whereas, the 2002 ACCJC accreditation standards require that “in every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline,”

Resolved, the Foothill College Academic Senate strongly encourages faculty to place SLOs on their course syllabus.

**RESOLUTION 3:
Opposition to Using SLOs in Faculty Evaluation**

Whereas, campus visiting teams for the Accrediting Commission for Community & Junior Colleges (ACCJC) have offered conflicting interpretations of Accreditation Standard III.A.1.c, leading to some team recommendations that the attainment of student learning outcomes should be included in individual faculty evaluations;

Whereas, the Academic Senate for California Community Colleges, in its 2004 paper, *The 2002 Accreditation Standards: Implementation*, has stated its opposition to the use of SLOs as a basis for faculty evaluation, noting the potentially negative impact on evaluation as a collegial peer process, on academic freedom, and on local bargaining authority;

Whereas, the Academic Senate for California Community Colleges noted in the same paper that “in the event that SLO data is collected and aggregated, it must be without reference to specific classes, students and its instructors”; and

Whereas, the differing interpretations of Standard III.A.1.c by visiting teams have caused confusion, uncertainty, and anxiety on the part of faculty at colleges that have received team recommendations that appear to conflict with stated positions of the Academic Senate for California Community Colleges, with previous understanding of the standard, and with the ACCJC’s stated respect for academic freedom;

Resolved, that the Foothill College Academic Senate work with the ACCJC to clarify the intent of Standard III.A.1.c in order to resolve the conflicting messages being delivered by various visiting teams;

Resolved, that the Foothill College Academic Senate affirms its resistance to including the attainment of student learning outcomes as an aspect of individual faculty evaluations; and

Resolved, that the Foothill College Academic Senate work with the ACCJC and with other concerned statewide faculty organizations to ensure that

accreditation recommendations do not encourage the use of student learning outcomes in any manner that would undermine either local bargaining authority or the academic freedom of individual faculty members.

In addition, in June 2010, in an article titled *SLOs Pose Challenges to District & Faculty*, the Faculty Association addressed the issue of Standard III.A.c specifically in its *FA News* newsletter, outlining its position on progress toward achieving SLOs and evaluations, and its efforts in working with the academic senate. [III.A.11]

There is considerable documentation on workshops and trainings that have occurred over the past five years to improve learning under the rubric of college success. Student success is the primary measure of institutional effectiveness at Foothill College and members of the college community understand that learning takes place in and beyond the classroom, whether in student leadership seminars, the athletic field, counseling study skill workshops or tutorial centers. [III.A.12]

Examples from Fall 2011 include Creating 21st Century Learning Communities, Using Social Media with Our Students, Active Learning, Cheating & Plagiarism, Time Management Strategies, Scenario-Based Learning, and Supporting Students with Disabilities.

Based upon college research and findings in the evaluation of student progress, faculty have made changes in course content and sequencing to improve student mastery of course content and overall success. In 2005, college researcher Rob Johnstone conducted an innovative series of studies of course completion and student course progression in English and math. Among many important findings, the studies found that students receiving a C grade in a math or English course had a 10-percent chance of success at the next level. This opened up a college dialogue around the issue of student success, and the effect that a C grade earned in a developmental English or math class has on a student’s chance of advancing it to college-level English. Faculty in the math department began to look at the current structure of developmental math classes and a long dialogue ensued around ways to improve learning and student progression from developmental math to college-level math. This led to the creation of the Math My Way Program and is spurring the development of a revised pathway through the English sequence. [III.A.13]

Staff development supports faculty performance in satisfactory development and assessment of student learning outcomes. There are both internal and external development opportunities for faculty, staff and administrators. Staff development activities have supported faculty through multiple trainings, master teaching seminars, and visits by master teachers to all the divisions to instruct on SLO development. With the leadership of the SLO coordinators, there have been extensive workshops and convocations held to assist instructors with the development and assessment of SLOs. [III.A.12]

Self-Evaluation

The college meets the standard. Foothill College has a long history of dialogue and action related to defining student learning outcomes for courses, implementing and documenting student learning outcomes, and

publishing them. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have implemented processes to ensure that the college has a well-defined and rigorous process for implementing SLOs and program review. Instructors are now moving to the next level in assessing their SLOs and seeing how students progress toward meeting the stated student outcomes. Foothill will continue to train and mentor faculty and staff to focus on outcomes and assessment, to improve learning for our students. In addition, the faculty leadership such as the academic senate and the Faculty Association, will continue to work together to address evaluation of student learning outcomes.

Planning Agenda

None.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

One of Foothill's core values is to foster ethical behavior in its students, employees, in its practices and throughout college operations. Foothill's publicly stated values—honesty, integrity, trust, openness, transparency, forgiveness and sustainability—set the expectations and standards for institutional behavior. While standards for ethical behavior exist in multiple governance and employee handbooks and district policies, in researching this standard the college found that it lacked a unified code of professional ethics for all employees, and has since begun the process of writing and adopting a code along with the Foothill-De Anza Community College District. The committee found that there are periodic and regular messages from the president that support these standards and additionally set the tone for conducting college business in an ethical, respectful and sustainable manner. There are training sessions in ethics for administrators, such as the October 2010 all-administrators meeting. Additionally, the Foothill-De Anza Community College District has developed board policies that apply to equal employment opportunities, anti-discrimination, mutual respect, sexual harassment protection, academic freedom and more. These policies are available to the public through the district website.

While Foothill-De Anza administrators adopt the Association of Community College Administrators (ACCCA) ethics policy as part of the *Administrators Handbook* [III.A.14], Foothill College and the Foothill-De Anza Community College District does not have a written code of ethics for personnel.

The *Tenure Review Handbook* [III.A.7], as mutually agreed upon by the Faculty Association and the district, and used at both colleges, includes a *Statement on Professional Ethics*. The statement reads, in part:

“Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them... They hold before them the best scholarly and ethical standards of their discipline... Professors make every reasonable effort to foster honest academic conduct... Professors accept their share of faculty responsibility...”

The academic senate resolutions and the *Tenure Review Handbook* serve as guidelines along with specific board policies related to harassment, mutual respect, discrimination and diversity. [III.A.7]

Self-Evaluation

The college needs to adopt a unified ethics policy for all employees in order to fully meet this standard. Currently multiple documents make up our ethics policy and while we have a rich college culture that has

supported and practiced professional ethics on all levels, we need an ethics policy for all employees and are in the process of drafting and adopting this policy.

Planning Agenda

Adopt a written ethics policy for all college and district employees.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

Foothill is constantly assessing the appropriate staffing levels for each program and service, as well as assessing the organization of administrative and support staffing. Each department and division goes through a program review process to justify staffing and funding needs. The program review materials and supporting data are reviewed by PaRC and related collaborative groups such as the budget group, OPC. The institutional decisions on non-faculty staffing are data-driven by looking at student FTES, comparative data from other similar institutions, surveys and program review. [III.A.15]

Foothill is currently budgeted for 218 full-time faculty, 241 part-time faculty, 135 full-time classified staff, 25 managers and six supervisors. Foothill, along with district leadership including the vice chancellor of business services, assesses the number of full-time faculty it must maintain each year. To maintain this Full-Time Faculty Obligation, or FON, the college established the number of faculty it must hire each year, and allocates those positions to the academic divisions through a collaborative process involving the Planning and Resource Council (PaRC). In 2010–2011 for instance, the college recruited for 11 positions to maintain staffing levels. Due to anticipated budget cuts in 2011–2012, in April, five of those recruitment searches were canceled to contribute to cuts needed in the coming year. The district FON is currently 503, and through new hires in Fall 2011, the college will maintain its state obligation for full-time faculty. In the previous

budget year, the campus made staffing reductions to address cuts in 2010–2011, and many areas of the campus lost valued staff. In one case, a program was eliminated, in another two programs were combined. To address funding cuts, many departments and offices have changed hours, consolidated services and made adjustments in an attempt to maintain quality programs and services. [III.A.16]

Self-Evaluation

The college meets this standard. Foothill maintains a sufficient number of qualified full-time faculty and constantly evaluates its needs related to instructional and non-instructional staff. As the college heads into a year of large budget cuts, staffing levels may be reduced significantly. Even in this tough budgetary time, the college continues to recruit new full-time faculty to ensure that it meets student demand and provides sufficient numbers of qualified faculty. Foothill has a sufficient number of staff and administrators with high-quality preparation and experience to provide the administrative and support services necessary to meet the college's mission and goals. A great deal of energy has gone into strategic planning in the past two years to keep our institution a premier innovative institution continually improving.

Planning Agenda

None.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Foothill College has a process to develop and publicize its personnel policies. Personnel policies are open and available on the district website. These include policies for staff, faculty and administrators and temporary employees. Human resources requires an orientation meeting for all new personnel. [III.A.17]

Foothill ensures that it administers its personnel policies and procedures consistently and equitably. The district Human Resources Office is responsible for initiating and recommending the development of, or revision to, district personnel policies. The district works collaboratively in a shared governance process with representatives of the colleges and constituency groups to review policy language and to make recommendations to the Chancellor's Advisory Council regarding the adoption of policies by the board of trustees. Board adopted policies are maintained in the *Board Policy Manual* [III.A.18] and are available in hard copy and electronic copy via the district website. The *Board Policy Manual* includes policies on harassment and discrimination, equivalency, cultural diversity and equal opportunity, mutual respect, hiring and academic freedom.

Board policies and administrative procedures that provide guidance on the implementation of board policy are regularly reviewed and updated as needed to ensure they are current, relevant and appropriate. The district Human Resources Office is responsible for the administration of personnel policies.

In addition, districtwide collective bargaining units negotiate wages, benefits and working conditions, and included in these agreements are provisions for filing formal and informal complaints. The district's meet-and-confer groups have similar language in their handbooks. The district Human Resources Office is responsible for negotiating the agreements and recommending adoption by the board of trustees.

New employees attend orientation as part of their introduction to employment with the district. District policies are reviewed as part of orientation and employees are provided information regarding the location of district board policies. In addition, employees of each constituency group receive a copy of their respective agreement or handbook and have an opportunity to meet with their representative.

The *District Hiring Manual* [III.A.3] prescribes the procedures for hiring employees and is required to be adhered to as a condition of participation on a hiring committee. The process begins with a full review of the job description and the development of a job announcement that identifies the required and preferred qualifications necessary to meet the essential functions of the position. In addition, the campus assigns an equal opportunity (EO) representative to ensure that the procedures are followed and all applicants are treated equitably in the employment process. The EO representatives receive training on the provisions of fair employment practices and how to intervene when issues arise. Committee members also receive training on fair employment practices prior to review of applications for the position.

Self-Evaluation

The college meets the standard. Foothill College systematically develops personnel policies and procedures that are available for all to review and have input through our shared governance system campuswide and districtwide. Our policies are equitably and consistently administered to the best of our abilities. Foothill College and the Foothill-De Anza Community College District have established policies and the college adheres to these written policies to ensure fairness in all employment procedures.

Planning Agenda

None.

III.A.3.b. 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.

The Foothill-De Anza Community College District has *Board Policy 4150* which provides for keeping personnel records secure and confidential. [III.A.19]

Foothill College and the district Human Resources Office staff are trained in maintaining personnel records and in protecting the confidentiality of employee information and records. Administrator and classified employee records are maintained at the district Human Resources Office and faculty files are maintained at the college in the Personnel Office. All employee bargaining agreements and meet-and-confer handbooks include language addressing personnel files and the files are maintained in accordance with these provisions and applicable law. [III.A.6, 14, 20]

Employees are informed via their written agreement or handbook, of their right to receive a copy of all information to be placed into their personnel file. Employees have a right to review and respond to any

derogatory information prior to the placement of any such information into their personnel file. Further, employees are informed of their right to request review and a copy of any materials in their personnel file, except, as provide by law, ratings or related records obtained prior to employment.

Self-Evaluation

The college meets the standard. The Foothill-De Anza Community College District and Foothill College makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Planning Agenda

None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Board Policy 4100 (Cultural Diversity/Equal Opportunity) supports diversity and equality through policy related to recruitment and selection of staff as well as the establishment of other policies and procedures related to diversity and equity. [III.A.21]

The district Human Resources Office includes training on equity and diversity issues as an integral part of the recruitment and hiring process. All applications require candidates to provide a diversity statement as a minimum qualification of employment in the district. Applications without diversity statements are not considered. All members of the hiring and selection committee are required to participate in the equity and diversity training and equal opportunity (EO) representatives on these committees receive additional training and support.

In addition, the college and the district provide numerous training opportunities throughout the year through professional development and through human resources training events. These include topics such as

respect in the workplace, generational diversity, cultural competence, understanding disabilities, psychological health and services and many others.

The college honors diversity in many ways. One way in particular is the series of heritage month celebrations sponsored by the student government and other student groups: [III.A.22]

- January: Jewish Heritage Month
- February: Black History Month
- March: Women's History Month
- April: Asian Pacific Islander Heritage Month
- May: Latino Heritage Month
- June: LGBT Heritage Month

Additionally, there are special acknowledgement ceremonies for diverse groups of students who have met their educational goals.

The college also has staff and student associations dedicated to the advancement and understanding of cultures such as the Asian Pacific American Network, (APAN), African American Network, (AAN), Organization of Latino Americans (OLA), and Brother to Brother/Sister to Sister. Oversight for many of the activities is done by the multicultural activities coordinator, which is funded through the Associated Students of Foothill College (ASFC).

Until the 2009–2010 year, the college had a Diversity Committee that distributed funding for staff development activities that contribute to

diversity awareness. The college is currently looking to incorporate this Diversity Committee into the Equity Committee in order to continue its important work.

Self-Evaluation

The college meets the standard. Foothill College through its policies and practices provides an appropriate understanding of and concern for issues of equity and diversity. These values and activities are part of the culture of the institution.

Planning Agenda

None.

III.A.4.a. The institution creates and maintains appropriate programs, practices and services that support its diverse personnel.

Descriptive Summary

The college’s policies and practices speak to its commitment to the understanding of and concern for equity and diversity. Board policies and administrative procedures address such important issues as mutual respect, non-discrimination, harassment, cultural diversity and equal opportunity. Professional development leaves (sabbaticals), professional achievement awards (PAA) for faculty and professional growth awards (PGA) for classified employees provide opportunities for professional renewal and salary incentives to participate in and demonstrate support for programs, practices and services that support the district’s diverse personnel. In addition, college funding for faculty and staff development activities offers additional support for personnel. The districtwide Multicultural Staff Association, a participatory governance organization, ensures that diverse perspectives of a multicultural campus are represented in the governance process. [III.A.23, 24]

The college has diverse systems and programs in place to help personnel, including wellness programs, technology training programs, sabbaticals for faculty and classified staff, ergonomic workplace evaluations and furniture enhancements, annual retreats for classified staff, support for conference attendance and maintenance of skills, and many other programs. Many Foothill employees participated in the district’s conflict resolution training provided by the district Human

Resources Office and use the skills they learned in those workshops to provide support to co-workers and students. [III.A.25]

Foothill has programs and services that provide for the range of diverse personnel at the college. Programs and services related to diversity issues center on staff development. In addition, student and teacher cohort support is given in programs like Puente, Mfumo, Brother to Brother, Sister to Sister, and Pass the Torch. Our Disability Resource Center has an array of personnel to assist students with learning needs. A recently opened Veterans’ Resource Center is yet another example of Foothill’s commitment to addressing a diverse population. [III.A.26, 27, 28, 29, 25, 30, 31, 24, 32]

Self-Evaluation

The college meets the standard. The district’s policies and practices speak to its commitment to the understanding of and concern for equity and diversity. Board policies and administrative procedures address such important issues as mutual respect, harassment and discrimination, and cultural diversity and equal opportunity. Professional development leaves, professional achievement awards (PAA) for faculty and professional growth awards (PGA) for classified employees provide opportunities for professional renewal and salary incentives to participate in and demonstrate support for programs, practices and services that support the district’s diverse personnel.

As an example, in February 2011, the district provided training for administrators and supervisors in generational diversity in the workplace. In addition, funding for faculty and staff development activities continues to provide opportunities to support staff and faculty in a multitude of ways.

Planning Agenda

None.

III.A.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary

The Office of Human Resources and Equal Opportunity regularly assesses information on employment equity and diversity for all personnel. Statistical data, which indicate gender and ethnicity of employees, is available on the district's Institutional Research website. Appendix 5 and 6 on page 9 in the demographic section summarize information on ethnicity and gender of Foothill employees provided by Human Resources and Institutional Research.

As of Fall 2010, 36 percent of administrators, 39 percent of full-time faculty and 49 percent of classified staff identify themselves as people of color.

The college keeps records on employment equity and diversity. These efforts and outcomes are reported out in the annual *State of the College Report* to the board of trustees. In addition, in administrator meetings, these data are reviewed and discussions help guide and

improve how the college meets these goals. The district also maintains data regarding gender, ethnicity and age in annualized reports. [III.A.35]

In addition, the District Human Resources Office regularly assesses information on employment equity and diversity for all personnel. Statistical data, which indicates gender and ethnicity of employees, is available on the district's Institutional Research website. [III.A.37]

Self-Evaluation

The college meets the standard. Foothill creates and maintains appropriate programs, practices and services to create employment equity within the college. We evaluate our progress toward this end periodically and provide necessary training to continue to maintain equity within our college culture and staffing.

Planning Agenda

None.

III.A.4.c. The institution subscribes to, advocates and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The college and district have policies and procedures in place regarding the treatment of personnel and maintaining integrity in employee relations. The mission and core values—honesty, integrity, trust, openness, forgiveness and sustainability—are the foundation of college policies and procedures and how we treat each other in the workplace. In addition, the district has several board policies that guide decision-making and the treatment of personnel. The *Student*

Code of Conduct as well as the *Etudes Code of Conduct* also addresses the treatment of personnel. [III.A.34, 24, 32, 35, 36, 38]

The college ensures that its personnel and students are treated fairly through policies, practices and procedures that guarantee student rights are recognized and observed, and that employee rights are recognized and respected. Through the provision of representative bodies, the institution has established avenues for advocacy for the administration, faculty, staff and students. Within the institution there exists the CSEA, ACE, OE3, Teamsters and classified senate which

advocate for classified staff. The Faculty Association and academic senate serve as the advocacy groups for faculty. The AMA serves as the advocacy group for administrators and managers. The office of judicial affairs handles student grievances and concerns, and there is a due process in place that is followed and documented. Additionally, the district's shared governance structure offers numerous opportunities for constituent groups to advocate.

The district relies on board policies to guide and support its actions. Such policies include: *Anti-Discrimination (BP 4105)*, *Mutual Respect (BP 4110)*, *Personnel Files (BP 4105)*, *Academic Freedom (BP 4190)*, *Prevention of Workplace Violence (BP 4515)*, *Sexual*

Assault Policy Including Rape (BP 4630), *Harassment & Discrimination (BP 4640)*, and *Requesting & Receiving Accommodation(s) Under the Americans With Disabilities Act (BP 4670)*. [III.A.18, 38]

Self-Evaluation

The college meets the standard. The college has policies in place that subscribe to, advocate for and demonstrate integrity in the treatment of its administration, faculty, staff and students.

Planning Agenda

None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

There has never been a more critical need for professional development programs at community colleges. Continuously changing technology, degrees and careers, Millennial and Generation Z students, and evolving required skill sets are challenging faculty, staff and administrators. Behavioral issues and expectations for a new generation of students require a review of teaching and learning. There is a continuing need for a diversity of professional development workshops and trainings to address these issues to better understand the changing dynamics on campus and more effectively support student success.

Foothill has strategically implemented a comprehensive professional development program for the entire campus community as it is a top priority for the college and the district. The Professional Development Program includes funds for conference travel and participation, a robust calendar of workshops and events, and numerous online training opportunities—all designed to support the continuous development of knowledge and skills for the Foothill campus community. Our programs are open to all Foothill-De Anza Community College District employees.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

Ongoing professional development is the mechanism for faculty to improve their abilities to teach effectively and staff to address student issues successfully, both critical elements in improving overall student retention and success. The professional development programs are designed to meet faculty, staff and administrator needs to support student success and innovation, keeping the college both on the leading edge and successful as an institution. Opportunities for staff development are coordinated through the professional development website.

The institution identifies teaching and learning needs through its program review process. [III.A.39]

The Professional Development Committee conducts surveys of the faculty, staff and administrators to determine what professional activities they believe would be helpful for their continued development. From the results of the surveys, the committee developed a priority list for programs. The committee meets regularly to review program data, evaluations, recommendations and programs from other institutions and makes recommendations for trainings and workshops to provide for the college community.

The college's Professional Development Director Denise Swett, Ed.D., has worked with the committee to organize and offer courses, workshops, forums and day-long activities to meet the needs of the campus identified by the various groups of the campus.

In addition to numerous programs, the college also sponsors full-day professional development opportunities in an effort to promote communication among colleagues about issues that impact teaching, learning and supporting student success and completion. A recent collegewide professional development day addressed student behavioral issues, student engagement, working collegially and utilizing student support resources.

Self-Evaluation

The college meets the standard. The college supports a diversity of professional development opportunities for faculty, classified staff and administrators, including funding for attending professional conferences, regional trainings and learning communities, workshops, classes, seminars and other related activities, through a district-maintained program of professional development leaves and training/retraining stipends for faculty and staff.

All employees (classified, faculty and management) are encouraged to identify their individual need for professional development and apply for funding for conferences or professional activities, and participate in college-sponsored programs. Examples include professional development leaves, professional travel funds, academic senate funding for statewide events and professional growth awards. As a founding member of the League for Innovation in the Community Colleges, Foothill has consistently demonstrated its support for professional development. [III.A.40]

In addition to the college's programs, the district provides wellness programs designed to address the top disease and illness indicators for the district population, harassment/discrimination, ethics, communications crisis management, technology, legal updates and ergonomics trainings. [III.A.40]

Financial awards are available for faculty and staff for participating in professional development activities. The board annually appropriates \$50,400 per year for a Professional Conference Fund for Foothill College.

Full-time faculty workshop presenters and participants receive professional growth activities (PGA) credit for participating in the college's professional development program:

- Participation in or attendance at conferences workshops or noncredit courses approved by the division dean or appropriate administrator. Eighteen hours of this type of activity shall equal one quarter unit.
- Professional activities and projects approved by the division dean or appropriate administrator as having direct relevance to the faculty member's assignment.

The classified staff professional growth award (PGA) is an award for classified staff that recognizes and rewards efforts toward lifelong learning and improved service to the district. It requires the accumulation of 200 hours of professional growth activities for each award, and it carries with it a monthly addition to staff salaries for their entire career with the district.

Classified staff are also encouraged to enhance their value to the district through job-related education, upgrading skills or retraining for a different career path. Staff may request staff development leave in order to further their education, or learn by observing methods used in industry or other educational institutions. A staff development leave committee composed of classified and administrator employees reviews the applications for leave and determines which requests to recommend approval to the board of trustees. Following completion of approved leaves, staff must submit a written report of the leave activities and the value to the district. Staff who are determined not to have satisfied the terms of the leave may be required to compensate the district for the expense of the leave.

Administrators are also encouraged to participate in professional endeavors. Applications must set forth objectives for study, research or travel that will enhance the job performance and professional growth of the administrator. An administrative leave committee composed of administrators reviews applications for recommendation to the board of trustees for approval. Following completion of approved leaves, administrators must submit a written report describing the manner in which the objectives were accomplished. Administrators who are determined not to have satisfied the terms of the leave may be required to compensate the district for the expense of the leave.

Planning Agenda

None.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The district facilitates the review and evaluation of all development leave requests against a set of criteria mutually agreed upon between the district and the bargaining units. *The Faculty Agreement* stipulates that the professional development leave will enhance the job performance and professional growth of the faculty employee; includes a plan of appropriate duration and substance proportionate to the leave requested for meeting the stated objectives; and includes a means by which a faculty member will report on or verify the objectives stated.

The Professional Development Leave (PDL) Committee, composed of faculty and administration, reviews applications for recommended approval. Applications recommended for approval must substantially benefit the district and its students; enhance the faculty employee's job performance and professional growth; and relate significantly to the faculty employee's professional, assignment or planned assignments. The PDL Committee is also responsible for collecting, reviewing and approving the leave reports submitted at conclusion of the leave, and shall recommend approval of the leave report and file its recommendation with the board of trustees for action. If the committee is unable to establish that the conditions for the leave have been met, the committee will forward the leave report to the college president for review and determination. Faculty who are determined not to have satisfied the terms of the leave may be required to compensate the district for the expense of the leave.

Additionally, all workshops and trainings provided thought professional development are evaluated by the participants and shared with the presenter. The college Professional Development Committee also reviews evaluations and uses this information to guide the development of future trainings and workshops.

The goal is for our professional development activities to improve teaching and learning on campus. Professional development activities are done regularly not only to ultimately meet requirements but are

primarily performed to improve student outcomes. For many of the career programs there exists a long-standing, regular evaluation of student outcomes and professional development activities that are regularly incorporated to improve student outcomes, with subsequent evaluation.

Many professional development workshops focus on teaching and learning, student engagement and retention, utilizing technology in the classroom and similar student-focused topics. The Professional Development Committee uses feedback and evaluations from these workshops to document changes faculty are making in teaching practices as they assesses SLOs for their classes.

Self-Evaluation

The college meets the standard. Foothill College strives to provide all personnel with appropriate opportunities for continued professional development, consistent with the college mission, and that is based on identified teaching and learning needs through the program review process. In addition, Foothill College provides professional development activities to meet the needs of its personnel, as determined by surveys to help guide the activities.

With the assistance of the participants in our activities, we systematically evaluate our professional development programs and use the results of these evaluations as the basis for improvement. This has been a long-time, ongoing process. During the past 15 to 20 years, we have made many changes and have tried to be as receptive to the needs of our faculty/staff/administrative personnel as we can. Continue evaluating our progress in providing professional development activities that are useful for our faculty, staff and administrators to improve our student's success.

Planning Agenda

None.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Foothill integrates human resources planning with college planning through its institutional planning model and through its primary human resources shared governance committee, the Human Resources Advisory Committee (HRAC). The vice chancellor of human resources and equal opportunity serves as chair of HRAC with an appointee from the senates at both colleges to serve as representatives to their constituents. [III.A.42]

Human resources planning is also integrated at the college level through the Integrated Planning & Budget (IP&B) process driven by program review. The vice president of educational resources and instruction presents an updated *Staffing Plan* to the Planning and Resource Council (PaRC) annually, and the information contained in this plan feeds into the resource allocation process, as well as the *Educational & Strategic Master Plan* (ESMP). The entire plan is included as an appendix to the ESMP. [III.A.43]

Foothill College regularly assesses its human resources at the department level. Departments continually review levels of staffing and changing needs of programs from input generated by the Office of Instruction & Institutional Research, in faculty hiring discussions and PaRC activities.

Deans and directors meet regularly with the vice president of instruction and institutional research and the vice president of educational resources and instruction to evaluate programs and identify human resource needs. Deans also meet regularly with their department chairs, faculty and staff in division meetings to identify and address concerns and to bring information forward to PaRC. In the Winter Quarter, each dean presents a summary of goals and resource needs to PaRC to better inform the planning process.

The college budgeting process has an established timeline whereby staff needs are evaluated and decisions are made early in the fiscal year; then as new fiscal year budget calculations are presented, the full picture for the coming year is addressed and decisions are made at PaRC and division meetings. Program review documents are then updated to evaluate how well our human resources meet the needs of students, programs and services.

Self-Evaluation

The college meets the standard. Through the formation of the college's new integrated planning and budget process, Foothill College has an effective and transparent mechanism for merging human resources planning with institutional planning. The college has a clear structure for collegewide planning and decision making for human resource that includes the Human Resources Advisory Committee, Operations Planning Committee and, ultimately, PaRC. In addition, the college has straightforward paths to input and decision making for districtwide human resources planning through program review.

In the past year, the college has also produced planning documents that contain these processes, including the *Educational Master Plan* and *Staffing Plan*. The college has transparent processes for decision making, prioritizing quality human resources planning and processes, and addressing the needs of the programs, students and faculty. [III.A.43]

Planning Agenda

None.

Standard III.A. Evidence List

- III.A.1. Program Review Website <http://www.foothill.edu/staff/irs/programplans/index.php>
- III.A.2. Human Resources Classification & Job Descriptions Website http://hr.fhda.edu/class_comp/
- III.A.3. FHDA Hiring Process Manual www.fhda.edu/personnel/administrators
- III.A.4. Transcript Verification Form <http://www.foothill.edu/international/forms/credentials.pdf>
- III.A.5. Tenure Review Website <http://www.foothill.edu/staff/tenure.php>
- III.A.6. The Agreement: Article 6A http://fa.fhda.edu/agreement_articles.html
- III.A.7. Tenure Review Handbook 2010-2013; Tenure Review Supplemental Packet 2010-2013
<http://www.foothill.edu/staff/tenure.php>
- III.A.8. The Agreement: Article 38 http://fa.fhda.edu/agreement_articles.html
- III.A.9. Classified Performance Evaluation Instructions/Forms <http://hr.fhda.edu/forms>
- III.A.10. Administrative Evaluation Form <http://hr.fhda.edu/forms>
- III.A.11. FA News, June 2010 http://fa.fhda.edu/news_main.html
- III.A.12. Staff Development Website <http://foothill.edu/staff/development>
- III.A.13. PSME Website <http://foothill.edu/psme/>
- III.A.14. Foothill-De Anza Administrators Handbook <http://hr.fhda.edu/personnel/administrators>
- III.A.15. Program Review Website <http://foothill.edu/staff/irs/programplans/index.php>
- III.A.16. Planning and Resource Council (PaRC) Website <http://foothill.edu/president/governance.php>
- III.A.17. FHDA District Personnel Policies <http://hr.fhda.edu/personnel>
- III.A.18. Board Policy Manual http://www.fhda.edu/about_us/board/
- III.A.19. Board Policy 4150 [http://www.fhda.edu/about_us/stories/storyReader\\$230](http://www.fhda.edu/about_us/stories/storyReader$230)
- III.A.20. Classified Agreements <http://hr.fhda.edu/personnel/classified/>
- III.A.21. Board Policy 4100 [http://www.fhda.edu/about_us/stories/storyReader\\$230](http://www.fhda.edu/about_us/stories/storyReader$230)
- III.A.22. Heritage Months Website <http://www.foothill.edu/news/heritage.php>
- III.A.23. Student Affairs Website <http://www.foothill.edu/campuslife/affairs.php>
- III.A.24. Diversity in the Workplace Website <http://hr.fhda.edu/diversity/>
- III.A.25. Diversity in the Workplace Training Website <http://hr.fhda.edu/diversity/training>
- III.A.26. Pass the Torch Website <http://www.foothill.edu/services/torch.php>
- III.A.27. Mfumo Website <http://www.foothill.edu/services/mfumo.php>
- III.A.28. Puente Website <http://www.foothill.edu/services/puente.php>
- III.A.29. Foothill Clubs Website <http://www.foothill.edu/campuslife/clublist.php>
- III.A.30. Veterans Resource Center Website <http://www.foothill.edu/vet.php>
- III.A.31. Disability Resource Center Website <http://www.foothill.edu/al/drc.php>
- III.A.32. Board Policy 4110: Mutual Respect [http://fhda.edu/about_us/stories/storyReader\\$230](http://fhda.edu/about_us/stories/storyReader$230)

- III.A.33. State of the College Reports <http://www.foothill.edu/president/publications.php>
- III.A.34. College Mission Statement <http://www.foothill.edu/president/mission.php>
- III.A.35. Student Code of Conduct <http://www.foothill.edu/services/conduct.php>
- III.A.36. Etudes Code of Conduct http://www.foothill.edu/fga/student_code.php
- III.A.37. Institutional Research Website <http://research.fhda.edu/>
- III.A.38. Judicial Affairs Website <http://www.foothill.edu/campuslife/affairs.php>
- III.A.39. Professional Development Website <http://www.foothill.edu/staff/development/>
- III.A.40. Travel & Conference Website <http://www.foothill.edu/staff/development/travel.php>
- III.A.41. FHDA Wellness Program Website <http://hr.fhda.edu/benefits/wellness>
- III.A.42. Human Resources Advisory Committee http://www.fhda.edu/about_us/hrac
- III.A.43. Educational & Strategic Master Plan <http://www.foothill.edu/staff/irs/ESMP/index.html>

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Since its founding in 1957, Foothill College has set a high standard in providing high-quality facilities for its students, faculty and staff to support teaching and learning. The physical beauty, architectural integrity and striking Pacific Rim design of Foothill College has been a hallmark of the institution since the main campus was completed in 1961, funded through a \$10.4 million bond passed in 1958. Foothill's distinctive style emerged under the leadership of founding Superintendent Calvin C. Flint, and noted architects Ernest J. Kump, of Palo Alto, and Masten and Hurd, of San Francisco. Upon completion, the campus quickly earned several architectural and planning awards, including an American Institute of Architects Honor Award, 1962, Award of Merit, 1963, and Special Commendation, 1980. The college also earned a *Progressive Architecture Magazine* Design Award.

However, beyond the beauty of the facilities, it is the integrity of the campus design and layout, the function of the classrooms, the spaces designed to encourage student activities and interaction, and the resources for maintaining facilities that has provided an environment which eliminates physical barriers to student learning. The ease of access from vehicle to parking, then to classroom, the clustering of disciplines in proximity to one another and the centralization of student support services creates what the ideal facilities should create, an environment where the focus is not on getting to and from class but rather on what happens in class. Once

inside the classroom the student is supported by state-of-the-art equipment and instructional technology. After the classroom, the campus is an excellent environment for academic and social interchange, to obtain support for learning or to explore, relax and enjoy the opportunities expected on a college campus. For more than 50 years, the college has made every effort to provide the necessary physical facilities needed to create positive learning opportunities.

In the past decade, Foothill has engaged in extensive revisions and renovations of its physical facilities. Bond issues passed in 1999 and 2006 have been used to update classrooms and offices to present-day standards, construct new facilities for life sciences, physics/math/science/engineering (currently under construction), Campus Center and student services. Equipment and technology has been upgraded in classrooms and labs, athletic facilities have been renovated, parking has been expanded and planning is currently under way to improve the exterior environment of the campus with new accessible pathways, lighting, improved drainage and new landscape.

Perpetuating facilities that work in concert with ever-changing educational outcomes requires extensive and ongoing planning efforts. Foothill College has engaged in numerous planning efforts over the life of the institution, but the current *Educational Master Plan* provides the schema for integration of resource allocation with planning the student learning processes.

Each faculty member, staff member and administrator carries a voice in the method for determining where scarce and valuable resources are assigned; the result is a constant improvement in the student experience. An extensive building program over the past decade has provided new classroom space, improved existing

structures, made classrooms more technically adept, helped teachers in preparing and delivering instruction, created safe and effective environments for students, and added to the physical beauty of the campus a functional beauty that facilitates student learning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

In 1999, recognizing that the campus had undergone no significant improvements since its original construction, voters approved Measure E, a \$248 million (\$108.4 million allocated to Foothill) bond for renovation and construction of facilities. These renovations, including new construction and repair and replacement of dated infrastructure in existing facilities, was intended, in part, to improve the safety and efficiency of a campus living with the standards of 1960 architecture. In 2006, voters approved Measure C, a \$490.8 million (\$190 million allocated to Foothill) bond for completion of projects not finished under Measure E, and construction of new projects including the Physical Sciences & Engineering Complex, slated for completion in 2012. Full details of these bond programs can be found at www.measurec.fhda.edu and in the *Citizens' Bond Oversight Committee 2009–2010 Annual Report [III.B.1]*.

Through the leadership of area voters, the board of trustees, staff, faculty and administrators continue to work hard to bring these renovation and construction projects to fruition. Foothill College continues to reinvent and improve its ability to provide the highest quality facilities possible for student learning and overall student success. Student feedback demonstrates that they feel the campus provides a good study environment (90 percent agree), a safe (95 percent agree) and clean campus (94 percent agree). The new projects funded by bond funds brought the campus to modern standards of architectural and instructional design, and include a new Campus Center and lower campus Student Services and Life Sciences buildings completed in 2007, replacing an outdated structure located within 50 feet of an earthquake fault line. Renovations are completed to nearly all the original classroom buildings, including adding multimedia technology for instructional excellence, removal of

older hazardous materials and upgrading the conditions of the structures to meet ADA and contemporary building standards.

The college manages its facilities program through a coordinated effort with the Foothill-De Anza Community College District Facilities, Operations & Construction Management Department, whose mission is “to support the colleges in achieving their goal of excellence in providing quality teaching, sound educational programs, and service to the community.” This department is supervised by Foothill-De Anza CCD Director of Facilities Charles Allen, who interfaces directly with Foothill College Vice President of Educational Resources & Instruction Shirley Treanor, Foothill College Director of Facilities & Special Projects Brenda Visas and Foothill College Bond Manager Art Heinrich.

Foothill uses several different mechanisms to evaluate how effectively facilities meet the needs of programs and services. The primary process for evaluating facility use is the annual submission of the *Five-Year Plan* to the state chancellor's office. This report indicates if the college is either underutilizing lecture space, adequately using lecture space or requires additional lecture space. The plan is evaluated on a global level for the efficiency of facility scheduling efforts by the scheduling office, and includes an annual summary of current and proposed capital outlay projects established by the capacity-to-load ratio for five space categories: lecture, lab, office, audio-video/television and library. The district's five-year plan for the period 2012–2016 indicates that the college has adequate space through 2016 for lecture, laboratory and office space. The plan indicates that the college has additional need for library and audio-video/television facilities. The *Building Summary Report [III.B.2]*, *Facilities Conditions Assessment Report [III.B.3]* and *Facility Master Plan [III.B.4]* (which is developed from

the *Educational Master Plan*) [III.B.5], are also useful in determining the sufficiency of classrooms, lecture halls, laboratories and other specialty facilities required to support the curriculum.

In addition to the main campus, the college maintains the Middlefield Campus in Palo Alto, located at the Cubberley Community Center. This facility hosts approximately 1,500 full-time equivalent students (FTES) and is a full-service center offering student services, admissions, student activities, bookstore and labs. Facilities located at Middlefield meet basic requirements for classrooms, but lack the updates and innovations necessary to consider them equal to the standard for classrooms located on the main campus. For classes located at other off-campus sites, such as the Veterans Administration Center in Palo Alto, or other community centers, the college ensures when it contracts with the outside agency that classrooms provided meet specific requirements for instructional success.

Equipment needs for the entire campus are maintained by funds made available through general funds, grants, Perkins funds, and Measure C and E bond funds. As a structure is built or renovated, labs and classrooms are furnished with required equipment. This can include course-specific items as well as technological equipment such as digital connections and presentation equipment. Upgrading and retrofitting existing classrooms and labs is provided to programs through the general college budget on a priority-ranking basis. The institution supports the equipment needs of the distance delivery modes it offers through its Distance Learning Programs.

The safety of students on campus is a major priority to allow all students to successfully achieve their learning outcomes. Maintenance of safe facilities at Foothill College involves the oversight of campus activities in several areas. Safety concerns are considered for individual's personal safety and protection from crime, protection of all from acts of violence, safety from natural disaster and protection from unseen hazards in structures and the environment. Safety needs are determined by evaluating incidents and review of established criteria, and then addressed through changes in facilities, procedures, policies, processes and activities.

Determining the risks faced by campus visitors has established the type and level of actions taken by the college in response. To assure campus safety, the college utilizes, in part, the following criteria in determining risk:

- *Accessibility Studies*: Are there issues which prevent students from gaining required access to college facilities and activities? [III.B.6]
- Annual police report with crime statistics: A review of statistics on safety and security activities reported each year.
- Building reports on status of hazardous materials abatement and facility disrepair, including the following:
 - *Asbestos & Lead Assessment Report* [III.B.7]
 - *Buildings & Grounds Committee Meeting Minutes (Sample)* [III.B.8]
 - *Deferred Maintenance Plan* [III.B.9]
 - *Traffic Studies* [III.B.10]
 - *Facilities Conditions Assessment Report* [III.B.3]
- Environmental reports:
 - *California Environmental Quality Act (CEQA)* Specific projects are evaluated to standards to anticipate the impact that they would have on the environment. [III.B.11]
 - *Chemical Hygiene Training*: Recently written by Foothill College Chemistry Instructor Richard Daley, Ph.D., for PSME Division [III.B.12]
 - *Environmental Impact Report*: Parallel to CEQA – Project Related [III.B.13]
 - *Facility Master Plan* and reference manuals recommending standards for college environments: [III.B.4]
 - *Facilities Planning Manual for the California Community Colleges* [III.B.14]
 - *Five-Year Plan* [III.B.15]
 - *Standardized Emergency Management System (SEMS)* [III.B.16]
 - *Hazardous Materials Management Plan (HMMP)*: The agencies regulating FHDA refer to this as the *Hazardous Material Business Plan (HMPB)*. These plans are updated annually so that the emergency response teams have accurate information of what materials are stored in

various areas. The plan is made directly with input from the departments; the final document is shared as applicable. [III.B.17]

- **Illness & Injury Prevention Program:** Program developed by district's Risk Management Office (IIPP) [III.B.18]
- **National Incident Management System (NIMS)** [III.B.19]
- **Safety Guidelines Manual** [III.B.20]
- **Safety Suggestion Form or Health & Safety Workplace Inspection Form** included in the college's Injury & Illness Prevention Program [III.B.21]
- **Standards of Student Conduct** and reports on student incidents by the Student Affairs Office [III.B.22]

In order to maintain a safe and secure environment, Foothill College employs a number of processes and activities intended to promote awareness and safe responses to potential campus issues. Included in these activities are the following:

- **Safety & Health Training for Faculty and Staff:** Training sessions offered in person and online regarding such topics as:
 - **Training for Blood-Borne Pathogens:** Program faculty and staff are required to engage in training of how to manage potential health issues related to blood-borne pathogens. [III.B.23]
- **Classroom Management Techniques**
- **Sexual Harassment Prevention**
- **Workplace Violence Prevention**
- **Ergonomics Training**
- **Lab Safety Training:** The Physical Sciences Math & Engineering Division (PSME) has very specific classroom standards that apply to both the conduct of students and requirements for the inspectors. These include the wearing of safety equipment (goggles, shoes that enclose the toes, appropriate clothing), and understanding the availability and use of safety shower, eye washes, fire extinguishers and exit procedures. In addition to student safety, the departmental standards support the regulatory requirements for compliant disposal of hazardous materials and restriction of disposal into drains or municipal garbage.

- **Fire Marshal Inspections:** Routine inspections by the local fire department (life safety division) for potential fire hazards and building code compliance.
- **Hazard Communication Training:** The short term for this program is HazCom. It is an OSHA requirement to inform all persons in an area of the hazards of that area. It includes such items as knowing and communicating what materials are present, posting Material Safety Data Sheets (MSDS) as an information resource, planning to guard against a potential spill, etc. The district's Risk Management Office maintains a HazCom Program edited by Du-All Safety. The college's hazardous materials consultant performs required annual training to ensure that employees, student workers and students in labs are knowledgeable of hazardous materials procedures. Employees are required to pass a certification exam to verify training effectiveness.
- **Health & Safety Inspections:** The district's Risk Management Office conducts a safety inspection based on OSHA guidelines in all of the plant services work areas. These are performed by a third-party, independent inspector. Additionally, there are third-party inspections of hazardous material storage areas performed by environmental attorneys who are thoroughly current with regulations. All best operating procedures or standards are recorded during the inspection and shared with the departments so that FHDA remains current with regulations and takes part in a process of continuous improvement.
- **Foothill's on-site Safety & Security Office** also makes available pamphlets such as *Vehicle Security* [III.B.24], *Guidelines for Victims of Domestic Violence* [III.B.25], *Personal Security* [III.B.26] and *Check Credit Card & Refund Fraud* [III.B.27] to help the community avoid difficult situations.

Since the last accreditation visit, the college has invested significant energy and resources into emergency preparedness training, equipment and planning. The college maintains two designated Emergency Operations Centers, one in the President's Conference Room (Room 1901) and one in the district Safety & Security Office (Room 2103) located in the Campus Center, that are equipped with resources and powered by backup generators to provide the campus with secure locations with which to operate, direct activities and provide leadership in an emergency. A new emergency operations center manager was

appointed last year, and the college completed its first agencywide evacuation drill in Fall 2010, in which the entire campus was evacuated to the parking lots in 12 minutes. This drill was done in partnership with local fire and police agencies to further strengthen our ties with local emergency services.

To assist in managing the ever-growing presence of hazardous materials on campus, the district employs a full-time Environmental Health & Safety Director, Mona Voss, to oversee the districtwide Hazmat Program. Foothill's *Hazardous Materials Management Plan* (HMMP) [III.B.17] is annually updated by the FHDA Environmental Health & Safety Compliance Department with information from the departments that have hazardous materials. The plan is filed with Santa Clara County. The HMBP outlines procedures for emergency response and contingency in case of chemical spills, fumes, injury, and/or containment, treatment, evacuation, and training. A new software program (GIS) will be used to locate all hazardous material present on the Foothill campus. Quarterly, the EH&S director and the campus director of Facilities & Special Projects inspect specific campus buildings to ensure requirements are being followed such as emergency posters are visible in laboratories, chemicals are labeled, tops are on securely, chemicals are in secondary containment, logs are being filled out weekly and any facilities issues are being addressed (racks and gas cylinders secured, etc.).

Due to the passage of the past two bond measures, construction is an everyday occurrence on the campus and it is a major task to monitor and keep occupants safe. To make sure this happens, the construction program manager, Gilbane-Maas, uses a variety of methods to communicate with the faculty, staff and students. Construction fencing is used around the perimeter of construction sites to make sure that people do not walk into unsafe sites. Signage is placed at all construction sites, indicating the project name, project duration and the director of Facilities & Special Projects name and phone number for questions or comments. At the beginning of every project meeting, the first agenda item is safety. Gilbane uses safety cards to highlight a topic on safety if there isn't anything specific for the project discussion. Campus maps indicating areas of construction and the Measure C website are other resources used to get the message out to visitors before they arrive on the campus.

Another aspect of safety and security is the Foothill-De Anza Safety & Security Department which is a Police Officer Standards Training (P.O.S.T.)-

certified agency, which provides law enforcement, security, crime prevention, traffic control, parking supervision and emergency services. The security staff receive annual training and all officers are fingerprinted and receive cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) training. Permanent security officers attend state-mandated security training per *Education Code 72330.5*. As an example of the types of services provided by safety and security, according to the *2009–2010 Vehicle Aid Assists Report* [III.B.28], the following services or issues were recorded within the Foothill community:

- 288 dead battery assists
- 80 lock-out assists
- 50 safety escort assists
- 72 sick person reports/assists
- 95 responses to accidents
- 2 drunk in public
- 10 burglary
- 10 grand theft over \$400
- 3 auto theft
- 3 marijuana possession

Self-Evaluation

The college meets the standard. Through a multilayered set of standards and processes, the college provides adequate, efficient and safe environments in which students can learn and visitors can enjoy the campus. Almost every staff and faculty member contribute in some way to the protection of the learning experience, and many are dedicated solely to protecting the health, safety and well-being of the campus visitor. Surveys have shown that students agree that the campus is safe (95 percent agree), accessible (89 percent agree) and a good place to study (90 percent agree). Faculty also feel the campus is safe (87 percent agree) and well maintained (75 percent agree).

Foothill serves a large population of students with special needs, such as students who are disabled or elderly. The special needs of these groups were addressed during the fire drill in Fall 2010, and will be further reviewed and improved upon in upcoming trainings. Following an assessment of our current emergency planning manuals, the college is making changes. Updated emergency response manuals were distributed in April 2011 to Emergency Operations

Center personnel and quick *Emergency Flip Chart* reference materials [III.B.29] have been posted in all classrooms and pertinent areas. *Emergency drills* [III.B.30] and *Front-Line Employee Procedures* [III.B.31] have all been practiced or implemented on a regular basis to make sure that in the event of an emergency, faculty, staff, students and administrators have information available and are prepared. At the beginning of Fall 2010, all employees were provided with a thumb drive containing emergency information. Emergency procedures have also been developed for the Middlefield Campus facilities and are managed by the associate vice president of Middlefield Campus and community programs.

As a result of the effort placed on campus safety, a student survey completed in November 2010 showed that 95 percent out of the total respondents (1,480) agreed or strongly agreed that the campus was a safe and secure campus.

The campus is nestled in an upscale, residential neighborhood and Foothill College is considered a commuter school. Students, faculty, staff and visitors

drive to the campus and leave when they have finished their business. There is no housing on campus. Nevertheless, there is a need for the campuswide *Site Improvement Plan* [III.B.32] to include better evening lighting, additional emergency telephones on the main campus and updated signage, video cameras and loud speakers in strategic areas that are all in progress under the Measure C Site Improvement Project or related projects. These items are identified in the *Security Master Plan* [III.B.33] which was generated for the campus. The campus has implemented a new Emergency Notification System (ENS) that calls students, employees, staff and faculty cell phones in the event of an emergency. The campus has also posted emergency contact numbers at all elevators to aid individuals if the unit is out of order and they require assistance.

Planning Agenda

None.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Foothill College has a coordinated planning and assessment process for its facilities and physical plant, that ensures that student demand and growth projections are tied to new construction and assignable square footage for instruction, that existing facilities are maintained and the physical plant assets of the district are protected, and that instructional and non-instructional spaces are utilized to the maximum benefit of the campus community. This coordinated effort involves a robust *District Facilities Master Plan* [III.B.4], college-level facilities planning, assessment and audits from outside agencies and ultimate supervision by the chancellor and board of trustees. Two key documents that are central to this coordinated process are the recently updated *Facilities Master Plan* [III.B.4] as well as the *Measure C Bond Project List* [III.B.34], which is updated monthly.

In 1998, after years of limited deferred maintenance funding from the state had left the college's buildings in a significant state of disrepair 37 years after their

original date of completion, the college and district went through a thorough review and assessment of what needed to be completed, which led to the Measure E Bond campaign, supported overwhelmingly by voters. This process identified even greater needs, as an earthquake fault was identified during a renovation project that led to the ultimate demolition and reconstruction of the Campus Center, and demolition of the choral room and Child Development Center. Due to this unforeseen cost, and the greater overall needs in the district for physical plant resources, a second bond, Measure C, was passed in 2006. The plans for this bond are currently in use and involve a Citizens Oversight Committee and annual reports [III.B.1] from the district to ensure that the bond funds are utilized in a manner that assures effective allocation of resources, effective space utilization and continuing academic quality. Institutional needs for equipment are being met through a furnishings, equipment and technology (FF&E) budget of \$31,899,568 which has been set aside from the Measure C bond funding.

External Assessment

To provide external assessment of the college and district performance in facilities planning Foothill participates in the annual *Facilities Performance Indicators Survey & Report [III.B.35]*, administered by the APPA, a national organization of university facilities managers. This survey assesses facilities performance indicators such as: 1) are we adequately funding the facilities management annual budget and are the operating funds being spent in a manner that supports desired outcomes; and 2) are we making the right investments in our existing buildings and infrastructure, and can we compare our college to other educational institutions to help evaluate performance in these areas. *APPA.com Survey [III.B.35]*

Maintaining Facilities

In maintaining its existing facilities, the college has both district employees and college-based employees who perform duties to meet the needs of faculty, staff and students. The district plant services department manages the maintenance and operation of the physical resources with input from college Director of Facilities & Special Projects Brenda Visas. District plant services maintains an office on campus with the director of facilities and operations providing direction for craftsmen (carpenters, plumbers, mechanics, electricians, locksmiths, fire device technicians and pool service). All service and work orders are processed through an automated work order system, prioritized, and attended to by order of precedence and urgency. The director of facilities & special projects is the campus representative and catalyst working directly with the district plant services department for maintenance and small renovations.

Audio-visual equipment is evaluated quarterly for maintenance by Educational Technology Services (ETS) and necessary repairs performed. Requests for upgrades to classroom equipment are, however, generated by division deans and the program review process. As indicated above, money is available through departmental operating funds, Measure C FF&E or instructional equipment dollars. The furniture, equipment and technology coordinator manages all requisitions, delivery and installation with the exception of computer equipment. A new fixed-asset management tool will be incorporated with the district's financing software (Banner) in the next few years, which will track all purchases bought with Measure C funds. New equipment needs are identified through program reviews as detailed above.

The 18-member custodial crew handles routine cleaning of Foothill facilities. The crew is divided into three shifts: day, swing and graveyard. Their mission is to provide a clean, safe and sanitary environment for students, faculty, staff and the general public.

The average square footage per custodial workload is 40,000 square feet. With budget constraints and staff shortages, cleaning efforts are focused on instructional, student service areas and restroom facilities. Faculty and administrative offices are cleaned twice weekly. Routine upkeep and maintenance of the campus' 122 acres of landscaping, athletic fields, parking areas and circulation roadway are the responsibility of the Grounds Department. The grounds crew has 3.5 employees and maintains the various areas of the campus. Through Measure C construction projects, the college intends to install native, low-maintenance, drought-tolerant landscaping wherever possible.

Sustainability & Conservation

Recycling and waste management are two areas that have come under the scrutiny of the college Sustainability Committee. The college reports on construction waste which has been diverted from landfill and the Sustainability Committee would like to see more efforts on recycling. In a student survey completed in November 2010, results demonstrated that 94 percent of respondents (1,480) agreed or strongly agreed that the campus was a sustainable and environmentally friendly campus and that our efforts in this area are being acknowledged. Efforts to improve sustainability in campus operations is bolstered by the adoption of a Foothill-De Anza District *Board Policy 3214: Environmentally Sustainable Practices. [III.B.36]*

Energy savings is a key initiative at Foothill College, and many new ideas for lowering our carbon footprint are being discussed and implemented. For instance, in new and renovated facilities, stand-alone meters for electrical monitoring will be incorporated. This will identify large-use facilities so mitigation measures can be reviewed and incorporated. Energy dollars saved can be invested in facilities maintenance and upkeep.

Technology Resources & Facilities

Educational Technology Services (ETS) supports and administers the campus network and communications infrastructure, maintains security, supports instructional and administrative electronic resources and applications, procures hardware, backs up systems and provides training and support to faculty, staff and student users.

ETS staff works to maintain instructional technology and provide support in classrooms and student computer labs. Miscellaneous parts, projector bulbs (high-value, long-lead items), etc., are stocked by ETS and available at a moment's notice should there be an issue in the classroom. ETS operates a call center to provide assistance and respond to users' issues. The issues that are addressed are analyzed via the Administrative Unit Outcomes and are fed into the resource allocation process. A monthly Technology Prioritization Group meeting, chaired by the associate vice president of external relations meets with specific members of ETS, the FET coordinator and the director of facilities and special projects. The group charter is to set ETS installation and replacement priorities that are in alignment with campus priorities to serve curriculum which drives learning outcomes.

Assessing Facilities Effectiveness through Program Review

The effectiveness of facilities and equipment is integrated into the college approach to planning and resource allocation. Considering the primary purpose of the institution is student learning, the process is based in faculty evaluation of student learning outcomes (SLOs). As part of their quarterly reflection on SLOs, faculty are asked to respond to any specific equipment and facility needs that created issues for a class, and to make recommendations as to improvements. This information is formalized by the Operations Planning Committee (OPC) and program evaluations that are performed every three years. The net result of this evaluation is that program and service needs are forwarded to the budgeting process on a regular basis for prioritization and, resources permitting, funding. Items not funded are maintained in the system until resources become available.

Space Utilization & Efficiency Planning

The institution utilizes its physical resources well and is improving its technological capabilities in monitoring facilities use to further maximize classroom space utilization. Foothill College employs a full time scheduler to manage room assignments and conflicts. One of the tools used by this office is the Resource 25 software program.

Foothill College, like many other colleges, utilizes a block schedule system, in which most classes meet Mondays, Wednesdays and sometimes Fridays, or Tuesdays, Thursdays. Block schedules benefit students by maximizing the time they spend on campus, two or

three days a week. Block scheduling, however, creates the potential for underutilized classrooms on Fridays, since block scheduling occurs most often on Mondays–Wednesdays or Tuesdays–Thursdays. Professional development training and rentals to outside groups have been implemented in the past to better utilize the facilities. Faculty are being encouraged to increase class offerings from 8 a.m. to 10 a.m. and after 2 p.m., times when the campus classrooms are least used.

The Scheduling Office oversees room assignments, works with the vice president, deans and the Facilities Office to ensure that classes are scheduled into the correct size and type of room (room has the basic utilities needed to perform coursework) and works with divisions to prioritize rooms for their specific functions and time offerings. Departments may designate specific classrooms for their use and the departmental schedulers assign classes to these classrooms. If additional equipment is needed for the room or the instructor needs a multimedia classroom, this is coordinated with the FET coordinator, after utilizing the process for approval of additional equipment. The college has developed a list of standard equipment for each classroom that consists of a computer, television, videocassette recorder, projector, document camera and visualizer. A great majority of Foothill's classrooms are outfitted with multimedia equipment. As part of the Measure C renovation projects, the infrastructure for future multimedia capability is being added to all classrooms requiring such equipment. Scheduling reports provide timely data to ensure that rooms are scheduled efficiently on a quarterly basis. Academic meeting areas and conference rooms are also scheduled and managed through the district's Meeting Maker network. Scheduling access is at times limited to key personnel. Some examples include the following: The student conference room in the campus center is scheduled through the student activities division secretary; the dean of Physical Education & Athletics division manages sports facility schedules; there is limited use of the Smithwick Theatre for instructional classes, and scheduling of the space is coordinated through the fine arts facilities coordinator.

Self-Evaluation

The college meets the standard. As indicated by the survey of faculty, staff and students, all feel the facilities are adequate in meeting current educational needs (student survey showing agreement rates of 90 percent on adequate study places, 89 percent on accessible, 91 percent on adequate lab equipment; faculty survey

showing agreement rates of 74 percent with adequate physical environment [III.B.37]. The college is well poised to build and maintain facilities for the future using our Measure E and C funding to meet the needs of the campus as indicated in program reviews. In addition, the Measure E and C funding has allowed us to have stewardship of deferred maintenance funds from the state.

The \$490-million Measure C bond was passed on June 6, 2006 to enable the district to renovate, update and modernize buildings that were not renovated under the previous Measure E and upgrade campuswide technology and infrastructure. Measure C anticipates providing 253,347 square feet of new buildings and 81,059 square feet of renovation projects, approximately 578,400 square feet of renovated parking lot, 1.3

megawatts of photovoltaic structures and technology upgrades throughout the campus. As part of Measure C, a major site improvement project will be implemented to provide ADA access to all areas of the upper campus, correct safety hazards and improve site lighting and emergency access telephones, video cameras and loudspeakers. There will be a new 60,000 square foot state-of-the-art Physical Sciences & Engineering Complex (PSEC). All of these projects are a result of the facilities planning process, which has been done through a linkage of program reviews and a vision for the future, as well as meeting state requirements.

Planning Agenda

None.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security and a healthful learning and working environment.

Descriptive Summary

Assurance that the physical resources of Foothill College provide access, safety, security and a healthy learning and work environment begins with the Foothill-De Anza Community College District Board of Trustees established policy on facilities. *Board Policies 3200 (Facilities, Philosophy & Priorities Statement)* [III.B.38] and 3214 (*Environmentally Sustainable Practices*) [III.B.39] form a foundation for planning decisions regarding the construction and maintenance of facilities.

- *Board Policy 3200: Facilities Philosophy & Priorities Statement:* [III.B.38]

“The board of trustees affirms its mission to provide outstanding educational opportunities that promote the development of individual abilities and enhance the quality of community life. In order to fulfill this mission, the board acknowledges the importance of providing quality educational facilities and adequate resources for their maintenance.

“In support of this philosophy, the board establishes the following priorities: 1) health and safety of students, faculty and staff; 2) support of teaching and learning activities; 3) routine, scheduled maintenance; and 4) planning for the future,

including remodeling and new construction that meets the changing needs of students and community.

“The chancellor or designee shall develop plans and procedures for maintenance and enhancement of the district’s facilities based on this board’s adopted philosophy and priorities statement and shall periodically report on the condition of these facilities to the board.”

- *Policy 3214: Environmentally Sustainable Practices:* [III.B.39]

“Environmental sustainability is critically important to the Foothill-De Anza Community College District, the state of California and the nation. Efficient use of resources is central to this objective. The district is committed to stewardship of the environment and to reducing the district’s dependence on non-renewable energy sources. The board of trustees recognizes the importance of new initiatives to incorporate sustainable practices.

“Such sustainable practices shall include:

- “Incorporate the principles of energy efficiency, conservation and sustainability in all capital projects, operations and maintenance within budgetary constraints and programmatic requirements.

- “Minimize the use of non-renewable energy sources by creating a portfolio approach to energy use which would include on-site energy production (e.g., photovoltaic), purchasing local renewable energy, purchasing green power from the grid and conservation measures that reduce energy consumption.
- “Minimize greenhouse gas emissions from district facilities, and incorporate fuel-efficient vehicles and practices into the district’s fleet of vehicles.
- “Promote alternate means and accessible modes of transportation to and from the campuses to achieve energy efficiency and sustainability.
- “Minimize the amount of district-generated waste through an aggressive recycling program for all products which can be diverted from the landfill; toward this end, evaluate life cycles of products to determine how they will be disposed of at the end of their useful life.
- “Utilize the district’s purchasing power to reduce packaging and to purchase green products.
- “Establish and implement communications strategies that involve the active participation of administration, faculty, classified staff and students in understanding and promoting these board values and practices.
- “The board of trustees will regularly review progress toward implementing districtwide sustainable practices.”

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the college plans and evaluates its facilities and equipment on a regular basis taking utilization and other relevant data into account. Additionally, several other evaluations are used to plan for upgrades, repairs or modify services. The *Accessibility Studies [III.B.1]* and the *Facilities Conditions Assessment Report [III.B.6]* help document the need for funding the necessary replacement and upgrade of facilities and to assist in future bond preparation. Evaluations by architectural firms are used for programming new construction or renovations. In-house evaluations are used for smaller facilities projects such as replacing carpet, painting, or minor renovation projects. Foothill has attempted to make use of free energy audits, but to provide a thorough analysis, a complete and thorough energy audit is required. Quarterly walks are done with district plant services staff to identify deficient areas

that need improvement regarding buildings or grounds. Quarterly evaluations by the director of facilities and special projects include walking the buildings with the director of environmental health and safety to identify and correct hazardous materials issues. These frequent inspections assure that instructional and non-instructional areas are in compliance with hazardous materials laws and other guidelines for facilities safety and use of materials. Foothill faculty and staff work closely with the director of environmental health and safety to ensure ongoing compliance and safety of students, faculty and staff. Inspections by the county of Santa Clara in 2009 and 2011 indicate that Foothill is in full compliance with environmental standards.

ADA Accessibility & Removal of Architectural Barriers

Through its ongoing campus renovation program funded by Measure E and C bond funds, Foothill has conducted a rigorous assessment of its facilities to ensure compliance with ADA accessibility standards, and has identified and removed numerous architectural barriers in the process. All new construction meets rigorous standards for accessibility defined under the direction of the state architect’s office and all renovations of original buildings have been conducted to identify and remove architectural barriers. The college’s director of facilities and special projects works with the Foothill Disability Resource Center to create a process for students and community members to identify problem areas, and to create a plan to have those areas assessed and mitigated.

Additional Assessments

Through its extensive facilities renovation program, Foothill has had an ongoing cycle of classroom and office renovations, requiring temporary space, and ultimately ordering new furniture and equipment for newly renovated spaces, and ensuring that instruction and work environments are not disrupted during the process. The Furniture, Equipment & Technology (FET) Office, which is responsible for coordinating these activities, including moving faculty and staff, conducts surveys to assess the services of its outside vendors and the satisfaction level of faculty and staff. Surveys provide immediate feedback and a corrective course can be launched, if needed, in a timely manner. Surveys also provide feedback to management. The benefit of having several stakeholder groups assess the various facilities services provides information from multiple viewpoints and highlights what is most important to each group.

Off-Campus Sites

Satellite facilities have different requirements and different approaches to safety, just as Foothill is unique in its requirements. Since these facilities must comply with building regulations issued by the Division of the State Architect, as well as federal, state and local regulations, Foothill ensures that any facilities it contracts with or provides to students are in compliance with state regulations and provide instructional spaces of comparable quality to on-campus facilities. Safety and security of the off-site locations is the responsibility of the local authorities. Foothill's representatives (managing administrators) coordinate with their host agencies for law enforcement, fire and emergency medical services.

Self-Evaluation

The college meets the standard. We place a high priority in meeting the intent of this standard. Foothill's director of facilities and special projects has worked extensively with campus governance groups to ensure that facilities planning is integrated with institutional planning, that program review data regarding facilities

is channeled to the appropriate venue for follow up and prioritization, and that funding for facilities upgrades and maintenance has strong oversight and that funds are used efficiently and effectively to improve student learning.

ADA access is a high priority for site improvements. Examples include our installation of an interior wheelchair lift in Building 5000 to meet code, the installation of a ramp to the Library Quad in 2010, the development of plans to eliminate drop-off hazards adjacent to walkways, the re-grading of the walkway from the library, the 5000 buildings and updates to the Foothill College stadium improving accessibility in the stands to accommodate wheelchairs and companion seating.

In a student survey completed in November 2010, results showed 89 percent of the total respondents (1,480) agreed or strongly agreed that the campus was accessible to students with disabilities. [III.B.37]

Planning Agenda

None.

III.B.2. 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.

Descriptive Summary

Several processes are used to assess the use of college facilities. A primary process for evaluating facility use is the annual submission of the *Five-Year Plan* to the state chancellor's office [III.B.15]. This report includes numerous measures of facilities utilization, and for example, indicates the college is either underutilizing lecture space, adequately using lecture space or requires additional lecture space. The *Five-Year Plan* is submitted to the California Community Colleges Chancellor's Office, which evaluates it from a global perspective and identifies areas of improvement. The report evaluates, for instance, the efficiency of facility scheduling efforts by the college's Scheduling Office, and includes an annual summary of current and proposed capital outlay projects established by the capacity-to-load ratio for five space categories: lecture, lab, office, audio-video/

television and library. The district's *Five-Year Facilities Master Plan* for the period 2012–2016 indicates that the college has adequate space to the year 2016 for lecture, laboratory and office spaces. The plan indicates that the college has additional need for library and audio-video/television facilities. [III.B.4]

Since many changes have taken place since the last plan (2007), the district and college leadership determined that the plan in its entirety needed to be revised. A new district master plan is currently in process and is due to be completed in late 2011. The *Foothill College Facilities Master Plan* [III.B.4] is a companion and supporting document to the *Foothill College Educational Master Plan* [III.B.5], updated June 2010. The *Educational Master Plan* drives the *Facilities Master Plan* and educational decisions to build, upgrade or replace physical resources. Capital outlay projects are developed from this information.

Information for the *Facilities Master Plan* comes from a number of sources. Demographic data on population and educational needs in the college's service area is assessed at both the college and district levels. Assessments of growth and program needs are analyzed at the division level and evaluations of the capacity, load and efficiency of academic space are conducted by the chancellor's office. The *Building Summary Report* [III.B.2], *Facilities Conditions Assessment Report* [III.B.3] and *Facilities Master Plan* [III.B.4] (which is developed from the *Educational Master Plan*), are also useful in determining the sufficiency of classrooms, lecture halls, laboratories and other specialty facilities required to support the curriculum.

Assessment of facilities extends to the course and program levels through the use of the Student Learning Outcome assessment model and the Program Review documents. In each of these assessment tools, faculty are asked to determine the effectiveness of facilities used to deliver instruction and to reflect on needs to improve the classroom experience. These data are utilized by programs and divisions to determine funding needs for equipment and space, which are then forwarded on to the college governance group, PaRC, for ultimate approval by the college president. In our new governance process, requests for facility improvements for instructional and non-instructional spaces will be reviewed and prioritized by divisions using the program review process. The Operations Planning Committee (OPC) determines which source of funding is most appropriate to address the identified priorities, such as bond funding, career technical education funding, Plant Services budget, etc. If a request is urgent and is a health safety issue, it is sent to President's Cabinet (which is made up of the four vice presidents and two associate vice presidents) for review and determination of immediate funding.

The online work order system is used to notify Plant Services of facilities issues that need immediate or long-term attention. In the period from July 1, 2009 to June 30, 2010, 2,043 work orders were completed. Safety issues are always the first priority for sequencing work. The limited size of the maintenance staff to repair and maintain a campus of Foothill's size—including a wide array of equipment such as compressors, pumps, air handlers, chillers, thousands of feet of utility lines and hundreds of doors, switches, windows, and filters—require that many repairs be contracted out or sequenced efficiently. Outside contractors may perform small projects on site costing less than \$15,000

through an *Independent Contractor's Agreement* [III.B.40]. If the scope is more than \$15,000, the project is handled as a formal bid process through district procurement services.

The district's executive director of facilities construction and maintenance oversees the overall maintenance and safety of Foothill's physical facilities through the Plant Services Department. Plant Services has a staff of approximately 80 people, with four managers, one supervisor and the remaining classified staff members who are responsible for scheduled and recurring maintenance of 85 buildings on the Foothill and Central Services sites and 71 buildings on the De Anza campus. The director of facilities and operations reports into the executive director of facilities construction and maintenance and oversees the maintenance, custodial and grounds crews for Foothill College. The staff is responsible for the 122-acre campus and 571,273 square feet of assignable and 1,136,919 gross square footage.

Self-Evaluation

The college meets the standard. Routine and standard methods are in place and used by the college to make both small- and large-scale assessments and decisions regarding facilities, as well as methods to maintain the campus infrastructure. Whether reporting on the overall availability or use of space or the detailed conditions of a classroom, data is generated on a quarterly, annual and five-year basis to keep the college informed of changing demands and conditions. The success of this process is evident in the continuous process of remodeling and building in which the college has engaged over the past decade, as well as the routine upgrading of equipment essential to student learning.

While many improvements have been made to the campus, the process is continuing. For instance, Foothill is currently making small improvements in the library to serve immediate needs for more power outlets to support student laptops in the study area, while at the same time engaging in a long-term planning process for a major facilities upgrade to the library that is dependent on a match of funds from the state. The Learning Resource Center (LRC) Task Force is currently exploring the best use of this space and the best practice for tutorial, media services and the needs of learning resources on the campus. When state funding becomes available to perform a full-scale renovation of the library, the work done by this task force will be implemented.

Planning Agenda

None.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections for the total cost of ownership of new facilities and equipment.

Descriptive Summary

The Foothill-De Anza Community College District developed the *2005–2010 Five-Year Plan [III.B.15]* that was submitted to the California Community Colleges Chancellor’s Office based on an in-depth analysis of cumulative capacities and load ratios appropriate to a community college environment. This plan was preceded by the *Foothill-De Anza District Facilities Master Plan* developed in 2007 for the period through 2016 [III.B.4]. The *Facilities Master Plan [III.B.4]* was developed in response to the college’s *Educational Master Plan for 2000–2005 [III.B.5]*. The *Facilities Master Plan* drilled down to the department level and identified growth in particular programs and services. The corresponding assignable square footage was developed based on the type of space: lecture, lab, conference or office.

To assure the lifelong feasibility of capital purchases, a total cost of ownership analysis is used to support acquisition and planning decisions for a wide range of district and campus assets that contribute significant maintenance or operating costs. Total cost of ownership is used to support decisions involving facilities, technology, vehicles and instructional equipment.

Some of the elements that comprise the definition of total cost of ownership for the institution follow:

- Projected soft costs for capital improvement projects (including design, government review/approval, testing and inspection and contingency)
- Projected hard costs (construction)
- Annual utility costs
- Infrastructure costs to initially install equipment
- Annual allocations for alterations, maintenance, repairs and upgrades
- Facilities & Operations Department staffing costs
- Annual testing and inspection
- Life cycle costs for types of equipment

- Maintenance costs (for upkeep of wood-sided buildings, for example)
- Amount of hours from a specific type of high-dollar light bulb
- Return on investments (if a double-pane window is installed, what is the initial cost vs. a single-pane window and how long will it be before the district realizes a savings on the energy bill, for example)
- Carbon footprint generated when purchasing an item
- Appliances and energy savings (Energy Star appliances vs. the cost of non-Energy Star appliances and the potential energy savings over the life of the equipment)

Foothill engages in planning processes to ensure that capital projects support our college goals through shared governance and open communication and collaboration within the college environment. It encourages all employees and students to take an active role in the planning and decision-making processes as indicated in the *Integrated Planning & Budgeting Handbook [III.B.41]*. The Operations Planning Committee (OPC) reviews and modifies the planning, budget and research efforts described throughout this document as they relate to the core mission of stewardship of resources.

The Office of Institutional Research provides program review data, which are analyzed on many levels and are an important component of the future planning of the college. The following excerpt is an example of a planning exercise used to create consensus on scheduling and programming a campus facility:

“With the most recent bond measure, Measure C was kicked off through an off-site retreat on December 10, 2007, with college administrators, Gilbane-Maas (the onsite construction management firm), and deans who were involved with any part of the new forecasted construction. The goal of the retreat was ‘A home for every program. A use for every building.’”

“Based on information gained at the retreat, another meeting was held on campus with college administrators who placed 3" x 5" cards listing priorities under specific categories. Topics on the cards were discussed and moved several times under various categories throughout the meeting to gain a group consensus. This was the process used to develop the Measure C construction schedule and to obtain the best construction schedule possible.”

Foothill has been successful in obtaining local bonds because of long-range planning, effective management and future-oriented goals that have augmented positive changes in our facilities to meet our improvement goals. As part of the mission and vision of the current campus administrators, as well as the state of California (funding structure), science, technology, engineering and math (STEM) offerings are being expanded. As part of the prioritizing process, the new Physical Sciences & Engineering Center (PSEC) Building (60,000 square feet, three-building complex) was placed in a logical queue with other construction priorities and is now ready to be built, and is scheduled for completion in 2012. PSEC was selected as the new building in part because many of Foothill's existing chemistry and physics laboratory buildings are more than 50 years old and because renovation would not provide additional square footage to accommodate the additional number of students expected to populate the STEM programs.

Once capital projects are approved, the construction program manager and college contract with a design firm. The design firm looks at four building categories: performance, spatial requirements, educational requirements and regulatory requirements. The design firm begins with programming data, and develops a design schedule and preliminary cost estimate. After this is approved by the college, the design firm proceeds to the next design milestone, schematic drawings. This set of drawings shows bubble diagrams with function/room adjacencies, or basic floor plans. This phase also has a cost estimate which is reconciled with the design and should occur at each design stage. The information is reviewed with the stakeholders and they provide their comments via an Excel spreadsheet. Ideally, all comments are reconciled before the next phase of the drawings begins. In reality, the next phase is under way, while we work through the comments of the last set. If this phase is approved, the design development drawings are generated along with a cost estimate. Design drawings represent approximately 50 percent of the completed project. The basic information is shown

on the plans, floor plans are developed, elevations and sections with some details are shown and basic building systems are in place. Again, the design is reconciled with the cost estimate. The drawings are reviewed with the stakeholders and they are queried for review comments which constitute their signature or approval to proceed. Meetings are held to address stakeholder's comments. On complex projects it is not unusual for the stakeholders to meet with the design team and perform a page-by-page review to make sure that the comments and concerns of the stakeholders are addressed. The last design phase is the construction drawing phase in which the final details and the information needed to build the building are completed. The budget is reconciled, as are the stakeholder's comments which have been submitted.

At each design phase, the college takes great effort to solicit comments and concerns and to highlight the status of the projects to the various governance and stakeholder groups. At each phase of the work, the design team actively figures out how to do the work within the parameters of the academic calendar with the least disruption to the campus. In our construction/renovation efforts the goal is always to meet the needs of the students now and in the future.

During the design and construction phases, the status of projects is reviewed at the owners meetings. Attendees include the district executive director of operations and maintenance, district director of maintenance and operations, district program construction manager, district bond director, district director of networks and client services, district senior buyer from procurement services, Foothill vice president of educational resources and instruction, and the Foothill director of facilities and special projects. Attendees meet weekly to monitor progress and provide direction on bond projects. Two weeks of the month are used for project status, one is used to review the schedule and the other is used to review the budget to make sure that the projects meet the needs to support the curriculum. Modular buildings are used for temporary space as buildings are taken off-line for construction. Space and services are reviewed for each program prior to each move to determine the best possible use for the many programs that make Foothill their home.

Outside oversight is part of the construction delivery review process. Quarterly, the Citizens' Bond Oversight Committee (CBOC) meets to monitor the budgets of bond projects and to ensure that the projects and funds are being managed in accordance with the bond

language. Principal meetings are held with architectural firms, the district executive director of operations and maintenance, and the Foothill vice president of educational resources and instruction to resolve outstanding issues before they become design delays. In addition, the district Audit & Finance Committee reviews the budget to make sure that the funds and accounts are accurate and that the funding is spent as it should be.

A “lessons learned” database is kept by the construction program managers and shared with the district, college and new employees as an effort to educate and not repeat previous mistakes. A *Sustainability Management Plan* developed through the Sustainability Committee provides guidelines for green design construction specifications to be used on renovations that are not under a LEED-certification process, to do a better job at providing healthy buildings for our students, faculty and staff, and to stay abreast of the latest green technology [III.B.42]. An example of our efforts to be sustainable is found in our using only green cleaning products to clean campus buildings which aids in better indoor air quality for students, faculty and staff.

Self-Evaluation

The college meets the standard. Evidence that progress has been made on the planned improvement of physical facilities at Foothill is illustrated by reviewing the *Foothill-De Anza District Facilities Master Plan* prepared in 2007. Within that plan, the college established a set of goals for physical improvements over the time period to 2011. The items on that list, which are noted below, have been either completed or are emerging from the planning process as implementation plans. The final item, replacing temporary buildings, will follow the completion of campus renovations.

- Renovate aging facilities to address current educational needs and technological advances
- Provide additional instructional space for growing programs, including chemistry, physics, nanotechnology, life and health science programs, adaptive learning and learning communities
- Ensure the safety of students, faculty and staff through the development of safe and accessible vehicular and pedestrian paths

- Consolidate related programs into clusters to maximize resources and to provide easier access to students, faculty and staff
- Enhance the overall appearance of the campus by replacing temporary buildings (portables, modulars, etc.) with permanent facilities

In preparing the *2007 Facilities Master Plan*, the goals from the previous plan (1999) were reviewed for progress. Those goals were noted as follows:

“The first step in preparing the *2007 Facilities Master Plan* was to re-visit the recommendations that were developed as part of the previous (1999) master plan effort. The 13 recommendations from that plan are as follows:

1. Modify main entry and pedestrian bridge
2. New front door and visitor lot
3. Parking deck and pedestrian bridge
4. Loop Road re-alignment
5. Security and Information Center
6. Student services consolidation
7. Krause Center for Innovation
8. Science Complex
9. Child Development Center
10. Theatre expansion
11. Stadium improvements
12. Vet Tech support and satellite Plant Services facility
13. ETS and Plant Services buildings”

All but three items on the list have been completed or are under way. The three incomplete items include #3, a parking deck and pedestrian bridge which were determined to be not feasible; #4, the Loop Road re-alignment which is still under study with regard to environmental issues; and #9, Child Development Center which is located at De Anza College.

Planning Agenda

None.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

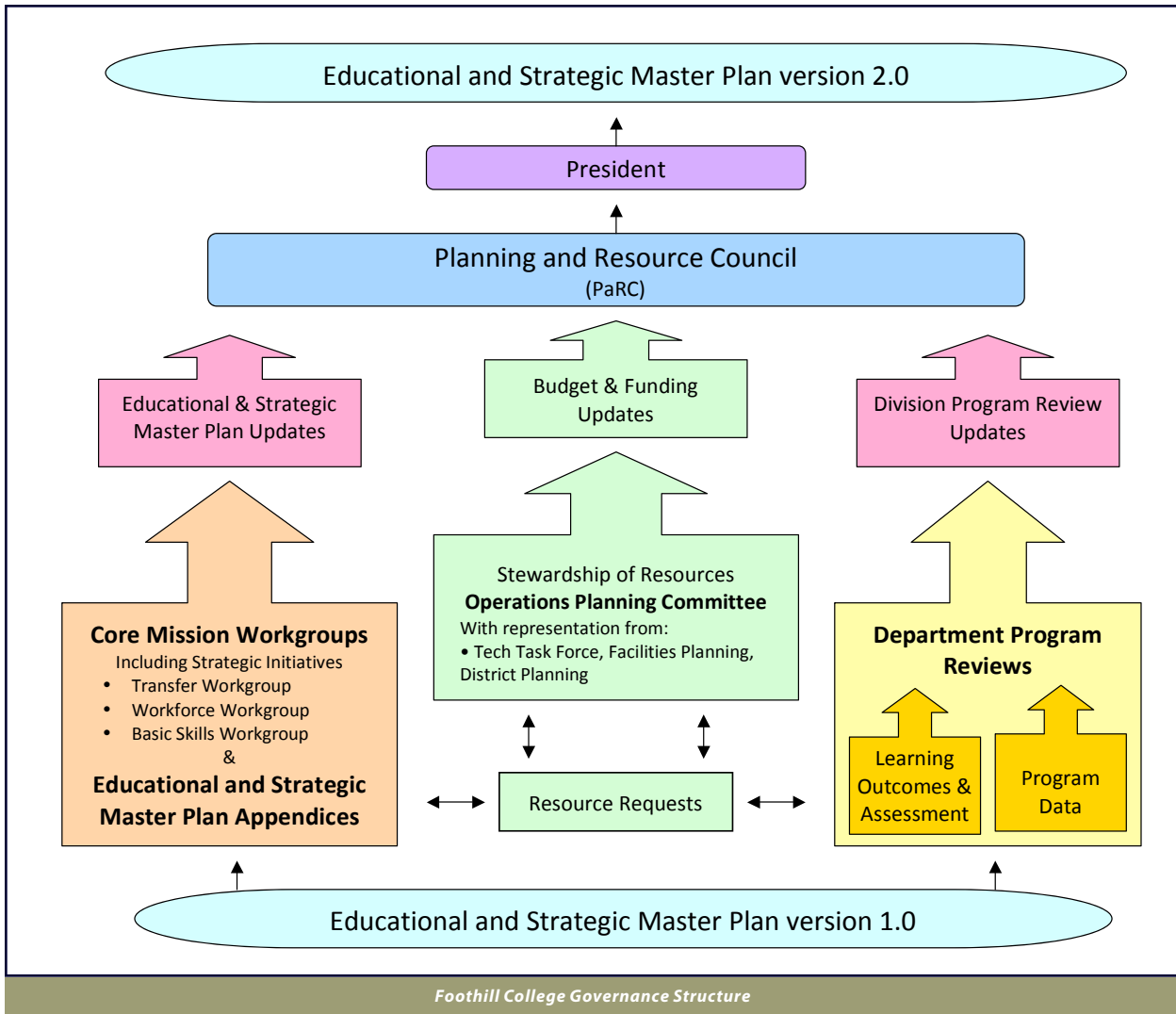
Descriptive Summary

The foundation for the college planning processes is made from student learning outcomes and program, departmental and institutional reviews conducted annually. Through assessment and reflection of learning outcomes, program goals are identified at the division level. The identified program goals are then aligned with our strategic initiatives and core missions through updates and conversations throughout shared governance meetings. Once goals are identified and aligned, the program review determines if resources are needed to meet the goals. Resource requests from individual programs are submitted in Winter Quarter to divisions that then prioritize, through an open-collaborative process, where resources are most needed. This divisional priority list is forwarded to the Operations Planning Committee (OPC) for review and vetting.

The OPC is a subcommittee of the Planning and Resource Council (PaRC), which is the president's decision-making body for the college. After divisional

priorities have been received by the OPC, divisions make presentations of their key goals and needs to PaRC. Immediately following, in early Spring Quarter, OPC presents the organized list of requests, which include facilities and equipment, coded by possible funding source and pertinent information, to PaRC. This process allows for informed discussion and decision making in a venue where all three core missions are represented and all stakeholders have a voice, ensuring optimal use of resources for the greatest yield of student success.

It is important to note that PaRC does not undo the priority of individual divisions but instead prioritizes the needs of all divisions. In this manner, the division requests that are based on program review and learning outcomes assessment data are honored, preserving the thread of student learning throughout the process. In addition to facilities, the divisions have the opportunity to change their expenditure of Measure C equipment and technology funds as they identify changes in their needs via the program review/SLO/AUO process.



Before programming occurs for new facilities, the design team, end users of the college and the Facilities Office spend time touring similar facilities and talking with the instructors of those specific facilities to learn about the benefits of the delivery system selected to build the facility, lessons learned and suggestions for improvement. This information is integrated into the Foothill planning efforts and benchmarked for future installations.

Assessment of facilities extends to the course and program levels through the use of the Student Learning Outcome assessment model and the Program Review documents. In each of these assessment tools, faculty are asked to determine the effectiveness of facilities used to deliver instruction and reflect on needs to improve the classroom experience. This data is utilized by programs and divisions to determine funding needs

for equipment and space, with those needs prioritized and forwarded to the college administration. In our new governance process, requests for minor facility improvements for instructional and non-instructional spaces will be reviewed and prioritized by divisions using the program review process. OPC will determine if funding is available in the bond funding, career technical education funding, Plant Services budget, etc. If a request is urgent and is a health-safety issue, it is sent to President’s Cabinet (made up of the four vice presidents and two associate vice presidents) for review and determination of potential funding.

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the state chancellor’s office conducts annual space inventories through the *Five-Year Plan* [III.B.15] to determine the capacity-use ratio of all space on

campus. In the report that was submitted in September 2010, the capacity-use ratio for laboratories and lecture space was 113 percent and 117 percent, respectively. Data on the effective utilization of academic and non-academic space are also provided through the Scheduling Office.

Foothill has a Technology Task Force that is chaired by the associate vice president of external relations, and comprised of ETS, the facility, equipment and technology coordinator and the director of facilities and special projects. Monthly meetings are held to review the distribution of new computers, refreshed computers, the condition of classroom projection systems, etc. Computer equipment is replaced every five years. Periodically, there is a need to fast-track one room over another or hold off for a period of time due to construction activity. A log is kept of the running items for historical review and future planning. There is a more detailed explanation of our technology efforts in Standard III.C.

Self-Evaluation

The college meets the standard. Foothill College provides state-of-the-art classrooms, equipment and technology. Program and service needs are currently being met and projected facilities needs are scheduled to be funded from the state and/or local bond funds. In addition to linking our program review to resource and facility allocations, Foothill has convened the college community on two occasions as indicated above, to make sure that priorities are current for facilities renovations. We will be re-evaluating our decisions through the update of the *District Facilities Master Plan [III.B.4]* for the remaining Measure C funds to ensure that we are meeting our students' future needs in current planning efforts.

Planning Agenda

None.

Standard III.B. Evidence List

- III.B.1. Citizens' Bond Oversight Committee 2009–2010 Annual Report
- III.B.2. Building Summary Report
- III.B.3. Facilities Conditions Assessment Report
- III.B.4. Foothill-De Anza District Facilities Master Plan
- III.B.5. Educational Master Plan
- III.B.6. Accessibility Studies
- III.B.7. Asbestos & Lead Assessment Report
- III.B.8. Buildings & Grounds Committee Meeting Minutes
- III.B.9. Deferred Maintenance Plan
- III.B.10. Traffic Studies
- III.B.11. California Environmental Quality Act (CEQA)
- III.B.12. Chemical Hygiene Training
- III.B.13. Environmental Impact Report (EIR)
- III.B.14. Facilities Planning Manual for the California Community Colleges
- III.B.15. Five-Year Plan
- III.B.16. Standardized Emergency Management System (SEMS)
- III.B.17. Hazardous Materials Management Plan (HMMP)

- III.B.18. Illness & Injury Prevention Program (IIPP)
- III.B.19. National Incident Management System (NIMS)
- III.B.20. Safety Guidelines Manual
- III.B.21. Safety Suggestion Form/Health & Safety Workplace Inspection Form
- III.B.22. Standards of Student Conduct
- III.B.23. Blood-borne Pathogens Training
- III.B.24. Vehicle Security
- III.B.25. Guidelines for Victims of Domestic Violence
- III.B.26. Personal Security
- III.B.27. Check, Credit Card & Refund Fraud
- III.B.28. Vehicle Aid Assists Report
- III.B.29. Emergency Flip Chart
- III.B.30. Emergency Drill
- III.B.31. Employee Procedures
- III.B.32. Site Improvement Plan
- III.B.33. Security Master Plan—cover sheet only; contents confidential
- III.B.34. Measure C Bond Project List
- III.B.35. Facilities Performance Indicators Survey & Report (APPA.com Survey)
- III.B.36. Board Policy 3214
- III.B.37. Foothill Student & Faculty/Staff Surveys
- III.B.38. Board Policy 3200 (Facilities, Philosophy & Priorities Statement)
- III.B.39. Board Policy 3214 (Environmentally Sustainable Practices)
- III.B.40. Independent Contractor’s Agreement
- III.B.41. Integrated Planning & Budgeting Handbook <http://www.foothill.edu/staff/irs>
- III.B.42. Sustainability Management Plan

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

In the past five years, Foothill College has seen significant progress made in the deployment of instructional technology in upgrading its network and information systems, and in providing high-quality computer equipment to faculty, staff and administrators. Through the passage of the Measure C bond in 2006, the Foothill-De Anza Community College District has been able to advance its technology infrastructure at a faster rate than at any time in its history. Due to the

significant budget allocations for technology set aside in Measure C, both colleges and the central services organization now have a stable and consistent budget for technology that extends to 2014. As a community of scholars serving a diverse population of students, Foothill College uses technology to provide access to outstanding educational opportunities, to facilitate access to services and resources and to support and improve student learning and success. The *Foothill*

College Technology Master Plan 2010-2015 [III.C.1] describes how we use technology to support the goals as defined by our college mission.

Since its founding in 1957 with the mission of “educational opportunity for all,” Foothill College has sought to create a new standard in community college higher education. Located in the heart of Silicon Valley, several miles from Stanford University and technological sites such as the Palo Alto garage where Bill Hewlett and Dave Packard founded HP in 1939, Foothill College has always included technology as an integral part of the learning and teaching environment. In 1995, Foothill College faculty member Michael Loceff authored the first online class taught in the California community colleges, Programming in C++. Later, Loceff would help create Foothill’s first course management system, Etudes (Easy To Use Distance Education System).

Through the support and innovation of Foothill faculty and staff members, Foothill quickly became the Bay Area leader among community colleges offering online classes. Under the leadership of President Bernadine Chuck Fong, Foothill continued to be innovative by developing its course management system, in 2003 entering into a partnership in the Sakai Project with Stanford University, an open source course management platform. Foothill online classes were migrated in 2005 from Etudes Classic to Etudes NG (Sakai platform), providing a new level of support and service to faculty and students. Under the leadership of Dean of Technology & Innovation Judy Baker, Foothill continues to offer the most robust selection of online classes among Bay Area community colleges, and, through the support of the Hewlett Foundation, has emerged as a national leader in the support and development of open education resources, commonly known as open-source textbooks. According to the state chancellor’s office Data Mart, Foothill College had the highest (3,324.24 FTES) enrollments in online classes of all California community colleges in 2009–2010.

In 2006, voters in the Foothill-De Anza Community College District approved Measure C, a \$490 million bond to support new construction and renovation, including funds to upgrade district technology in numerous arenas. These arenas include instructional technology, the technology infrastructure, faculty and staff computer equipment and software upgrades for core systems such as our student information, human resources and finance database systems. The bond funds have enabled Foothill and De Anza to meet the needs of students, faculty and staff in terms of classroom technology, personal computing and technological infrastructure in a way that it never could before. As part of this funding, in 2009–2010 the Foothill-De Anza Community College District was able to replace its aging enterprise resource program, SIS+, with Banner, an enterprise resource product (ERP) offered by SunGard Higher Education. The Banner implementation process continues in Fall 2011, and while modifications are ongoing, the Banner implementation for student, finance, human resources, and instruction modules was completed by Fall 2010. Two additional modules, DegreeWorks and foundation/fundraising, will be completed by Fall 2011.

In the college’s new integrated budget and planning model, technology planning is clearly integrated. Processes for requesting technology purchases and new technology projects are defined and linked to program review, the institutional planning model and the college’s shared governance body, the Planning and Resource Council.

In 2010, Foothill College is well positioned to meet the needs of the future as it looks to the completion of its wireless network across campus, the renovation of classrooms not completed under Measure E, the construction of the new Physical Sciences & Engineering Complex beginning in Fall of 2011 and the upgrade of existing classrooms with high-quality audio visual and instructional computing. The college recently updated its entire website, and is working to include mobile computing devices in its strategy to push information to students, faculty and staff.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research and operational systems.

Descriptive Summary

Foothill College along with the Foothill-De Anza Community College District technology organization, provides its students, faculty, staff and administrators with a comprehensive array of technology to support learning, teaching, college communication and overall efficient operations of the college. To ensure that the technology deployed is supported and meets the needs of the campus community, there are multiple measures in place to provide strong leadership and decision making around technology purchases, implementations and infrastructure investments.

Foothill College has several methods of assessment and evaluation to ensure that the technology it deploys meets the needs of students, faculty and staff and that the expectations of these groups are met or exceeded. The college has a fully integrated program review process that is tied to its budget allocation model, which channels technology needs from the program and department level to the collegewide governance and decision-making groups. Through assessment of program review and SLO data, and through shared-governance technology leadership groups like the Tech Task Force (TTF) and the district Educational Technology Advisory Committee (ETAC), the college can identify needs related to technology and also assess the progress and success of ongoing technology services and current implementations. In addition, the college and district use surveys of faculty, staff and students as a primary means of identifying their satisfaction level with its array of technology services and functions.

In creating a dynamic learning environment for students and an efficient and dynamic working environment for the college community, intelligent and strategic use of technology is critical to success at Foothill College. Student learning and improving the instructional experience is at the heart of college technology deployments, from equipping classrooms with multimedia and high-speed Internet, to facilitating an interactive lecture and classroom experience, to creating the highest quality virtual classroom experience through distance education software. Foothill College has multiple means of assuring that the technology it deploys and supports meets the needs

of its college community. These include a technology support organization and call center for faculty and staff, supervision and input by shared governance technology groups, regular internal and external assessments, several levels of training and educational support for the technology it deploys and assessment of program reviews at all levels to ensure that the technology provided is performing the intended services and tools.

As one of two colleges in the Foothill-De Anza Community College District, Foothill coordinates the work of meeting its technology needs with a centralized technology services organization, Educational Technology Services (ETS), that serves both campuses. To support distance education, the college has an entire department, Foothill Global Access (FGA), dedicated to supporting online students and faculty, supporting the college's course management system (Etudes) and providing training, support and leadership around online education. The FGA Department is supervised by the Dean of Technology and Innovation, Judy Baker, and has a shared governance group, the Distance Education Advisory Committee, to provide collegewide direction and leadership for distance education.

In addition, the college has a technology governance group, the TTF that sets priorities for the college and oversees and authors the college's *Technology Master Plan*. The committee is co-chaired by the college technology coordinator, Kurt Hueg, associate vice president of external relations; Judy Baker, dean of technology and innovation (distance education), and academic senate and classified senate representatives. The TTF and Distance Education Advisory Committee (DEAC) are linked but serve distinct purposes. Each reports to the Planning and Resource Council (PaRC). The Foothill Academic Senate also provides input through its Committee for Online Learning (COOL), dealing with specific academic matters related to distance education.

The district technology organization has its own shared governance group, the Educational Technology Advisory Committee (ETAC); this group provides district-level shared governance and decision making for projects that involve the entire district, which

are many. These include projects such as the Banner implementation, the district network, phone systems, computer replacements and overall infrastructure.

Assessing & Evaluating Effectiveness of Technology

Both the college and district have measures to evaluate the effectiveness of technology and to provide assessment and feedback to technology leadership. These include program reviews, committee meetings of the ETAC and TTF groups, program and division meetings, meetings

of the college governance organization PaRC and administrative meetings, including Administrators Council, President's Cabinet, the Chancellor's Advisory Council and the chancellor's Senior Staff meetings. In addition, critical information is gathered from external sources such as student and staff surveys and external audits that are commissioned by ETS (audits are listed in section III.C.1.c). As part of technology planning, ETS conducts a periodic survey of students and staff to elicit their perception of technology strengths, weaknesses and future needs.

III.C.1.a. Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Overview: College Decision Making for Technology

Foothill College uses technology to provide access to outstanding educational opportunities, to facilitate access to services and resources, and to support and improve student learning and success. In November 2010, the college completed a comprehensive *Technology Master Plan* [III.C.1] defining how it uses technology to support its goals as defined by the college mission. The plan provides a framework for collegewide decision-making around technology, and details how it supports its technology infrastructure, integrates technology planning with institutional planning, provides support and leadership around distance education, trains staff in the technology it provides, anticipates the needs of the future and provides leadership to meet the technology needs of students, faculty and staff. In addition, the district published its *Technology Master Plan* in April, 2011, including the priorities established by both colleges through their individual prioritization processes and technology task force groups. [III.C.2].

Foothill College and the Foothill-De Anza Community College District have shared governance decision-making bodies that coordinate technology purchases and implementation: the district-level Educational Technology Advisory Committee (ETAC), under the direction of the vice chancellor of technology services, and the college-level Technology Task Force, chaired by the associate vice president of external relations, the dean of technology and innovation, and representatives from the academic and classified senates. These shared governance groups serve to

channel requests that emanate from program reviews, SLOs, division- department- and program-level needs, for collegewide review, prioritization, funding and ultimate approval. At Foothill, the Technology Task Force operates within the framework of the Integrated Planning & Budget process and ultimately reports and makes recommendations to the college's Planning and Resource Council (PaRC). The chairs of the task force sit on ETAC to provide for college input on district technology planning and decision making, and ETAC ultimately reports to the Chancellor's Advisory Council, a shared governance group made up of district representatives who report to the chancellor.

The college's Technology Task Force (TTF) is the primary organizational element at Foothill College that is used in the identification and assessment of technology needs. The TTF works with the district's central services technology organization, Educational Technology Services (ETS), to gain an understanding of the full scope of technology needs and issues. ETS conducts surveys, elicits input from the districtwide Educational Technology Advisory Committee (ETAC), and develops analyses of system performance to understand the needs of the colleges. How this committee functions will be explained in detail in Standard III.C. In addition, the *Foothill College Technology Master Plan* provides overall direction, goals and definition of college processes for decision making around technology [III.C.1].

The TTF addresses the following issues and tasks on an ongoing basis:

- Individual faculty and staff computers, including replacement, priorities and hardware/software standards;
- Classroom technology needs, including instructor computing and audio visual hardware standards, priorities and planning;
- College website and web technology needs, requests for new technology implementations and purchases beyond regular classroom and individual computing needs; and
- College priorities related to districtwide technology projects and implementations.

Foothill-De Anza District Educational Technology Advisory Committee

Technology needs are also brought forward to the Educational Technology Advisory Committee (ETAC). ETAC has primary responsibility for developing a district strategic plan for technology and monitoring the ongoing implementation effort aimed at achieving the goals of this plan [III.C.2]. ETAC is a participatory governance committee at the district level designed to be as inclusive as possible of all constituency groups (administration, faculty, staff and students) from both college campuses and district central services.

ETAC:

- Makes specific recommendations to the Chancellor's Advisory Council on the use of technology throughout the district with regard to ongoing activities and future direction.
- Keeps informed about the current activities and future plans in each of the technology areas: infrastructure, information systems and client services through the appropriate ETS managers and its own subcommittees.
- Monitors the operations, special projects, and overall budget of the ETS staff in an ongoing effort to have a comprehensive overview of the entire technological effort in the district.
- Assesses policy on matters such as intellectual property rights, appropriate use of technology and standards.

Standardized Computer Configurations

A subcommittee of ETAC, the Hardware & Software Standards Committee, is responsible for setting computer hardware and software standards [III.C.3].

These standards cover computers, printers and portable projectors. The committee meets six times annually to review the needs of the colleges and the product offerings of vendors, and makes changes to standards that are posted at <http://ets.fhda.edu/Standards> [III.C.3] College staff may purchase computers from this standards list or request an exception based on need.

Distance Education: How Foothill Provides High-Quality Systems for Online Education

As stated in the *2010 Distance Education Plan* [III.C.4], the Foothill College Curriculum Committee procedures ensure that learning outcomes and academic quality of courses and programs offered via distance education and on campus meet the same standards. The purpose of the College Curriculum Committee is to establish and approve educational curriculum policy campuswide. This committee approves new programs, degrees, and certificates; approves the recommended general education requirements; provides collegewide curriculum direction; approves divisional curriculum processes; and provides conflict resolution regarding curriculum issues.

Specifically, in accordance with California administrative code and regulation (*Title 5*), the Foothill College Curriculum Committee separately reviews and approves each course proposed for distance education delivery to ensure that regular effective contact is maintained between instructor and students.

Foothill College has an annual contractual arrangement for hosting services from Etudes, Inc., to deliver most of the online course sites. Etudes is a nonprofit 501(c)(3), public charity organization that offers centralized hosting, support, site and account management, training and professional development opportunities to institutions and organizations that need a turn-key, fully managed course and learning management solution.

Etudes is a community of institutions and individuals who support teaching, learning and collaboration, and are expanding educational opportunities to learners through the organization's platform and support infrastructure. Serving about 125,000 students, Etudes is the platform for delivering, managing and supporting instruction across 25 higher education institutions. Since 2002, Etudes has been leading the development of open source (OS) tools for Etudes. Based on the Sakai framework, Etudes is focused on developing tools that respond to the unique

needs of our individual and institutional partners, with an emphasis on supporting e-learning, teaching and collaboration.

For information on the Etudes Project, see <http://etudes.org/>.

Support

Etudes staff has full access to engineers 24/7 to respond to crises related to performance, bugs, database or load balancer issues, data corruption or equipment failure. Support staff is available around the clock, notified by monitoring devices, and can take care of any issue. Support issues are addressed immediately, depending on their priority. Additionally, data center network operations staff and load balancer engineers can be reached by Etudes technical staff 24/7 to address issues.

CCC Confer Web conferencing services are hosted by external organizations and provided at no cost to Foothill College.

FGA manages streaming video using services from EduStream at no cost to faculty or students. Santa Barbara Community College District administers **EduStream.org** through a grant of the CCC Systems Office. Features of EduStream include a digital repository, video file storage (up to 100 gigabytes), and more than 3,000 closed-captioned videos including content from Dallas TeleLearning for use in online courses.

Evidence & Assessment

Foothill College has several methods of assessment to ensure that technology needs are identified and that student, faculty and staff expectations are met or exceeded. The college and district use surveys of faculty, staff and students as a primary means of identifying their satisfaction level with its array of technology services and functions. In addition, the college has a fully integrated program review process that is tied to its budget allocation model. Through assessment of program review and SLO data, the college can identify needs related to technology and also assess the progress and success of ongoing technology services and current implementations.

Evaluation of Online Faculty & Courses

Foothill Global Access (FGA) provides division deans and faculty with guidelines, checklists and consultation regarding evaluation of online faculty and courses. FGA

recommends to faculty that they follow criteria outlined in the *Quality Matters Rubric* for assessing their online courses [III.C.5].

In the 2008–2009 academic year, an ad hoc committee was formed to develop a districtwide process for administration of student evaluation of online courses. This process was piloted during the Spring 2009, Fall 2009, Winter 2010 and Spring 2010 quarters. Efforts are under way to formalize this process. The largest barrier to making the process official is the low response rate. The committee is examining ways to boost the response rate. Faculty evaluation criteria are the same for distance education courses as for courses delivered on campus. Currently, a formally approved survey instrument, *J2W: Student Evaluation Form Online Instruction*, is available for students to evaluate fully online courses [III.C.6], however no officially recognized mechanism is in place to administer the instrument. In the past, FGA has administered the survey instrument for faculty who have requested informal student evaluations.

Identifying Barriers to Success for Online Students

In 2009 and 2010, FGA conducted a survey of students to determine what barriers to success in distance education are experienced by African American, Pacific Islander and Filipino students, and how those barriers can be addressed.

Periodically, FGA conducts a survey of Foothill College students who drop online courses. Results of these surveys have been fairly consistent with the most common reason for dropping indicated as “I could not handle the combined study plus work responsibilities.” In Spring 2009, 145 students responded to the survey and 33.1 percent indicated the reason for dropping the online course was “I had personal problems (family, health, job, child care, etc).”

During Spring 2009, Foothill College participated in a statewide survey of students who dropped distance education courses. The survey was administered by the state chancellor’s office. In response to the question “How likely are you to register for another online course?” 63 percent of respondents from Foothill College (from a total of 138 respondents) indicated “Very likely” and 13 percent indicated “Somewhat likely.” Only 13 percent indicated either “Not likely” or “Not a chance.” The most common reasons selected for dropping the online course was, “I could not handle the combined study plus work responsibilities” and “I had personal problems (family, health, job, childcare, etc).”

More than three-quarters of respondents chose “Not important at all” for “I didn’t know where to go for help,” (78.5 percent), “I experienced too many technical difficulties,” (82.8 percent) and “I didn’t realize when I registered that it was a distance education course” (94.6 percent). This suggests that student life issues play a larger role in drop rates than weaknesses in the delivery system.

Evaluation & Assessment of Foothill’s Course Management System

In conjunction with FGA staff, the members of the campus Distance Education Advisory Committee (DEAC) and the Committee on Online Learning (COOL) monitor the performance and feature upgrades of the college’s supported course management system, Etudes, as well as the quality of services provided the CMS hosting vendor, Etudes, Inc.

In May of 2009 and 2010, several Foothill College faculty attended and two FGA staff conducted presentations at the Etudes Users Summit annual conference, hosted by Etudes, Inc., on topics related to use of Etudes. Foothill College President Judy C. Miner was a keynote speaker at the annual conference on May 14, 2010.

Foothill College faculty and FGA staff regularly provide Etudes, Inc., with feedback and suggestions for improvement via the Etudes Users Group online discussion forum, direct e-mail and phone. On many occasions, Etudes, Inc., has solicited input from faculty about specific feature upgrades, changes and additions. And, in February 2010, Foothill College faculty sent a letter to Etudes, Inc., with a list of concerns [III.C.7].

On April 21, 2010, Etudes, Inc., hosted a face-to-face meeting, Users’ Requirements Design Review, for faculty, which several Foothill College faculty attended, to solicit feedback on proposed feature improvements. A number of Etudes features were added and improved by Etudes, Inc., as a direct result of feedback from Foothill College faculty. Etudes continues to improve as a course management system.

Monitoring Use of Distance Education Services, Retention & Student Success

The Instruction & Institutional Research Office at Foothill College provides relevant and timely information on articulation, college skills (Basic Skills Initiative), curriculum, institutional research, program planning and review, professional development, and student learning outcomes and assessment. It

generates Foothill College Program Review Distance Education reports on student enrollment, FTEF, WSCH, productivity plus success and retention by ethnicity, gender and age at the department, division and collegewide level [III.C.8]. These reports are made available to the public via the Foothill College website and are used to monitor, plan, and improve the college’s course and program offerings for both traditional and distance education courses, grouped together or viewed separately. These reports are monitored carefully by the dean of technology and innovation. Retention in fully online classes has varied little over the past five years from 86 percent in 2003–2004 to 86 percent in 2008–2009. Retention and success rates of distance education students at Foothill College are much higher than at other California community colleges. Faculty with retention concerns have been encouraged to meet with the FGA instructional designer for assistance. Student use of the FGA help desk is monitored by the type of help requested, timing of requests during the quarter and frequency of requests each quarter. Since June 2007, 2,128 requests for assistance have been submitted to the FGA help desk. Requests to the FGA help desk peak during the first two weeks of each quarter and midway through each quarter with approximately 200 requests each quarter. The vast majority of requests pertain to logging into course sites and registration issues.

Self-Evaluation

The college meets this standard. Technology services, professional support, facilities, hardware, and software enhance the operation and effectiveness of Foothill College via a deliberate shared governance process that provides all campus stakeholders with opportunities to provide decision-making input and evaluative feedback. The college has sufficient resources for personnel and equipment to support the technology it deploys and has rigorous processes for determining what hardware and software to use, and what technologies are implemented to serve the college community. Faculty and administrators serve on three shared governance committees that address technology issues: ETAC, Tech Task Force and DEAC. In addition, a college Technology Master Plan, a District Technology Plan and Distance Education Plan, which detail how Foothill College addresses this standard, are in place. The college has been a leader in offering distance education since it debuted the first online class by a California community college, and it continues to show leadership with a robust program of online education and degrees, supported by the FGA department. With active shared

governance committees that address technology issues and approve the *Technology Master Plan* and *Distance Education Plan*, Foothill has made significant progress in meeting this standard in the past two years [III.C.1, III.C.4].

Further integration of the resource prioritization process used for technology initiatives, goals and objectives, linked to program review, needs to be

implemented by the Tech Task Force. Additionally, plans for future leveraging of technology to enhance the operations and effectiveness of Foothill College need to be integrated with the *District Technology Plan*.

Planning Agenda

None.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Foothill College has several methods of assessment to ensure that technology training needs are identified and that students, faculty and staff expectations are met or exceeded. The college and district use surveys of faculty, staff and students as a primary means of identifying their satisfaction level with its array of technology services and functions. In addition, the college has a fully integrated program review process that is tied to its budget allocation model. Through assessment of program review and SLO data, the college can identify needs related to technology and assess the progress and success of ongoing technology services and current implementations to identify areas where training is deficient or technologies are underutilized.

As funding for California community colleges has been reduced through several years of budget cuts, providing sufficient human resources for training faculty, staff and students has become challenging. Staffing reductions in the Foothill Global Access area, and in ETS, have reduced the amount of training available. Because the college Measure C bond has provided resources for equipment purchases and the new Banner system, the college has been in the difficult position of adding new technologies with limited resources.

In the 2009–2010 academic year, Foothill-De Anza converted its aged Enterprise Resource Planning (ERP) system, SIS Plus, to Banner, an Oracle-based product produced by SunGard Higher Education. This multi-year adoption process created significant challenges for the district in terms of additional training and human resources needed to make the adoption a successful one.

This issue surfaced in the *2010 Accreditation Survey*, in which college faculty and staff expressed the need for more training in the area of technology

[III.C.9] The survey results demonstrated that 28 percent of respondents disagree or strongly disagree that “The college provides quality training in the effective application of its information technology to students and personnel.” These responses indicate a clear, campuswide need for more training, and college leaders are working with available resources to increase services to faculty and staff.

Training for Faculty, Staff & Administrators

To ensure that technology assets are appropriately utilized by all members of the college community, Foothill College has a diverse plan for training its employees in the use of campus technology. Included in this plan are district-level training services, coordinated by the district call center, and college-level training services, including the Foothill College Professional Development Program [III.C.10], the Foothill Global Access Department and the Krause Center for Innovation. The Professional Development Program is a robust series of workshops and events, and numerous online training opportunities that are all designed to support the continuous development of knowledge and skills for the Foothill campus community. The programs are open to all FHDA district employees, and include many technology-related trainings such as Banner trainings, Microsoft Office, student and faculty portal trainings and many software applications related to teaching and learning. The Krause Center for Innovation offers numerous classes and training opportunities through its FastTech Program of classes and through numerous technology training workshops and activities. [III.C.11]

For technology functions such as e-mail, phone systems, meeting software (MeetingMaker) and the Banner database system, which includes finance, human resources, student registration and records systems

and related portal system, the district has a centralized training and support organization to support these systems. Since these systems support both Foothill and De Anza colleges, the ETS organization maintains a call center to channel faculty and staff support for technology issues and to coordinate individualized trainings. In addition, information is available online regarding how to use various administrative systems used by the district, including e-mail, calendaring, anti-virus software and the district portal [III.C.12].

ETS currently provides training to staff and student employees in the configuration and operation of the new administrative information system (Banner). To address the growing demand for training around the new Banner ERP system, in July of 2010, the district's central IT organization (ETS) hired a training specialist to assess needs, develop a training plan and deliver technology training to employees and student employees. Initially, the training specialist is focusing on providing training to district employees on the new Banner administrative information system.

Training for Students

Students have numerous resources available for learning campus technology, such as online guides to use the student portal system [III.C.13], online training guides for distance education software and in-person training opportunities provided at new student orientation events, student recruitment events such as Day On The Hill, and in-person trainings available on a drop-in basis at the Student Success Center, located in the Student Services Building. Financial aid recipients receive specialized training in how to use the Banner portal system and the federal FAFSA online systems used to apply for and receive aid through the Financial Aid Office. Student employees receive training in how to submit their online time sheets using the Banner system and how to use specific campus technology related to their jobs, through student employee orientations and through one-to-one trainings held on the job. For information related to accessing the wireless network, or how to access other technology services such as the computer labs, the college provides many online help tools such as the *Current Students* webpage where information on accessing the wireless network is available, as well as information on computer labs [III.C.14].

Training Related to the Distance Education Program

The FGA online learning program provides distance education faculty support with a variety of training opportunities. This includes formal training programs, workshops, conferences and technical support. Training sessions focus upon effective online teaching practices using the Sakai-based Etudes course management system. Faculty are taught how to utilize various CMS tools such as the discussion board, e-mail system, chat rooms and the assignments tool to design online courses that foster interaction between faculty and students. Additional faculty development opportunities provided by FGA include skill-building in the use of open educational resources and open textbooks; multimedia for teaching; anti-plagiarism software, Web 2.0 tools and student e-portfolios.

During the first week of each quarter, FGA staff conduct two-hour orientation to Etudes training sessions on campus for students. In addition, an archived video recording of the Etudes Orientation Session is available for viewing via the Internet at any time.

In 2007, FGA upgraded its online technical help desk support services for students to provide greater student identity security and follow-up. Technical and instructional design assistance by FGA staff is available to faculty for eight hours a day, five days a week. In addition, the FGA website includes many online resources for faculty [III.C.15]. According to the *FGA Substantive Change Proposal*, faculty are required to successfully complete training, which consists of at least 12 hours of instruction, in order to teach courses delivered via the Etudes course management system. Certification to teach using Etudes is available by a formal training program provided by the FGA technology training specialist on campus and by Etudes, Inc., via the Internet. Faculty members are reimbursed for the cost of any required training. When a faculty employee is required to complete a college-mandated training course prior to engaging in online instruction, the district shall waive the fees, if any, for such training. Academic unit(s) or workshop hours earned through this mandated training shall be creditable toward advancement on the salary schedule and/or the Professional Achievement Award.

The district will provide technical support for the college-designated course management system(s) only. A faculty employee who chooses to employ an online platform for delivery of instruction other than the

one(s) designated by the college (Etudes) is responsible for all support functions including student orientation and training. This responsibility extends to compliance with copyright, fair use, *ADA Section 508* accessibility, FERPA and HEOA student authentication requirements as well. Each quarter, faculty members request use of Etudes to deliver instruction, they are reminded of *Section 508* compliance requirements for their online courses as well as the training and services that are available to assist them with compliance.

The FGA technology training specialist provides training to faculty about online accessibility, accessibility features in Etudes and other instructional software, and developing accessible and usable online course content. The Foothill College and FGA websites are ADA and Section 508 compliant. Foothill College currently offers services to all its disabled students, including distance education students by using a combination of e-mail, U.S. mail and telephone advising appointments.

The Foothill College Computer Access Center provides support in the use of adaptive computer technology for students with disabilities. The goal is to mainstream students with the support of assistive technology. Hours of operation are Mondays through Thursdays, 8 a.m. to 4:45 p.m., and Fridays, 8 a.m. to 4:15 p.m. Center staff includes one lab coordinator/deaf services coordinator and one lab coordinator/alternative media specialist.

The Adaptive Learning Division at Foothill College has the following full-time staff to serve distance education students with disabilities: dean, disability access and compliance supervisor, computer laboratory instructional coordinator, learning disability specialist/instructor, alternative media specialist and learning disability specialist/instructor. The disability access and compliance supervisor is responsible for ensuring the accessibility and usability of all technology at Foothill, including distance education courses. The alternative media specialist is responsible for meeting the needs of qualified students for alternative media as a reasonable and appropriate accommodation.

The core values of the FGA Program are to increase educational access for students by supporting technology-mediated delivery of high-quality instruction and providing students with a convenient and cost-effective system for achieving their educational goals. Outcomes for FGA are: 1) Students will identify their readiness to learn via technology-mediated delivery such as the Internet and develop the skills

necessary for success in distance learning courses; 2) Faculty will develop the skills necessary for effective technology-mediated delivery of instruction; and 3) Staff will provide technical, training and administrative services necessary to support technology-mediated delivery of high-quality instruction. Evidence of success in achieving these goals are: 1) Students will demonstrate their distance learning knowledge and skills by successfully completing distance education courses; 2) FGA provides faculty with educational technology tools, software and equipment, including the Etudes course management system, Edustream video streaming technology, CCC Confer Web conferencing, appropriate software for creating interactivity (e.g., Camtasia) and adaptive learning technological accommodations.

All Foothill faculty members also have access to the Faculty Multimedia Center, which is a computer lab for faculty use. The center includes one PC computer, one iMac, one scanner and one printer. Each computer is equipped with the full Microsoft Office suite and other software needed to develop and administer course materials for online instruction.

Ongoing analysis and future planning for distance education programs and services are provided via Foothill's collegewide educational and strategic master planning process. Technological support and coordination are addressed through the Technology Task Force. Practices to ensure quality online instruction and student services are addressed in the campus Distance Education Advisory Committee (DEAC) and the Committee on Online Learning (COOL).

Self-Evaluation

The budget cuts and staffing reductions, coupled with the introduction of the new Banner ERP system have stretched the capabilities of technology training services for faculty, staff and students. Yet, the college and district have accomplished much in the past two years related to these critical technology implementations, and each Banner implementation has been accomplished successfully and without disruption of college services to students, faculty or staff. Nevertheless, the accreditation survey conducted during Fall Quarter 2010 reflected the need to increase training across the campus community for technology in several areas, including Banner, and other resources such as desktop applications and the Banner portal, and in training faculty to use multimedia equipment.

Foothill and the district have added one full-time trainer to support Banner and related technology, and Foothill created its new Professional Development Program to support additional training. In addition, a districtwide committee meets weekly to assess training needs and to plan, develop and deliver new technology trainings to faculty, staff and administrators.

Planning Agenda

The campus will conduct a needs assessment in order to determine specific educational technology training needs. Upon completion of the needs assessment the campus will develop a training plan in coordination with ETS, to prioritize and address the areas of need on campus.

III.C.1.c. The institution systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The college and the district together provide the staffing, organization, funding and participative governance structures necessary to ensure the effective management, maintenance and operation of its technological infrastructure and equipment.

Staffing & Organization

- **Central IT:** The management, maintenance and operation of the college's technological infrastructure and equipment is primarily handled through the district's central technology organization, Educational Technology Services (ETS). ETS is organized to support the development, improvement and support of IT systems, including software applications, networks, instructional computer labs, smart classrooms, personal computing and telephony for the district's two colleges [III.C.16]. In addition to providing direct technical support through staff, ETS manages some of its systems through outsourcing contracts.
- **College staffing:** In addition to the staffing in ETS, the college provides a limited number of IT staff (primarily at the instructional associate level) to directly assist with instruction in computer labs. The college also has a web coordinator who coordinates and maintains the college's website and the curriculum management system (C3MS).

The college has established a senior leadership position for oversight and coordination of technology and is currently held by Associate Vice President of External Relations, Kurt Hueg.

- **External staffing:** The college outsources some of its IT support needs to vendors. Its learning management system (LMS) is maintained by Etudes.

College/district procedures and processes for ensuring data integrity, security and backup for core systems, and faculty, staff and student information

Most of the college's technology assets and services are managed by a central district organization called Educational Technology Services (ETS). More information is available at <http://ets.fhda.edu/>. However, the management of some technology systems are outsourced by the college or managed internally:

College-Managed Systems

- Curriculum Management System (C3MS)
- Listservs
- Website
- Cisco Network Lab
- Academic department systems

College-Outsourced Systems

- Etudes learning management system

System reliability and disaster recovery are provided by ETS through its systems operations team. ETS currently maintains a data center located at De Anza College to support both colleges and is currently building a new data center to be located next to the district offices on the Foothill College campus. The data center operations team provides full backup and recovery services for systems hosted in the data center through a tape system for servers and applications. The administrative system (also known as the ERP system or Banner) is backed up

to a storage area network (SAN). In addition, the district maintains a “hot” backup site in Carlsbad, California, for Banner with full redundancy and near real-time replication for disaster recovery. The systems operations team monitors the network and servers on a 5/24 schedule and reports are sent to ETS managers at the end of each eight-hour shift describing any operational issues and system statistics. On weekends, ETS directors monitor the network to provide an immediate response to any system failure. ETS managers and technicians are supported by automated system monitoring (What’s Up Gold), which is configured to alert technicians and management if any network component or critical system becomes non-responsive or the data center temperature exceeds a threshold value.

The college-maintained systems, including the website and C3MS database, are housed on servers located within the district’s data center, and co-located at Verio, an off-campus server hosting company in San Jose, California. Foothill maintains three servers, two at Foothill and one at Verio. The Verio server is the primary server and the remaining two provide redundant backup to ensure that data integrity, security and backup is maintained. The servers are supported by the automated monitoring system (What’s Up Gold).

Foothill College systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet the needs of the college.

Classroom technology and faculty, staff and administrative computing

Foothill College maintains a coordinated, ongoing plan for updating faculty, staff and administrator computers, on a five-year refresh cycle. The college has a full-time coordinator of Furniture, Equipment & Technology (FET), who is responsible for working with ETS to maintain a database of all computers on campus, and to coordinate with the TTF and associate vice president of external relations in ordering new computers and arranging for timeline installations.

In addition, the college maintains a coordinated plan for the updating of all classrooms with multimedia equipment for instructional use [III.C.17].

The director of facilities and special projects, the FET coordinator and the associate vice president work with ETS to develop timelines for classroom renovations and multimedia upgrades, to schedule the updating of existing multimedia equipment on a five-year refresh

cycle and to handle immediate issues that come up such as equipment failure. Computer labs on campus are coordinated in the same manner, and deans and faculty are consulted so that appropriate computer equipment is ordered and installed to meet the needs of the students and faculty from specific division and program areas.

For scheduling computer and smart classroom refurbishment/installation, the college coordinates with ETS through the Prioritization Team (composed of the associate vice president, external relations; director, facilities and special projects; FET coordinator; ETS director, networks communication & computer services; three ETS supervisors; and other key ETS staff) and creates a priority list for scheduling replacements / installations [III.C.17].

Refresh Cycle

The results of an analysis completed in 2010 by ETS set a standard for replacing desktop and laptop computers every five years. A five-year replacement cycle extends the available funding in Measure C Bond funds to refresh computers. For more information refer to: *Measure C Computer Refresh Program Analysis* (September 1, 2009) [III.C.18].

Self-Evaluation

The college meets the standard. Since the passing of the Measure C bond in 2006, Foothill-De Anza has made huge strides in providing consistent and reliable computing equipment to faculty, staff and students, in upgrading 80 percent of its classrooms with a standard configuration of multimedia technology and in strengthening its network and overall technology infrastructure. The Measure C bond has also funded another critical technology improvement, that of the Banner ERP system purchase and integration, which began in 2009 and was concluded in Spring 2010. The college continues to make strides in this area by publishing an inventory of all computer and multimedia equipment to the college community (Appendix) that includes refresh or update schedules, and through the completion of the wireless network Phase 1 [III.C.19].

Planning Agenda

- None.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.

Descriptive Summary

As addressed earlier in this document in 3.C.1.a, the college has defined processes for decision making around technology, that are explained in detail in the *Technology Master Plan 2010–2015*, and will be explained in detail in section III.C.2, in terms of how technology decision making is integrated in the college planning and budget structure.

Creating a Secure & Robust Technical Infrastructure

Building on the information provided earlier in 3.C.1.c, the college and district have a comprehensive plan and set of policies in place to provide students, faculty and staff with a robust and secure technical infrastructure. The following information outlines how the infrastructure is audited and funded.

Security Policies & Audits

The district developed a new security policy and accompanying procedures in 2009. These procedures articulate the extent to which information has to be secured, as well as addresses the privacy rights of employees and students.

- *Board Policy 3260*
- *AP 3260*

In addition, ETS developed a protocol for managing IT security incidents and also commissioned three security-related audits/studies to assess the security posture of the institution. ETS is currently working on measures identified in the audits to improve security.

- *Incident Response Procedures* (continually being revised)
- *Banner Implementation Review* – Perry Smith Auditors (January 26, 2010)
- *Banner Security Assessment* – Strata Information Group (May 15, 2009)
- *Network/Security Architecture* – Burton Group (August 11, 2008)

Architectural Studies

To provide a stable and reliable technology infrastructure, ETS periodically commissions architectural studies to assist staff in building and maintaining supportable systems. Recent studies have included:

- *Banner Implementation Review* – Perry Smith Auditors (January 26, 2010)
- *Banner Security Assessment* – Strata Information Group (May 15, 2009)
- *Network/Security Architecture* – Burton Group (August 11, 2008)
- *Telecommunications and Multimedia Design Standards* – P2S with modifications by FHDA (continually updated)
- *Network Infrastructure Status* – Salas O'Brien Engineers (June 23, 2010)

In addition, ETS conducts internal studies and research to assess system readiness and has recently completed the following studies:

- *Measure C Computer Refresh Program Analysis* (September 1, 2009)
- *Technology Infrastructure Status* (July 29, 2010)

The results of these studies are used to identify issues that need to be addressed [III.C.20].

How Foothill College Funds Its Technology Program

The college provides funding support for technology through several funding sources, including district-level bonds, categorical funding from the state chancellor's office (CA lottery), grants from other sponsors and general revenue funds.

Bonds

The college and the district have secured capital funding from voter-approved bonds for technology maintenance and refresh projects. Since 1999, the district has raised \$739 million in funding through two bond measures (referred to as Measure E and Measure C) [III.C.21].

The work on Measure E is nearly completed and primarily involved facility construction projects. The Measure C bond contains approximately \$75 million in funding to support technology over a 15-year period beginning in 2007. Funding from the Measure C bond is set aside for each major category of technology infrastructure, including:

- Computer replacement
- Printer replacement
- Server replacement
- Smart classroom refurbishment and installation
- Telephone PBX replacement
- ERP (administrative system) replacement
- Data Center refurbishment and replacement
- Network and security refurbishment and replacement

State Chancellor’s Office Categorical Funding

The state chancellor’s office provides technology funding through grants and categorical funding to colleges, including:

- Instructional Equipment, Library Materials and Scheduled Maintenance Grant - currently unfunded

- Technology and Telecommunications Infrastructure Program (TTIP) – direct allocations to colleges currently unfunded

Grants

The district has a grants office which raises grant funding to support college programs.

Foundation

- The Foothill-De Anza Foundation, also provides funds to the college in form of grants to support college programs.

General Revenue Funds

The college provides general revenue funds to support technology initiatives when needed.

Self-Evaluation

The college meets the standard. The distribution and use of technology resources support the development, maintenance and enhancement of its programs and services.

Planning Agenda

None.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Foothill integrates technology planning with college planning through its institutional planning model and through its primary technology-based shared governance committee, the Technology Task Force (TTF). The TTF is chaired by the associate vice president of external relations, the dean of technology and innovation, an academic senate representative and an classified senate representative. The college has a Distance Education Advisory Committee to address distance education specifically.

Descriptive Summary

In the 2009–2010 academic year, Foothill College implemented a new integrated planning and budgeting model to improve collegewide participation in the planning process and to align program review, student learning outcomes and assessment with the decision-making and budgeting groups on campus. The new structure includes the Planning and Resource Council (PaRC) as the ultimate authority for college planning and decision-making, providing final

recommendations to the college president. PaRC is made up of representatives from college governance groups, including the academic senate, classified senate, employee unions and representatives from instructional and student services working groups such as the Basic Skills Workgroup, Transfer Advisory Workgroup and Work Force Workgroup.

Foothill ensures that technology decisions emanate from institutional needs and plans for improvement.

Shared governance and the Technology Task Force

The Technology Task Force (TTF) is an auxiliary shared governance group that reports to PaRC and includes membership from the academic senate, classified senate, district ETS organization, administration, distance education representatives, faculty and staff technology practitioners and specialists. In addition to this college-based group, the vice chancellor of technology for the Foothill-De Anza Community College District, convenes a district-level technology committee, the Educational Technology Advisory Committee (ETAC), which includes membership from all employee groups and the chairs of the TTF [III.C.22].

Under the authority of PaRC and with the guidance of the district technology organization, ETS, the TTF provides a forum for informing overall district technology planning, decision making and goals, and creates a forum for college decision making, planning and vetting issues and requests for technology.

The TTF addresses the following issues and tasks on an ongoing basis:

- Individual faculty and staff computers, including replacement, priorities and hardware/software standards;
- Classroom technology needs, including instructor computing and audiovisual hardware standards, priorities and planning;
- College website and Web technology needs requests for new technology implementations and purchases beyond regular classroom and individual computing needs; and
- College priorities related to districtwide technology projects and implementations.

Defining our resource allocation model for technology and role that TTF plays in recommendations to PaRC and the Operations Planning Committee (OPC)

In the governance structure of the college, TTF serves as the primary channel to PaRC for recommendations on new technology implementations, major purchases of new technology and for policy recommendations and approvals. For instance, technology needs that are identified through individual program review

documents, or technology needs that are identified through divisional program reviews, through collegewide needs discussions involving technology that occur, would first be aired in TTF for review, feedback, investigation and recommendation to both PaRC and the ETS organization. Examples include the need for a new e-mail system for part-time faculty, or the need for a new custom software application to document lab hours in the Tutorial Center. These types of requests would channel through TTF for evaluation and recommendation to PaRC and OPC, the budget arm of PaRC. TTF also prepares the *Technology Master Plan*, which is presented to PaRC annually. This plan serves as a tool to inform decision making and resource allocation [III.C.1].

TTF works with OPC to consult on budget issues related to technology and to review any technology-related resource requests that come from program reviews.

Prioritization Processes

To ensure that college priorities are then implemented by ETS and college-level technology staff, and that projects are tracked at the college by representatives from TTF, ETS managers and technical staff, the college and ETS hold a monthly to bi-weekly prioritization meeting. This meeting includes Director of Systems & Networks Sharon Luciw; the college technology coordinator/Associate Vice President of External Relations Kurt Hueg; Technical Services Supervisor John Vandercook; Computer Network Supervisor Jose Rueda; Coordinator of Multimedia Installations Bill Matsumoto; Director of Facilities & Special Projects Brenda Visas; and Furniture, Equipment & Technology Coordinator Asha Harris. These meetings include review of tracking documents for all computer updates for faculty, staff and laboratories, and all multimedia installations. In the past two years, this group has updated the tracking documents to include a full inventory of every computer on campus, including its age and date of future replacement for faculty, staff and administrator computers as well as student computer labs [III.C.17]. A comprehensive inventory of all multimedia equipment by classroom is maintained with equipment age and future replacement dates. The tracking documents are distributed to the TTF and published on the ETS website for any interested party to review the status of their individual computer replacement schedule, or to inquire on the schedule for a classroom multimedia upgrade. TTF reviews these documents and adjusts priorities for the college based on special circumstances, such as a dire need

in a specific classroom or instructional program; those priorities are then communicated back to the prioritization team and updated on the tracking documents. These updates are communicated by the college technology coordinator, FET coordinator and members of the prioritization team are also invited to TTF meetings for discussion and review of priorities.

Self-Evaluation

The college meets the standard. Through the formation of the college's new integrated planning and budget process, Foothill College has an effective and transparent mechanism for merging technology planning with institutional planning. The college has a clear structure for collegewide planning and decision making for technology that includes the TTF, OPC and ultimately PaRC. In addition, the college has straightforward paths to input and decision making

for districtwide technology planning, through ETAC, and ultimately the Chancellor's Advisory Council. In the past year, the college has also produced planning documents that outline these processes, including the *Educational Master Plan* and the *Technology Master Plan 2010–2015*, which is an appendix to the *Educational Master Plan*, and includes much of the information included in the self-study outlining the process for decision making and how the college integrates planning for technology. The college has transparent processes for decision making, prioritizing technology purchases and implementations, and reviewing new requests, addressing the needs of the programs, students and faculty and in managing and updating its many technology assets [III.C.1].

Planning Agenda

None.

Standard III.C. Evidence List

- III.C.1. Foothill College Technology Master Plan 2010–2015 <http://www.foothill.edu/staff/irs/ESMP/index.html>
- III.C.2. District Technology Plan 2011-2016 <http://ets.fhda.edu/techdocs>
- III.C.3. Hardware & Software Standards Website <http://ets.fhda.edu/Standards>
- III.C.4. Distance Education Plan 2011 <http://www.foothill.edu/staff/irs/ESMP/index.html>
- III.C.5. Quality Matters Rubric <http://www.qmprogram.org/rubric>
- III.C.6. Evaluation Form for Online Instruction
- III.C.7. Etudes Faculty Support Website http://www.foothill.edu/fga/faculty_support.php
- III.C.8. Distance Education Program Review 2010 <http://www.foothill.edu/staff/irs/programplans/index.php>
- III.C.9. 2010 Accreditation Survey <http://www.foothill.edu/president/2011.php>
- III.C.10. Staff Development Website <http://foothill.edu/staff/development>
- III.C.11. Krause Center for Innovation Website <http://www.foothill.edu/kci>
- III.C.12. ETS Call Center Website http://www.fhda.edu/call_center
- III.C.13. MyPortal Login Page-First-Time Login Guide <https://myportal.fhda.edu/cp/home/displaylogin>
- III.C.14. Foothill College Website: Current Students Page <http://www.foothill.edu/current.php>
- III.C.15. Foothill Global Access Website: Faculty support site <http://foothill.edu/fga/faculty.php>
- III.C.16. ETS Organization Chart http://ets.fhda.edu/who_we_are
- III.C.17. Foothill College Technology Prioritization Tracking Documents
- III.C.18. Measure C Computer Refresh Analysis

- III.C.19. ETS Wireless Website <http://ets.fhda.edu/wireless>
- III.C.20. ETS Architectural Studies and Audits
- III.C.21. Measure C Website <http://www.measurec.fhda.edu/>
- III.C.22. Tech Task Force Minutes <http://www.foothill.edu/president/governance>

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Descriptive Summary

Through strong fiscal management and sound enrollment management practices, Foothill College and the Foothill-De Anza Community College District remain on solid fiscal ground even during the current California fiscal crisis and several years of budget reductions to community colleges. In 2011, as the state approves another round of large budget reductions for community colleges, Foothill-De Anza and Foothill College have several reserve funds set aside to buffer the immediate impact of new cuts, and to provide the district with time to make necessary fiscal reductions prior to the start of the 2012 budget year.

Foothill College has overall general fund (14 & 15) expenditures of \$57,578,618 for fiscal year 2009–2010. For all funds, the expenditures for 2009–2010 were \$70,142,935. Foothill's B-Budget (discretionary) carry forward into 2010–2011 was \$4,138,000. Salaries and benefits make up approximately 85 percent of the total unrestricted budget.

The process by which an overall budget is formulated and fiscal resources are distributed between the two colleges originates with the chancellor and the board of trustees for the Foothill-De Anza Community College District [III.D.1]. The chancellor and the board adhere to the principles of sound fiscal management in order to ensure fiscal stability (see FHDA District Adopted

Budget). Additionally, the allocation of resources to instructional and support programs are consistent with the district's mission, goals and priorities [III.D.2].

In terms of planning as it relates to resource allocation, the chancellor ensures that the district develops and initiates a comprehensive, integrated system of planning involving many members of the college community, is adequately supported by institutional research and informs the district's resource allocation processes (see *Board Policy Manual* and the *District Resource Allocation Model as described in III.D.1.b*).

In Fall 2009, Foothill College initiated a new resource allocation process centered on program review and student learning outcomes. This effort is a formative process which has been adopted in our *Integrated Planning & Budgeting Handbook* [III.D.3], which was updated on October 20, 2010. Furthermore, the shared governance structure was modified in order to ensure that resources would be allocated more effectively, and to ensure resource allocation would be linked to the college mission. The process gives all constituents the opportunity to provide input as to where scarce resources will be allocated (see *Integrated Planning & Budgeting Handbook*, *Integrated Budget & Planning Flowchart* [III.D.4] and *Annual Integrated Planning & Budget Calendar* [III.D.5]. These processes and are also detailed in Standards I and IV.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary

All financial planning at Foothill flows from the mission of the college [III.D.6]. As such, the mission, along with the college's annual goals and core missions of transfer, basic skills, work force and stewardship of resources, are incorporated into the annual fiscal planning process. This fiscal planning process involves such factors as the allocation of FTES, the allocation of one-time and ongoing funds to the B-Budgets (discretionary funds), as well as the allocation of resources such as technology and infrastructure. Additionally, the mission and goals are reviewed annually by the Planning and Resource Council (PaRC), which is the college's primary shared governance committee, as part of the planning for the annual *Educational & Strategic Master Plan*.

In recent years, a stronger and deeper focus on integrated planning has been evident throughout the governance structure at the college [III.D.3]. By continually reflecting on the foundational tools such

as the *Integrated Budget & Planning Handbook*, the *Guiding Principles for Resource Allocation* and the dialogue taking place in budgeting committees, the college maintains its reliance on its mission and goals as the shepherd for financial planning. Furthermore, program plans are established at all levels (institutional, program and divisional) in terms of funding requests, educational master plans and strategic planning [III.D.7].

Self-Evaluation

The college meets the standard. Emphasis on integrated budget and planning continues at the college and is evidenced further in the following standards. The college continues to ensure that all financial decisions relate to the core missions and stated goals.

Planning Agenda

None.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

At Foothill College, integration of financial planning is embedded in the planning processes that also guide and improve teaching and learning. The financial planning process relies on the *Educational & Strategic Master Plan* (ESMP) [III.D.8], program reviews, divisional review plans, and other strategic plans developed by student services and administrative units. The appendices of the *Educational & Strategic Master Plan*, which include the *Technology Master Plan 2010–2015* [III.D.9] and the *Facilities Master Plan*, also guide the program review process. In Fall Quarter, all programs offering a set of services or coursework complete a reflective *Program Planning and Review* [III.D.9] document that links resource needs to department goals that support the college mission. These departmental plans move up through collaborative discussions across disciplines and service areas to the institutional level. Every spring, these institutional goals and fiscal plans are presented to the board as part of the *State of the College Report*.

To highlight the integration of financial planning and all institutional planning, Foothill College established an Integrated Planning & Budget (IP&B) process in order to maintain mission-based instruction and student services. This process is a collaborative effort led by PaRC, along with the following committees providing input and reporting to PaRC: the Operations Planning Committee and the Core Mission Workgroups, including Strategic Initiatives (transfer, basic skills, work force and stewardship of resources). These changes were made to ensure that college leadership make budgeting decisions based upon collaborative and transparent campus input, maintain an iterative, cyclical process involving annual assessment and refinement, foster flexibility, innovation and accountability for divisions, departments and units, and that available resources be aligned with college strategic planning priorities and to increase student learning (*Integrated Planning & Budgeting Handbook*) [III.D.3].

Self-Evaluation

The college meets the standard. The college has made significant improvements with respect to the greater degree of integration between financial planning and institutional planning. Furthermore, the overall committee review processes for financial resource allocation are comprehensive and inclusive. The creation of PaRC and representation integrated into the Core Mission Workgroups, along with the introduction of an integrated planning and budget process, have improved how the college identifies resource needs, how it prioritizes those requests for resources and how it allocates those scarce resources to achieve the college's mission and strategic goals. Evidence of tying resource allocation to student needs can be found in the 2010 *Foothill College Accreditation Survey* [III.D.11], November 2010. In our recent allocation of full-time faculty, due to the program review completed by the Counseling Division and the need for more counseling availability expressed by students in the

2010 *Accreditation Survey*, the college included another counseling position in its allocation of full-time faculty for 2011. In our program and staff reduction process in 2009–2010, which included elimination of full-time classified positions, the college chose not cut staff positions that were on the front line of helping students in the Admissions & Records Office. Serving students adequately in this area continues to be a challenge, as the survey indicates. Students gave their lowest satisfaction scores to the areas of “help in selecting classes and developing an educational plan” as well as “help in registering for classes”. This theme of needing more help in student services was also seen in the 2010 *Accreditation Survey*. This type of assessment and its results will continue to spur dialogue at all levels of campus planning to ensure optimal use of resources to serve our students.

Planning Agenda

None.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements.

Descriptive Summary

Institutional planning for the college is linked to the *Educational & Strategic Master Plan* and is supported by the Core Mission Workgroups, the Operations Planning Committee (OPC), and the Planning and Resource Council (PaRC), along with the entire college community [III.D.9].

The Core Mission Workgroups (transfer, basic skills, work force, and stewardship of resources) ensure that financial resources are utilized in the most efficient and effective manner possible in order to achieve these core mission goals. OPC is responsible for examining financial resource availability and providing updates and recommendations to PaRC on financial resource allocation for the college. All four of the core mission groups share membership with the final decision-making body, PaRC. In this way, PaRC considers all input/recommendations from the Core Mission Workgroups and OPC, and through an inclusive, informative prioritization process, provides recommendations to the president. Furthermore, the PaRC guidelines for hiring both classified staff and

full-time faculty clearly spell out the funding priorities of the college and the manner in which those positions should be prioritized [III.D.3].

Resource allocation and resource redirection requests are made through the annual resource alignment process. All resource requests (personnel, B-budget, facilities, technology, equipment or supplies) are forwarded to and prioritized by the appropriate academic, administrative or student services divisions or by the subcommittee for prioritization of committee plans. All programs and services must participate in the program review process that includes annual updates and summaries of program data. Program review and program review updates, student learning outcomes and assessment and related supporting data are reviewed as part of each request with an emphasis on student success and student learning [III.D.3].

The process by which financial resources are assessed begins at the weekly business managers meeting, which includes the vice presidents from both colleges, the vice chancellor for business services, district director of budget operations and vice chancellor for human resources. These meetings include discussions around

the priorities for the district as well as the two colleges, budget forecasts and planning, and the definition of resources available for each entity: Central Services, Foothill College and De Anza College. This leadership group assesses the issues from multiple angles, incorporates the latest data regarding financial resources from the state, and then develops short- and long-term strategies to ensure the financial solvency of both colleges.

In the business managers meeting, the district resource allocation model is addressed, as it relates to both the vertical and horizontal distribution of resources. This model is described below.

Revenue

The district derives a majority of its resources from base revenue. Almost 86 percent of general fund revenue comes from the base revenue (local taxes, property taxes, state's general apportionment). The remainder of our general fund revenue is derived as follows: 10 percent from non-resident tuition, 2 percent from lottery proceeds and 2 percent from other sources.

Expenses

Vertical Distribution

The budget is divided into four major organizational units consisting of the following:

- Operating budget for De Anza College
- Operating budget for Foothill College
- Operating budget for Central Services
- Districtwide expenses

The operating budgets for the colleges and central services contain all of the full-time staffing (known as "A" budget) and part-time staffing costs, as well as discretionary budgets (known as "B" budgets).

The districtwide expense portion of the budget covers items such as utility costs for both colleges, property and liability insurance, retiree fringe benefit costs, negotiated items such as training funds and service contracts for districtwide software such as Microsoft Office, Meeting Maker, etc. A complete list of costs within the districtwide account is attached for the 2010–2011-budget year as an example.

Full-Time Faculty Positions

The district tries to maintain a cushion of about six full-time faculty positions over the Faculty Obligation Number (FON). As the district grows, the number of

full-time faculty grows in direct proportion to funded FTES-growth districtwide. When FTES growth occurs, and is funded, the budget office calculates the number of FTE faculty positions to add. These are then distributed to the colleges based on their individual FTES growth. The distribution is not locked in a specific formula, but instead the formula serves as a guideline with any modifications to the distribution of growth FTEF considered at the Chancellor's Staff level in consultation with the chancellor, college presidents and the vice chancellors of business and human resources.

Part-Time Faculty Budget Allocation

In March to April of each year, the colleges (through their vice presidents) develop their preliminary forecasts for FTES in the following year. These initial forecasts are then tested in the vice chancellor's Monday budget meetings with the vice presidents and district budget director to see if there will be apportionment funding for growth and if so, how the colleges can achieve the district allocation of growth FTES.

Productivity

The district uses this term to describe the WSCH/FTEF ratio. The district has a long tradition of budgeting FTES at defined productivity levels. These budget assumptions are clearly stated in the annual adopted budget, which is ultimately approved by the board of trustees. Once the productivity goals are established, they are monitored each quarter.

Once the productivity and FTES targets for each college are formalized in the preliminary and adopted budgets, then the allocation of part-time faculty (1320) dollars is determined through a formula calculating the total FTEF required to generate the FTES target at the agreed-upon productivity goal. Once that calculation is done, the district assigns the final full-time teaching faculty to the college and allocates the remaining funding for part-time faculty to the college to generate the target FTES enrollment goals and the target productivity.

Each full-time management, supervisory or classified position that is created has to be approved by the Chancellor's Staff, the college governance structures and the board of trustees. This is to ensure that there is a very tight process for position control. A new position has to have the funding sources identified when it is approved. A few ways this can happen include:

- **Re-organization:** In this case, the colleges or central services will re-organize a department, eliminating some positions and creating new ones. If this is approved through union consultation and the college governance process, then funds are identified if there are additional costs prior to approval.
- **Growth FTES:** The district has a growth model that allocates growth dollars to faculty, management and classified positions as well as augmentation of B (discretionary) Budget, if there is additional growth in funded FTES. When this happens, the colleges and Chancellor's Staff develop a recommendation on the allocation of new growth positions and take this to the board of trustees for approval.
- **Categorical or bond-funded positions:** If there are new positions proposed to be funded from grant funding or bond funding, those proposals go through a similar process at the colleges or central services and ultimately need to be approved by the trustees.

Local Revenue

The colleges have statutory authority to levy certain fees such as class material fees, facility rental fees, transcript fees, etc. Any fees that are authorized by the state and approved by the college and the board of trustees are considered "local income" and are budgeted and spent at the college level.

B-Budgets

The term "B-Budgets" is used to describe all non-contract salary expenses and is the discretionary funding that the college and central services use for all other expenses, such as office supplies, classroom supplies, equipment, training, etc. There has been a historic allocation of dollars for each of the colleges and central services based on a per FTES model. Over the years the actual B-Budget that each entity receives is modified by draws on the B-Budget for such items as the creation of a new position, payment for reclassification costs, changes to release time, changes to other faculty non-teaching positions and budget reductions/augmentations.

Routine Capital Expenses

If the college or central services need to purchase a capital item (not funded from the bond programs), these expenses are paid from the B-Budget. Most expenses to the B-Budget are in the 4000 (supplies) and 5000 (operating expenses) object codes, although

there could be some to 6000 (capital) and usually are some to the 2000 (student hourly, seasonal employees or classified overtime) object codes.

After these strategies are addressed and the budget is developed by the business manager's group, they are presented to the Chancellor's Staff, which includes the chancellor, the two college presidents, the vice chancellor for business services, the vice chancellor for human resources and the executive director of facilities and operations. The members have the opportunity to voice their concerns and possibly move forward with these strategies. From there, the financial strategies are examined in light of the 50-percent law, the 75/25 FON, B-Budget funding, staffing issues such as possible layoffs and anticipated state budget, along with other risks. Upon completion of these tasks, a budget begins to form. It is at this time that the group creates documents that are brought forward to the District Budget Committee, which thoroughly reviews these budgets (i.e., the adopted budget, the first quarter budget and any changes that have occurred) and moves forward on the finalization of the overall budget. It is important to note that the district, and Foothill College, pay very close attention to all matters related to the budget, and adhere to a conservative approach at all times to ensure fiscal responsibility and fiscal stability.

In terms of communicating the budget to the college community, there are three to four town hall meetings per year at which the vice chancellor for business services, the vice president of educational resources and instruction and the college president present the budget, discuss any pending challenges or unresolved issues from the state and provide a clear outline of where we are in our planning process. These meetings are open to all faculty, staff, administrators and students, and provide an excellent opportunity to ask questions and voice concerns about the budget. Additionally, budget updates are communicated at the PaRC level via members of OPC, the planning committee dedicated to matters regarding resources and planning.

External Funding

Program and service areas are encouraged to pursue external funding through partnerships and grants. The recently created district Grants & Resource Development Office will provide a greater degree of coordination with respect to identifying and securing external funding for the college's many work force programs.

The objective for creating the Grants & Resource Development Office is to advance the strategies, goals and priorities of the district and its colleges by positioning the institution to be competitively primed to acquire external funding. The goal is for the district to pursue funding awards in the range of \$500,000 and higher from federal and state agencies. This will involve pursuing congressional earmarks, funding from private corporations and partnering with foundations.

In this very challenging budgetary environment, Foothill College continues to provide exceptional educational services to students and the larger community. Through responsible management of its financial resources, the college has managed to avoid significant reductions in both personnel and class offerings. However, it is unfortunate that at a time of significant student demand, there has been a workload reduction dictated by decreased state funding. Foothill College will continue to actively explore external revenue sources as well as use the shared-governance model to help guide the institution to best meet the needs of the students and the community it serves.

Self-Evaluation

The college meets the standard. The college has done an exemplary job in managing its financial resources today's harsh economic climate in California. The college has historically taken a conservative approach when developing revenue and expenditure projections with respect to the budget. This conservative approach has had a positive impact on the preservation of staff and programs, and has provided ample protection of the college's resources. With prudent spending and forward thinking, the college significantly reduced the number of position eliminations and staff layoffs that were originally planned for June 30, 2011. Furthermore, college financial information is transparent and accessible at both the district and college levels and budget planning is done in an open and collaborative way.

Planning Agenda

None.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

The college consistently reviews short-range plans in relation to long-term financial priorities. Every week, the business managers meeting is held. Twice a month there is a district budget meeting which includes all constituencies, including unions, senates, managers and students. In these meetings, budgetary issues are discussed and analyzed in both a short- and long-term context, as evidenced by the three-year plan it develops. Both groups discuss potential fiscal scenarios developing not only in the current year, but also over the course of the following two years. As records of past budget presentations to the board of trustees illustrate, there is a consistent adherence to a three-year projection when analyzing and assessing fiscal plans and priorities. As such, the college, as well as the district as a whole, clearly develops short-range financial plans while considering long-range financial priorities in order to achieve the highest level of fiscal responsibility and stability.

The college makes every effort to set aside reserve funds for future needs. The development of the 2010–2011 district budget was initiated in 2009 with broad objectives in mind, such as bringing operating revenue and expenses into balance, preserving student access and support services as much as possible, setting aside Escrow II* funds to carry new position reductions through 2011–2012, maintaining a stability fund to help guard against last-minute revenue reductions imposed by the state and anticipating further state revenue reductions in the 2011–2012 fiscal year [III.D.2].

*Escrow II and Deferment I are terms used to describe groups of positions slated for elimination by the district.

According to budget data for 2009–2010, the district set aside \$9,890,000 in reserves and \$3,432,954 in Deferment I and Escrow II funds to fund positions slated for elimination, as well as \$7,950,649 in net stability funds to help guard against sudden revenue reductions imposed by the state. (2010–2011 Adopted Budget). For the 2010–2011 fiscal year, the district

has established an escrow fund of approximately \$2.4 million to fund for a period of one year roughly 30 positions that are filled and that are designated to be eliminated or will have contracts reduced as of July 1, 2011. Additionally, the district has set aside a portion of the stability fund for approximately 13 Deferment I positions slated for elimination, which amounts to approximately \$1 million [III.D.2].

These examples serve as testimonials of how the district and Foothill College make difficult choices regarding scarce financial resources, and how those resources will be allocated. Furthermore, this conservative approach toward budgets and the overall budget process has allowed the district to avoid significant staff reductions even during one of the worst economic downturns in more than half a century.

The district pays very close attention to the relationship between operating income and expenses to determine if it is structurally balanced. To accomplish this, the district employs an in-depth, ongoing analysis of the adopted budget, quarterly estimates, and the variance of those estimates to actual data at the end of each quarter. These reports provide the decision makers with valuable information regarding revenues and expenses (both in the most recent period, as well as past quarters), as well as an opportunity to make more informed, superior strategic decisions regarding financial resource availability in the quarters ahead [III.D.2].

Foothill-De Anza has been fortunate to pass two facilities bonds in the past 12 years. In 1999 voters approved \$248,000,000 in bond funds through Measure E and more recently approved \$490,800,000 in funds through Measure C. The Measure C bond includes funding for construction, maintenance, furniture, fixtures, equipment and technology.

In regard to identifying and planning payment of liabilities and future obligations, all obligations are planned and budgeted at the district level. Financing

and refunding Certificates of Participation (COPs Fund 200) account for a significant balance of long-term debt obligated by the district. Long-term debt service is budgeted as first priority along with other long-term liabilities. A debt-service schedule is provided in the district's annual budget [III.D.2].

Self-Evaluation

The college meets the standard. Both the college and the district adhere to a conservative approach when establishing budgets for the current year, as well as for future budgets, future revenue and future expense streams. This conservative approach has allowed the district as well as Foothill College to remain fiscally stable during one of the most tumultuous economic times in more than a generation. Furthermore, financial plans are made with a focus on not only the short run, but the long run as well. This will undoubtedly help both the college as well as the district achieve greater financial stability, now and in the future.

The district and Foothill College plan ahead for payments of long-term liabilities and obligations, including debts, health benefit costs, insurance costs, building maintenance, state deficit factors, potential mid-year cuts from the state and potential and property tax fluctuations. All assumptions as well as projections for expenses are found in the annual adopted budget and revisions for each quarter.

With respect to the liabilities and future financial obligations (i.e., the bonds and COPs), this is annually reviewed through external audit. Financial reports are presented quarterly to the audit and finance committee as well as to the board of trustees [III.D.12].

Planning Agenda

None.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget.

Descriptive Summary

The institution clearly defines and follows its guidelines and processes for financial planning and budgeting, and ensures that its planning is in line with the college mission, its intended student populations and annual college goals. All members of the Foothill community

have appropriate opportunities to participate in the development of institutional plans and budgets through participatory governance structures such as PaRC and OPC. The adopted budget and its quarterly revisions include all budget projections and assumptions as indicated in the summary section in III.D.1.c. [III.D.2]

The chancellor and the board are ultimately responsible for the development and management of the district budget based upon thoughtful and prudent planning with college leadership and districtwide participatory governance groups such as the Chancellor's Advisory Council. The district Budget Committee is the primary group charged with the development of the district budget, and includes membership from both colleges and the Central Services organization. Through this group, budget forecasts for the current and upcoming fiscal year are established and evaluated for revenue and expense streams based upon historical data and conservative planning assumptions. Adjustments are made to those assumptions as the fiscal year progresses, and modifications to the expenditure stream are made as needed for unforeseen changes in the revenue stream.

The overall budget, as well as the budget for Foothill College, are published and made accessible to the college and district community through public board meetings, college budget workshops and college-level budget and planning meetings. Furthermore, budget town hall meetings are held several times each year (both at the district level and college level) in order to disseminate budget information to the community, and provide ample opportunity for constituents to provide input and feedback.

The financial planning process relies on the *Educational & Strategic Master Plan (ESMP)*, the *Integrated Planning & Budgeting Governance Handbook*, program reviews, divisional and departmental review plans and strategic plans developed by student services and administrative units. The *Educational & Strategic Master Plan (ESMP)* is an organizational document that reflects the direction of the college for both long- and short-term planning, and serves as a template to assist the college in making decisions regarding those factors that influence pedagogy and learning outcomes. As our processes become refined and as the state budget changes, we find ourselves formatively addressing how to reach our goals and best meet the mission of the college. The plan (along with the *IP&B Handbook*) is an important blueprint for making decisions over the period of several years regarding the allocation of financial resources, program expansion or elimination, new initiatives, provision of support services and the overall direction of the college. [III.D.3].

With respect to divisional and departmental program review, instructional program review procedures were recently revamped in order to become more central and formative in the development of the

college's planning and budget cycles. For example, beginning in Fall 2009, all departments throughout the college complete a comprehensive review of their programs. As part of the process, stakeholders are asked to align their resource requests with Student Learning Outcomes (SLOs) and ILOs; Oct. 15, 2010.

The annual program review allows every program across the entire college to carefully examine and reevaluate their programs with an eye toward SLOs, Service Area and Administrative Unit Outcomes, as well as potential resource needs, whether the needs are related to staffing, equipment, materials, etc. This new process helps to ensure that financial resource requests, and subsequent allocation, are closely tied to student success and the core missions of the college. Through a collaborative process, all divisions and departments prioritize resource requests and submit them to OPC, which reviews them for accuracy, consistency and alignment with the mission of the college. OPC then forwards the requests to the Planning and Resource Council (PaRC) for review [III.D.13].

Once submitted to PaRC, each of the voting members independently reviews each submittal, prioritizing the requests according to the guidelines stated in the *Integrated Planning & Budget Governance Handbook*. Voting members are asked to provide a rationale for each of their prioritizations, keeping in mind the core missions of the college and where the resources will generate the greatest benefit to students and student learning. The prioritizations are then collated, the institutional research group develops a ranking system, and the results are published. At the following PaRC meeting, the president leads a discussion about the rankings, concerns are voiced and consensus is typically sought by the president. After these discussions have taken place, the president makes the ultimate decision as to which proposals will be funded and which will not [III.D.3].

Therefore, the primary conduit to request, and thus secure, financial resources is through the program review, while adhering to the new resource alignment process. If additional resource needs arise after the completion of the resource alignment process, PaRC will review the additional requests and align them with the college mission, strategic initiatives and student learning to make a recommendation to the president. Additional requests will not be considered unless there is a demonstrated reason that the request was not included in the process, such as unanticipated staffing vacancies,

changes in funding streams or mandated program changes. The college president makes final decisions on additional recommendations from PaRC [III.D.3].

As stated previously, PaRC is the primary shared governance committee at Foothill College. It consists of faculty, staff, administrators and representatives of the Core Mission Workgroups, the Operations Planning Committee, the academic and classified senates and Associated Students at Foothill College, as well as representatives of the Faculty Association and classified unions. The design and structure of PaRC was put in place to ensure (1) broad participation and open lines of communication throughout the college, (2) that its members approach their tasks from a global perspective by keeping the college and its core missions in mind, and (3) that all resource allocations generate the maximum benefit for the entire institution rather than a specific constituency.

Another important component of the new integrated planning and budget structure is the Operations Planning Committee (OPC). The primary purpose of OPC is to serve as a resource and advisor to PaRC, and provide recommendations for ongoing budgets and budget redistributions. OPC plays a vital role in the area of division and unit operating budgets, revenue forecasts and resource allocation. OPC serves as the budget expert to PaRC, assisting in identifying available funds and fund amounts, and linking those funds with resource requests. By undertaking these tasks prior to final prioritization, OPC helps contribute to a more effective, efficient and comprehensive allocation process.

Some of OPC's most important roles are:

- To develop and maintain resource request forms and instructions for the resource allocation process.
- To recommend the process for the development of guidelines and calendar for preparation of budgets.
- To review revenue projections for each upcoming fiscal year based on reported and estimated FTES allocations from the district.

- To develop criteria for establishing division and unit operating budgets.
- To prioritize resource requests from divisions, departments and Core Mission Workgroups, excluding faculty and staff requests. Divisions and departments may bring their requests to a Core Mission Workgroup(s) first to gain more information or support. Core Mission Workgroups may submit their own requests to OPC.
- To review all resource requests for current and prior year and provide funding recommendations to PaRC in the spring.
- To complete tasks/assignments requested by PaRC (an example is the current updating/revising of the guiding principles in the *Governance Handbook*).

Self-Evaluation

The college meets the standard. Foothill College has instituted a number of changes to the planning and budgeting structure and process in order to improve the overall efficiency and effectiveness of resource allocation. The college is adhering to these changes, making modifications and improvements along the way, and thus far the results are very promising. By articulating the outcomes for the work that is done to improve student learning or student services, following a plan to measure or assess the outcomes and reflecting on the data in order to learn and thereby improve, Foothill College is making great strides in linking resources to student learning and identifying where resources are most needed.

Further, by embracing the shared governance model with an emphasis placed on a more all-encompassing, global view toward resource allocation, the college will continue to be responsible a steward of scarce resources.

Planning Agenda

None.

III.D.2.a. Financial documents including the budget and independent audit reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely and communicated properly.

Descriptive Summary

As stated in the previous Standard, Foothill relies upon its mission and goals as the foundation for financial planning and allocation to ensure appropriate use of resources and to fully support student learning programs and services. The college uses an integrated planning and budget process to ensure that budgeting decisions are aligned with strategic planning goals. The process was used effectively in fiscal year 2009–2010 to implement budget cuts, and to implement a strategy to make strategic cuts based on college priorities, state-established priorities and to protect our core student populations as much as possible. The college budget is formulated to appropriately support student learning programs and services, and budget decisions are guided by data collected in program reviews, SLOs and college and district research efforts. All groups prioritizing requests are asked to submit a rationale and to link their priorities to the strategic plan and the improvement of student learning. Our financial documents, including the tentative and adopted budget, quarter-end reports, 311 reports, 320 attendance reports, GANN limit calculation, 5-percent law compliance, FON compliance and financial and operating audit all indicate that the institution's goals are aligned with students' success. [III.D.2, III.D.3].

The college is audited annually. Our most recent audit conducted by Perry-Smith LLP for the fiscal year ending June 30, 2010, revealed no findings or recommendations. The only finding in the previous year's audit was a recommendation that student groups

use receipt books or cash count forms in the collection of and subsequent deposit of funds. The college has implemented this recommendation. Links to our most recent audit for the fiscal year ending June 30, 2010, can be found on the district website [III.D.12].

The district has an Audit & Finance Committee that is composed of two board of trustees members and four members of the community. College and district finance managers (vice presidents, vice chancellor, chancellor, controller) attend the meetings and present all important financial matters to this committee. The committee meets four times a year, more if needed, to review and monitor budget and financial material and reports related to financial matters, including bonds, certificates of participation and other funding instruments, to come before the board of trustees, and to review any audit findings and monitor follow-up activities.

Self-Evaluation

The college meets the standard. We rely on our mission and goals to guide us in our budget development and use data from program review and student learning outcomes to support our decisions. Our audit findings, if any, are addressed in a timely manner and reviewed by the Audit & Finance Committee and the board of trustees.

Planning Agenda

None.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

The college and district have a long history of transparency regarding financial information. Presentations on college and district fiscal status, state budget updates, etc., are made throughout the year to various committees at the college level as well as Chancellor's Advisory Council, District Budget Committee, Foothill's academic and classified senates, Foothill's PaRC, Audit & Finance Committee, and finally to the board of trustees. In addition to these formal meetings, district finance staff coordinate and participate in town halls and open forums at the college. The budget office also prepares a report for the quarters ending September 30, December 31 and March 31, that are presented to the board of trustees. The annual adopted budget is posted on the Foothill-De Anza Community College District website. Many additional financial reports are also posted on the district website for the public to access. Updates regarding the budget are posted on the district website and on the college website.

In 2009–2010, Foothill-De Anza began the implementation of SunGard Banner to replace its aging financial, human resources and student information system, SIS +. The Banner finance module was the first to go live in January 2010 and is now the primary source for users to view financial information, including budgets, revenue, expenditures and encumbrances in

real-time. Users may access this system via the Foothill College portal on or off campus. Access and training to view this financial information is provided to all college employees who request it. The college also uses other reporting tools such as Hyperion and Argos to enable users to run more user-friendly reports for currently available budgets and expenditures. The Banner implementation is in progress, and the college has made great efforts to switch to a new information system. The college has requested that district ETS produce more user-friendly budget reports for Banner users. This initiative is expected to be completed by Summer 2011.

Self-Evaluation

The college meets the standard. In addition to the many financial and budget presentations throughout the year, most budget and financial documents can be found on both the district and college websites. College staff can also access their current budget information using the portal at <http://MyPortal.fhda.edu>. As the Banner implementation continues, more customization will occur and users will gain easier access to information such as budget reports.

Planning Agenda

None.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The college and district have a history of being proactive when it comes to financial planning. The district leadership looks at two- and three-year projections in planning, and uses multi-year scenarios with data-based projections to inform planning. As evidence of diligent planning and forecasting, the budget adopted in October 2010 was nearly a mirror of what was reviewed in the summer. On a regular basis, the district reviews its cash reserves to ensure fiscal stability. Cash flow analysis is performed as needed to plan for potential borrowing using tax revenue anticipation

notes (TRANS). The board of trustees has also given approval for inter-fund borrowing, if necessary. The district maintains the state-recommended 5 percent reserves each year as indicated in the adopted budget, designated for any financial emergencies. In addition, for fiscal year 2010–2011, the board of trustees designated \$7.9 million in one-time funding accumulated from prior years ending fund balance to be set aside to offset any mid-year adjustments to state apportionment. The district also set aside approximately \$10 million in its self-insured medical fund to anticipate increases in its medical benefits package. This amount

is over and above the \$2 million in medical reserves set aside in its self-insured fund designated for any given year's rate fluctuation. In addition to money set aside by the district, the college has set aside \$500,000 to protect against its own emergency fluctuations.

Self-Evaluation

The college meets the standard. The district ended the 2009–2010 year with a planned \$37 million ending fund balance. The district is proactive in its financial planning and uses several strategies to maintain

financial stability in these particularly uncertain times, including enrollment management, planned deficit factors in recent budget development and board of trustees authorization to redirect money from other funds. In the event that the district lacks sufficient cash flow, it has the board of trustees' advance authority to issue TRANs, borrow from the bank utilizing its line of credit or borrow from the county.

Planning Agenda

None.

III.D.2.d. 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.

Descriptive Summary

The majority of the district's operating revenues and expenses are concentrated in its general purpose fund, which has its own reserves and additional one-time funding set aside (see III.D.2.c). In addition, the college receives various categorical state funds, including EOPS and DSPS funds and federal funds in the form of grants and financial aid. These are accounted for in separate funds and monitored on many levels starting at the college level with the manager with direct oversight of the fund, followed by the vice president of educational resources and instruction and at the district level by the grants monitor. Required progress reports are filed with state and federal agencies using data and backup obtained from the Banner information system.

The district also has auxiliary operations such as the Foothill-De Anza Foundation, which receives a separate audit report, as does the college bookstore. All entities provide extensive reporting at month- and quarter-end, which are then incorporated into district financial statements (See quarter-end reports and adopted budget document). [III.D.2]

Contractual relationships and contracts are reviewed at the college by the vice president of educational resources and instruction and then at the district by

the vice chancellor of business services. Investments and activities are monitored by the vice chancellor of business services who submits a report to the board of trustees for their review. The Measure C bond has its own Citizens Bond Oversight Committee which is comprised of seven members of the community who are appointed by the board of trustees.

Self-Evaluation

The college meets the standard. We have multiple layers of oversight and review of our finances. Appropriate budget and planning structures exist to provide high-quality oversight of categorically funded programs and auxiliary organizations such as the foundation, and information is available and transparent regarding financial operations of these programs and organizations. Routine audits are conducted of these organizations and programs, and advisory boards exist to provide outside expertise.

Planning Agenda

None.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the missions and goals of the institution.

Descriptive Summary

Auxiliary activities at the college are carried out by the Foothill-De Anza Foundation, the college Enterprise Fund, and grant-funded programs. All auxiliary activities are developed and maintained in support of the mission of the college by providing complementary financial resources and student support services.

The Foothill-De Anza Foundation raises and manages donations and other funds in support of programs at both campuses in the district. The foundation is overseen by the district vice chancellor, chancellor, board of trustees and by a 20-member foundation board. The College Enterprise Fund and all grant-funded programs are operated by the respective campus units and are financially managed by the district. The College Enterprise Fund is a user-fee based operation that provides important support services to students. It currently is used only for the bookstore since we now contract out food services. Grant-funded programs provide supplemental educational services, including tutoring, labs and work cooperative programs [III.D.14].

Along with the district and colleges, the foundation is audited by Perry-Smith, LLP, and has consistently received a clean audit report. The foundation's Finance Committee reviews its investment policies and stewards the foundation's assets. The foundation fund balance is more than \$28 million, as of December 2010. The executive director position is currently vacant but is being filled by one of the three associate directors. In addition, an accountant and one assistant director support foundation activities, and are funded through foundation income, to provide a self-sustaining entity [III.D.12].

Another important area is the College Enterprise Fund, which encompasses the bookstore. At Foothill College, the Enterprise Fund is an approximate \$4 million operation (2010–2011 *Adopted Budget*). The fund pays all of its expenses primarily through user fees. Financial activity in the Enterprise Fund is

measured by gross margins and net profit rather than by governmental budget to actual measurements, usually resulting in small positive net profits (positive fund balance). Last year, its profit was approximately \$60,000.

A number of categorically funded programs, such as financial aid, EOPS and credit/non-credit matriculation, among many others, are coordinated and overseen by program managers, directors and deans with the assistance of the vice president of educational resources and instruction.

Accounting for such funds is handled by the district and is subject to external audit and compliance standards by respective governing agencies. All auxiliary activities are evaluated for alignment to the college mission by their lead faculty or administrators via the program review (SLOs and AUOs) process.

Self-Evaluation

The college meets the standard. All financial resources are used with integrity in a manner consistent with the district's mission and goals. Budgets for auxiliary services, categorical grants, special purpose funds, local bond funds and other fundraising activities are developed based on the board of trustees' budget criteria and other planning documents. Scholarship funds, foundation donations and enterprise funds are closely scrutinized to ensure that all expenditures are made in line with district policies, state guidelines and the college mission. For foundation funds, close scrutiny is made of all income and expenditures to ensure that the intent of donors is honored in any expenditures and scholarships granted to students. The Banner system will be integrated with foundation accounts by Summer 2011, providing better integration of financial management systems.

Planning Agenda

None.

III.D.2.f. 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.

Descriptive Summary

Contractual agreements are approved and signed at the district level, after provisional approval and sign-off at the college level. Exception: District-level approval is not required if college administrators have received delegated contractual authority by a board of trustees' resolution for the particular type and dollar amount of purchase. In that case, the appropriate college administrator approves and signs the contract in accordance with the resolution.

Contractual Agreements at the College Level

Contractual agreements are proposed from several sources, including departments, divisions and/or administrative units. Depending on the nature of the proposal, the contractual agreement is evaluated for alignment to the mission of the college by the respective unit, such as division dean or administrator's office. If needed, the proposal is then forwarded to the President's Cabinet, as a recommendation, for further review and evaluation. Final provisional approval and sign-off is done, at the college level, by the vice president of educational resources and instruction before being sent for final approval at the district level and by the board of trustees. Exception: The district-level approval is not required if college administrators have received delegated contractual authority by a board of trustees' resolution for the particular type and dollar amount of purchase. In that case, the appropriate college administrator approves and signs the contract in accordance with the resolution.

Examples

Examples of major contractual agreements with external entities include our construction contracts and the purchasing of large orders of equipment, computers and furniture. On a smaller scale, there are a number of 5210 contracts with our performing alliance groups and high school alliances, as well as our primary care joint program with Stanford Medical Center. There are also a large number of smaller independent contractor agreements that need approval and review. Additionally, there are contracts with clinical sites for our allied health programs.

Contractual Agreements at the District Level

The State Education Code, including sections 81655 and 81656, as well as various sections of the Public Contract Code, Government Code, Labor Code, Civil Code and others regulate contractual agreements with external entities. District *Board Policies 3140* and *3143* and *Administrative Procedures 3140* and *3143* were written to conform to these codes and are enforced by procedures in use by the district purchasing and materials services division and the business services department. District board policies require that all contracts and purchasing transactions shall be in writing [III.D.1].

Only the board of trustees has authority to enter into contracts that exceed the statutory bid thresholds (currently \$14,999 for public construction and \$78,900 for other purchases). However, the board of trustees annually delegates contractual authority for various amounts that are below these statutory bid thresholds to various administrators at the college and district level, including the chancellor, vice chancellor of business services, director of purchasing and materials services, executive director of facilities and operations, and vice president of educational resources and instruction.

During the past several years, many major contractual agreements have been signed in support of Measures C and E plans and programs. This work is in direct response to the specific goals set as part of the institution's future facilities plans, namely, meeting the growing educational needs of our community and enabling us to employ fiscal recourses to improve the efficiency, productivity and accountability of the institution.

Self-Evaluation

The college meets the standard. Contractual agreements are consistent with the college's mission and goals and are governed by institutional policies. The extensive approval process at both the college and district levels provides appropriate control over all district contracts.

Planning Agenda

None.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

All funds of the district, inclusive of those for the college, are included in the annual external audit report, currently conducted by Perry-Smith, LLP. The Foothill-De Anza Board of Trustees Audit Committee is charged with monitoring the audit processes and reviewing the audits. Each fiscal year starts with multiple proposed budget income and expenditure plans. At the end of the fiscal year, the final budget income and expenditure plan is compared to actual results, and variances are calculated. Variants and budget transfers are examined to determine if funds were expended on the educational programs and activities as originally planned and intended [III.D.12].

The day-to-day operations of the Banner financial resources system (FRS) are monitored and evaluated by the FRS (Banner) Advisory Group. The district controller chairs this committee, and the members consist of the district accounting and purchasing staff, the campus budget analysts and FRS Banner programmers.

The college's conversion to Banner in 2009–2010 presented an opportunity to examine business practices with an emphasis on utilizing functionality available in the Banner system. The college engaged a consultant to lead a number of business process analysis (BPA) sessions in which the current business process and new Banner-based business processes were mapped. BPA sessions were held for accounts payable, student finance, purchasing, payroll, faculty load compensation, cashing and financial aid. Each BPA session resulted in re-engineered business processes.

The BPA report for the purchasing function provides an illustration of this process.

The district budget process is monitored and evaluated by the District Budget Committee. The committee is chaired by the vice chancellor of business services and includes representatives from each constituency of shared governance throughout the district.

By conducting periodic audits of financial statements and related data, the Audit & Finance Committee evaluates the overall financial status of the district. The vice chancellor for business services

brings concerns from the Audit & Finance Committee to the District Budget Committee for review and consideration. Two members of the board of trustees sit on the Audit & Finance Committee and one of them chairs the group. This committee also includes four members from the community who are selected by the board of trustees [III.D.12].

At the college level, the budget process is monitored and evaluated by the vice president of educational resources and instruction, campus budget and enrollment analyst, President's Cabinet and PaRC (our shared governance group).

All the committees and groups noted previously provide oversight and support services to assure compliance with existing financial policies in line with the institution's mission, goals and *Foothill College Educational Master Plan*. Actions undertaken by the various committees noted above and direct oversight of the vice president of educational resources and instruction include the detailed review of financial reports comparing actual performance to budgets, the review of specific internal control procedures in place to protect assets and assure adherence to existing systems and policies and, when necessary, the analysis of the impact of budget reduction alternatives.

The new Banner financial system provides a much more effective means of keeping current on the financial status of the college. While improvements and customization work to create user-friendly reports is still ongoing, overall financial reports are complete, timely and accurate. Budget-to-actual comparisons are provided in great detail, assuring close control over expenditures. There is at minimum a quarterly review of all budgets and projections made of ending balances. Status reports are forwarded to the district director of budget operations for inclusion in the *Quarter End Reports*. The financial system, while not directly impacting any of the four *Educational Master Plan* goals, does provide appropriate reporting of the expenditures associated with those goals [III.D.15].

The financial reporting also provides timely information to enable quick response to any adverse budget conditions, thus preventing any serious cost or expense over-runs. The financial system also serves as a reporting system to monitor contractual matters

discussed in the prior section of this report (Section III.D.2.f). By accurately tracking budget-to-actual status, the status of current spending of contractual commitments can be closely monitored.

Multiple sign-offs are required to execute any expense generally greater than \$5,000. The vice president of educational resources and instruction signs off on the following:

- All contract change forms
- All temporary employee authorization forms
- All working-out-of-classification forms
- All release and reassign time forms
- All non-teaching faculty assignment forms
- All staffing requisitions
- All independent contracts (contract only)
- All invoices for services performed that are \$5,000 or more
- Chart of accounts request forms
- All original budgets
- All budget transfers
- All budget revisions
- All chargebacks
- All journal voucher transfers (expense and revenue)

- All intra-fund transfers
- All inter-fund transfers
- All labor re-distributions (reallocations)
- All forms for which the vice president of educational resources is budgeter (FOAP)
- All forms which charge to Instructional Lottery Materials Fund (130003)
- All forms which charge to the Instructional Equipment Fund (1310003)
- All forms which require funding from the Foothill Collegewide Fund

Self-Evaluation

The college meets the standard. The financial management system is evaluated on a regular basis. Audits are a routine process and are reviewed closely by the Audit & Finance Committee as well as the college president and vice president of educational resources and instruction. Recommendations for improvement to the system are evaluated and, if appropriate, implemented to improve the financial management system and/or make it more efficient and effective for the end user.

Planning Agenda

None.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

All funds of the district are included in the annual external audit report, currently conducted by Perry-Smith, LLP. The Audit & Finance Committee is charged with monitoring the audit processes and reviewing the audits. Feedback on the district's processes comes in the form of recommendations, which the district strives to respond to immediately. Each fiscal year starts with multiple proposed budget income and expenditure plans. Review and evaluation is an ongoing process. At the end of the fiscal year, the final budget income and expenditure plan is compared to actual results and variances are calculated. Variants and budget transfers are examined to determine if funds were expended on the educational programs and activities as originally

planned and intended. The vice president of educational resources and instruction, the college president and the President's Cabinet review the data and evaluate the district's budgeting accuracy, potential errors or miscalculations and successes, in order to improve processes and to communicate findings to Chancellor's Staff [III.D.12].

Foothill College, along with the district leadership, has many methods of assessment in addition to the district-level assessments outlined above. College-level assessments, outlined in Standard III.D.2.g include the preparation of an annual college budget in concert with district and De Anza budget managers, a college resource allocation process that is tied to program review and collaborative decision-making processes

with faculty, staff, students and managers, and multiple layers of budget monitoring from the individual budgeteer and account level, to the department level and finally the vice president overseeing the expenditures for all college accounts, in concert with district-level policies, procedures and processes, to assure all college expenditures and resources are used effectively and efficiently.

The college assesses its own resource allocation model through a survey conducted at the end of each year. After implementing a new model at the beginning of 2009, the college assessed its system of linking program review to resource allocation through this survey instrument, at the end of the academic year 2009–2010. The results showed that the college community felt the process was too cumbersome, unclear and needed to be streamlined. In particular, the function of strategic initiative planning committees needed to be clarified in terms of the budget allocation process. Due to this feedback, the Integrated Budget & Planning Task Force proposed improvements, which were implemented by PaRC for the 2010–2011 academic year. This included a reorganization of the Strategic Initiative Planning Committees into Core Mission Workgroups (transfer, basic skills and work force education), and a more prominent role for the budget-focused Operations Planning Committee (OPC). Because multiple sources of funding exist to satisfy resource requests, including specific federal and state grant funds, the college needed one governance group with specific budget knowledge to evaluate requests in light of these multiple sources. To accomplish this, a primary adjustment to our process was made in September 2010 to send resource requests through OPC to identify the source of funding for each request. This process of OPC reviewing requests provides for a more comprehensive, organized and equitable allocation process.

In addition, OPC serves as the college-level group assigned to evaluate and update processes for budget requests and for budget and program reductions. This provides a critical layer of policy and process assessment for college budget procedures, along with a college governance committee of budget experts, that provides a high-level of review and scrutiny over college expenditures, and ultimately makes recommendations for improvement to the larger college planning committee, PaRC.

Providing faculty, staff and administrators with high-quality budget information is a key component of a well-functioning college operation. Through the recent adoption of Banner software, the college and district have sought to improve the quality of its financial data and reporting system, and is engaged in the ongoing process of training staff to use the system effectively. User feedback and training is a critical component to making the Banner system function properly, and the district and college have an oversight group, the Banner Core Team, that solicits and addresses user feedback and assigns priority to Banner upgrades and modifications.

Training sessions for faculty, staff and managers on the use of the financial management system have been held to answer questions on how to interface with the system and how to effectively manage departmental budgets within the system. As the college is just in its second year using the Banner system, a learning curve exists for many staff, and requests for more user-friendly financial reports have been made to the Banner Core Team for follow-up.

Self-Evaluation

The college meets the standard. Our fiscal approach has proven successful as evidenced by our stability despite potentially devastating revenue reductions from the state. At the end of each fiscal year, the vice president for educational resources and instruction as well as the President's Cabinet and PaRC evaluate financial information to determine if the college budgeted appropriately and achieved intended goals. The vice president brings this informal analysis to the President's Cabinet on a routine basis. An integral function of the inclusion of PaRC in this process is to ensure that the college has linked planning to expenditures.

The planning, budget and assessment cycle has been refined continuously since our last self-study. Processes are in place to provide budget information to all constituencies of the institution and to create an allocation process that is transparent, based on program review and functions to improve student learning. Based on an annual evaluation and assessment process, the college continues to evolve its process to improve ease of use and clarity.

Planning Agenda

None.

Standard III.D. Evidence List

- III.D.1. Board Policy Manual http://www.fhda.edu/about_us/board/
- III.D.2. Foothill-De Anza Community College District Adopted Budget Website
<http://business.fhda.edu/budget/annual>
- III.D.3. Integrated Planning & Budgeting Handbook <http://www.foothill.edu/staff/irs/>
- III.D.4. Integrated Planning & Budgeting Flowchart <http://www.foothill.edu/staff/irs/>
- III.D.5. Annual Integrated Planning & Budget Calendar <http://www.foothill.edu/staff/irs/>
- III.D.6. Foothill College Mission Statement <http://www.foothill.edu/president/mission.php>
- III.D.7. Integrated Planning & Budget Handbook: Guiding Principles for Resource Allocation (pages 16–17)
<http://www.foothill.edu/staff/irs/>
- III.D.8. Educational & Strategic Master Plan <http://www.foothill.edu/staff/irs/ESMP/index.html>
- III.D.9. Foothill College Technology Master Plan 2010–2015 <http://www.foothill.edu/staff/irs/ESMP/index.html>
- III.D.10. Foothill College Facilities Master Plan <http://www.foothill.edu/staff/irs/ESMP/index.html>
- III.D.11. 2010 Accreditation Survey <http://www.foothill.edu/president/2011.php>
- III.D.12. Foothill-De Anza Audited Financial Statements <http://business.fhda.edu/finance/financialreports>
- III.D.13. ACCJC Follow-Up Report, October 2010 <http://www.foothill.edu/president/2011.php>
- III.D.14. Foothill-De Anza Foundation Website <http://www.foundation.fhda.edu>
- III.D.15. Quarter-End Reports



Standard IV: Leadership & Governance

Tri-Chairs & Steering Committee Members

Faculty:

Dolores Davison *Instructor, Business & Social Sciences Division;
President, Academic Senate*

Classified:

Maureen Chenoweth *Coordinator, Transfer Center*

Administration:

John Mummert *Interim Vice President, Work Force
Development & Instruction*

Team Membership

Pearl Cheng *President, Foothill-De Anza Community College District
Board of Trustees*

Alexandra Duran *Outreach Specialist, Middlefield SVCC/CTE
Community Collaborative*

Konnilyn Feig *Instructor, Business & Social Sciences Division*

Leslye Noone *Division Administrative Assistant, Language Arts Division*

Joe Ragey *Instructor, Fine Arts & Communication Division*

Shelley Schreiber *Web & Print Communications Design Coordinator,
Marketing & Communications*

Leticia Serna *Counselor, Counseling & Student Services Division*

Cynthia Sotherby *Student Representative, Associated Students of
Foothill College*

Denise Swett *Acting Vice President, Student Development & Instruction*

Chris White *Program Coordinator, Marketing & Communications*



Standard IV: Leadership & Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

IV.A. Decision-Making Roles & Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.

IV.A.1. **Institutional leaders create an environment for empowerment, innovation and institutional excellence. They encourage staff, faculty, administrators and students, no matter what their official titles, to take initiative in improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institutionwide implications, systematic participative processes are used to assure effective discussion, planning and implementation.**

Descriptive Summary

At Foothill College, participatory governance is grounded in the inclusion of faculty, staff and students in the decision-making processes. The inclusion of all constituent groups and varying viewpoints promotes effective collaboration in college planning. The academic [IV.A.1] and classified [IV.A.2] senates, the Associated Students of Foothill College (ASFC) [IV.A.3], and the collective bargaining units are all present at the highest participatory governance council, Planning and Resource Council (PaRC) [IV.A.4]. Two-way communication between the individual members of PaRC and their constituent groups is critical for optimal functioning of the planning structure.

Effective leadership is evident at Foothill College at all levels. Many administrators, faculty and staff serve in leadership roles in state and national organizations. The college has a rich and enduring tradition of innovation, excellence in learning and stewardship in campus initiatives and through partnership with the League for Innovation in the Community College. A myriad achievements and innovations have been recently documented in the report to the league for reaffirmation in September 2010. [IV.A.5]

Excellent leadership inspires and provides for innovation and initiative. However, effective leadership is also crucial for the day-to-day business of running a large institution and processes must be in place to allow broad participation. In response to a previous ACCJC recommendation: “The college should further integrate, refine, and streamline its planning processes to coordinate more effectively its variety of planning and planning-related efforts,” beginning in 2009, the college embarked on an ambitious plan to reinvigorate and redefine the college planning processes by starting with a collegewide visioning symposium. The project was then expanded to include two task forces to update the *Educational Master Plan* [IV.A.6] and the governance structure with systematic linkages to program review and the strategic initiatives of the college. In 2010, after further evaluation, this process was then refined to include the core missions of the college (basic skills, transfer and work force development). The institution has made remarkable progress with this task, now having a formal and widely distributed process for resource allocation that includes input from all constituencies and systematic evaluation and refinement. The requirement that all departments and service areas must conduct program review annually

has enabled faculty and staff to consistently offer suggestions for institutional improvement, which is now institutionalized to be cyclical and ongoing.

allocation and is inclusive of all constituent groups. The college has well-documented achievements for innovation and leadership to ensure student success.

Self-Evaluation

The college meets the standard. The college now has a well-documented and systematic process that includes an accomplished evaluation cycle for resource

Planning Agenda

None.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning and special-purpose bodies.

IV.A.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Participatory governance is a priority at Foothill College and is at the core of college decision-making processes and procedures. The college encourages and sustains participation of all constituent groups in the shared governance process and promotes outcomes which value and involve all areas of the college. The input of all college constituent groups in decision-making allows the college to work toward consistent and quality improvement in all areas of student learning, engagement and success.

The *Integrated Planning & Budgeting Handbook* [IV.A.7], also known as the *Governance Handbook*, approved in Spring 2010 by the Planning and Resource Council (PaRC), delineates the roles of all constituent

groups in the areas of planning, budget, and shared governance processes. Representatives from all groups are members of PaRC, the primary shared governance committee on campus.

Overview of the Foothill College Institutional Governance Structure

A wide range of participatory committees comprise the governance structure at Foothill College, including collegewide standing committees, academic senate committees (both standing and ad hoc), classified senate committees (both standing and ad hoc) and student government committees. The partners in shared governance at Foothill College are indicated in the following table:

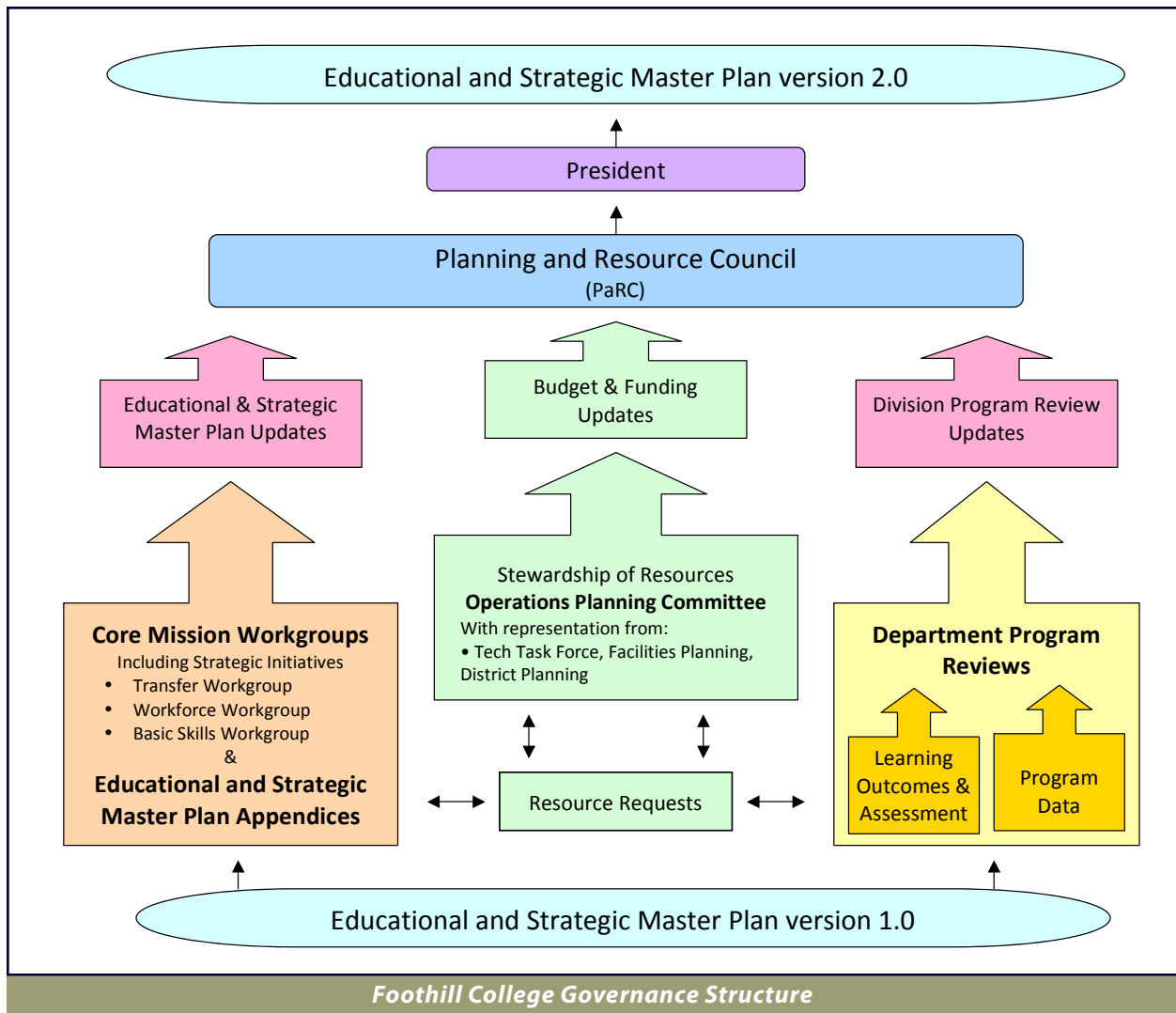
Leadership Group	Membership
Board of Trustees	Five elected voting members from the district, along with two student trustees (one from each of the two colleges within the district). The president and vice president are elected annually by fellow board members. The chancellor serves as the secretary to the board. [IV.A.9]
Cabinet	College president (chair), vice president of instruction and institutional research, vice president of student development and instruction, vice president of work force development and instruction, vice president of educational resources and instruction, associate vice president of external relations, associate vice president of Middlefield Campus and community programs [IV.A.9].
Planning and Resource Council (PaRC)	Three chairs: Foothill president, academic senate president, classified senate president, and 17 voting members: four student government representatives, and four groups of three tri-chairs for the Operations Planning Committee and three Core Mission Workgroups. Ex-officio members include five bargaining unit representatives, the members of President’s Cabinet, president’s assistants, college researcher, and Multicultural Staff Association representative. [IV.A.4]
Core Mission Workgroups (Basic Skills, Transfer, Work Force)	Each Core Mission Workgroup is tri-chaired by an administrator, faculty member and classified member from an area related to the core mission. Additional workgroup members are confirmed by their respective constituent groups. Each workgroup also has an ex-officio member of the cabinet.
Academic Senate	Two senators elected from each of the instructional divisions (including counseling), one elected adjunct faculty member representing adjunct faculty; non-voting liaisons from the classified senate, cabinet, student government and Faculty Association also sit on the academic senate. [IV.A.1]
Faculty Association	Faculty (bargaining unit) [IV.A.11]
Classified Senate	Elected officers from the classified staff (president, president-elect, secretary, treasurer), one segment representative from each geographical area, voting tri-chairs of the Core Mission Workgroups, standing committee chairs, one non-voting ACE bargaining unit liaison, a non-voting administration liaison, and one non-voting liaison to academic senate. [IV.A.2]
Association of Classified Employees (ACE)	Classified staff (bargaining unit) [IV.A.12]
Associated Students of Foothill College (AFSC)	Elected student leaders, including senators and officers that oversee all areas of student life and provide liaisons to collegewide governance structures. [IV.A.3]

Planning and Resource Council (PaRC)

The Planning and Resource Council [IV.A.4] serves as the primary institutional governance body at Foothill College. PaRC is responsible for advising the college president and bringing forward recommendations regarding decisions that have a collegewide impact, excluding those decisions that are the exclusive purview of the academic senate and those related to contractual or work-related issues handled by bargaining units. PaRC is responsible for the development,

implementation and assessment of the *Educational Master Plan* [IV.A.6] for the college. With the assistance of the Operations Planning Committee (OPC) [IV.A.8], a subcommittee of PaRC, PaRC’s members make recommendations to the president about planning, hiring, and other resource decisions that impact the collegewide community.

The membership of PaRC includes representatives from all of the constituent groups on campus. Members are as follows: (also listed above in table).



Prior to 2008, the planning and budgeting at Foothill was done by a central shared governance group known as the College Roundtable, which was created in 1996. The first guidelines of the Roundtable were approved in April 1996, and revised annually through 2008. Upon the arrival of Judy C. Miner as president of Foothill College in 2007, a discussion began about a revision of the shared governance structure. Under the leadership of former Interim Vice President of Instruction Duncan Graham and former Vice President of Instruction Katie Townsend-Merino, a task force of faculty, staff and students met through a pair of task forces beginning in 2008 to discuss modifications to the structure. These two task forces, on governance and planning, created a new shared governance structure, to be headed by the Planning and Resource Council (PaRC).

Roundtable had been mission-focused, with representatives from the five major missions of the college. Under the new governance structure, implemented in Fall 2009, PaRC was informed by three Strategic Initiative Planning groups (SIPs) as well as an Operations Planning Committee (OPC) [IV.A.8]. The three strategic initiatives, developed through a series of convocations and meetings with all constituent groups, were Putting Access into Action [IV.A.13], Building a Community of Scholars [IV.A.14] and Promoting a Collaborative Decision-Making Environment [IV.A.15]. These four committees (the SIPs and OPC) were each tri-chaired, with a chair from the faculty, classified staff and administration. Membership on the committees included members from the three employee groups as well as students. The goal of the SIPs was to structure planning around these three initiatives, and

to focus hiring and expenditures on those areas that demonstrated integrated use of the initiatives. These groups met bimonthly to discuss prioritization of resources and more global visions for the college as a whole.

In Spring 2010, the members of PaRC and the SIPs were polled as to whether or not they believed that the processes that had been implemented were proceeding effectively, or if changes needed to be made to either or both of the new structures. These surveys demonstrated that while PaRC was working effectively, the SIPs were not certain of their roles within the governance structure, and were spread too thin in trying to both prioritize resources and develop a collegewide vision for student success. Additionally, the feedback demonstrated a need to strengthen the connection between departmental program review and student learning outcomes in the integrated planning and budgeting process. A summer Integrated Planning & Budget Task Force [IV.A.7] was created, drawing faculty, staff, administration and student members from PaRC and the SIPs, to re-envision the roles of the SIPs and the governance structure below PaRC. To that end, the task force developed new integrated planning and budget workgroups, based on the primary missions of the college of basic skills [IV.A.16], transfer [IV.A.17] and work force [IV.A.18]. Membership of these new workgroups included previous members of the SIPs as well as new members, with the tri-chairs serving as members of PaRC to report out on activities within the

workgroups. While the system has only been in place since the beginning of the Fall Quarter 2010, members of the workgroups seem to be more comfortable with the structure and feel that their purposes are more clearly defined. PaRC will evaluate the Core Mission Workgroups at the end of the Spring Quarter 2011 to determine the efficacy of the new structure and ensure that all constituent groups are being heard in the areas of integrated and strategic budgeting and planning for the college community.

Self-Evaluation

The college meets the standard. The organizational structure and the processes established over the past years ensure that all constituent groups have an active and important role in the governance and integrating planning and budgeting of the college. The recent restructuring of the Strategic Initiative Planning committees into Core Mission Workgroups is a clear example of the college's willingness to engage in self-examination and to make changes when needed. The processes in place allow for cooperation and communication across all areas of the college, preventing the isolation of any one group or constituency. All constituent groups are involved in the integrated planning and budgeting for the college.

Planning Agenda

None.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The primary authority for curricular and other academic and professional matters at Foothill College rests with the Foothill College Academic Senate [IV.A.1] and its subcommittees, including the College Curriculum Committee [IV.A.19]. AB 1725, passed in 1988, guarantees the academic senate primacy in the areas of the "10+1", which includes areas of curriculum, program review, grading, graduation requirements and all other areas of academic and professional matters. These responsibilities fall into two major categories: areas of primary reliance, which are issues about which the senate holds primacy (e.g., curriculum); and areas

of consultation, which are areas in which the senate consults with one or more groups to determine a mutually agreed-upon solution. Those areas include the tenure process, accreditation and hiring processes among others.

Overview of the Foothill College Academic Senate & Subcommittee Structure

The Foothill academic senate is comprised of two representatives from each of the academic divisions (including the Adaptive Learning Division, Counseling Division and the Learning Resource Center), as well as three officers: a president, vice president and

secretary/treasurer. Officers are elected on a two-year cycle based on voting by all members of the faculty. Officers are guided by the *Foothill Academic Senate Constitution [IV.A.1]* (last revised in May 2010) as well as the Academic Senate for California Community Colleges' policies and procedures. In addition to voting members of the Foothill academic senate, ex-officio members include an administrative liaison (usually a member of the cabinet), an ASFC liaison (usually the student body president), a classified senate liaison and a faculty association liaison. These liaisons bring forward information from their constituent groups and report out on senate activities to their own bodies.

The Foothill academic senate oversees a wide range of committees related to academic and professional matters. In addition to the College Curriculum Committee, the senate appoints faculty to all other college and district committees, including tenure review committees, and is responsible for appointing members to PaRC, the Core Mission Workgroups, the accreditation standards committees and other entities in which faculty participate that are not directly appointed by the faculty union. The senate maintains lists of these committee members, available on the senate website [IV.A.1] and calls for volunteers whenever necessary. The senate also approves faculty to serve on hiring committees, task forces and any other bodies deemed necessary by the faculty.

The senate subcommittees are tasked with specific areas that fall under the broad aegis of curricular matters. The most central of these is the College Curriculum Committee [IV.A.19], which consists of representatives from each of the divisions, three deans and two co-chairs (the vice president of the academic senate and the vice president of instruction and institutional research). The Curriculum Committee oversees all areas of credit and noncredit curriculum, general education and other matters pertaining to curriculum. In the last two years, the committee has undertaken a substantive review of the general education pattern, recommending significant changes and establishing a robust set of courses to provide students with a variety of options in the

general education area. The committee has also been instrumental in assisting faculty in the construction and improvement of course outlines of record, Title 5 updates and recent changes in the Education Code to ensure that all courses are in compliance with state and federal regulations.

Other senate subcommittees also undertake actions at the direction of the senate in areas of curriculum and instruction. The Committee on Online Learning (COOL) [IV.A.20], in conjunction with the Distance Education Advisory Committee (DEAC) [IV.A.21], is engaged in discussions about pedagogy of online courses, ensuring course quality, course evaluations and the like. Other committees, especially tenure committees, also engage in discussions of pedagogy, curriculum, instruction, accreditation and other issues that impact faculty and which are instrumental in student success and learning.

The Foothill academic senate [IV.A.1], Curriculum Committee [IV.A.19] and other senate-appointed committees work closely with members of the administration, the board, classified staff and students to ensure that academic programs and services are of the highest quality and are effective in meeting the needs of our diverse student population. All groups are consulted during these processes, although ultimately the decisions regarding academic and professional matters rest with the faculty. [IV.A.7]

Self-Evaluation

The college meets the standard. The academic senate and its subcommittees empower faculty in areas of curriculum and instruction and ensure that primacy of faculty is recognized in these areas. Continued collaboration with the Academic Senate for California Community Colleges, along with other statewide organizations, allows Foothill College to remain at the forefront of curriculum development and innovation.

Planning Agenda

None.

IV.A.3. Through established governance structures, processes and practices, the governing board administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

As noted earlier, the college has revised its governance structure to improve practices and processes. The process of revising the structure was inclusionary. Staff, faculty, administrators and students were asked to participate and comment on the newly established structure, processes and practices. The input received demonstrated the overall commitment of all constituents to work for the good of the institution. This process of collegial dialogue led the college to restructure away from the College Roundtable to the current PaRC and included the strategic initiatives and, after review, the Core Mission Workgroups. As structures or processes developed that were out of sync with the focus on student learning and college goals, these structures or processes were (and continue to be) revised.

All college constituents have their proper shared governance authority, a place on the appropriate committees or groups and are included in the regular communication on campus. All constituencies have the opportunity to raise issues at PaRC or one of the other shared governance committees.

All groups have regular meetings. The faculty's interests are represented through the academic senate and the Faculty Association. The staff is represented through the classified senate and the collective bargaining units (ACE, etc). Administrators participate through the Administrative Council, Dean's Council and Cabinet. Students work together to share in the governance of the institution through the elected officials of ASFC, campus clubs and student leadership bodies.

Self-Evaluation

The college meets the standard. The overall atmosphere and the collective determination to do what is best for student learning remains strong. The college continues to engage in a spirited dialogue about the best means to achieve student learning of the highest quality for

the most students. While communication is generally effective, the means of the communication has changed as the college uses technology more effectively.

Although structures and processes have changed significantly since the last accreditation visit, results of the *Faculty and Staff Accreditation Survey* [IV.A.22] indicate that 77 percent of the faculty and staff agree or strongly agree that collaborative decision-making procedures are respected and followed.

The establishment of PaRC and the reformed and revitalized Core Mission Workgroups (transfer, work force and basic skills) are examples of the various governance groups working together in collaborative ways. After the 2009–2010 IPB [IV.A.7] structure was initiated, there was clear feedback that certain elements needed to be revised. This feedback came from a cross section of constituent groups, as represented by the membership on the Integrated Planning & Budget Task Force [IV.A.7]. The college acted on this feedback and formed the IP&B Task Force. The task force included members from all groups and reshaped certain aspects of the IPB structure to its current, simpler configuration. This is a good example of how the input from various groups is used in a collective manner to impact college goals and ultimately affect student learning in a positive way.

Classified staff, and the classified senate [IV.A.2] in particular, have experienced significant change in participation in governance with the decreased level in staffing brought about by budget cuts. In addition, the structural changes to the college due to formation of PaRC, which included an increased demand for classified participation in shared governance committees (the role of the classified tri-chair in particular), resulted in some work process changes for some classified positions. The combined pressure on the classified staff was significant, resulting in a lack of quorum for most senate meetings in the 2009–2010 academic year. However the leadership of the classified senate, with the support of top administrators, adjusted and overcame the challenges. There has been increased

participation in the 2010–2011 academic year and quorum has been met for most classified senate meetings. [IV.A.2]

In Fall 2010, the classified senate conducted a survey [IV.A.2] to assess the state of the senate and to ask its constituents how to increase participation and improve communication. The results of the survey were presented to the cabinet in October 2010.

Students are active members in governance at Foothill College. Students work together to share in the governance of the institution through the elected officials of ASFC [IV.A.3], campus clubs and student leadership bodies. These student leaders participate in shared governance structures in conjunction with faculty and staff. Student participation allows for a richer understanding between faculty and staff, particularly how the institution can better support and maintain positive momentum in student learning outcomes. Student participation in these governing bodies also allows student leaders to better understand how the institution functions, enabling student leaders to gain real-world experience which they are able to share with their respective student governance structures

Roles of various groups are clarified in board policies and college policies [IV.A.9]. It is very common for people who are not part of that particular constituency to be invited regularly to meetings. For example, the academic senate and classified senate meetings almost always have at least one administrator present.

The college utilizes many committees and task forces to dialogue about strategies to improve student learning. Committee meetings are a means of both receiving input and communicating college and district efforts related to improving student learning.

In terms of communication, while we are meeting the standard of communicating, we know we can do better. According to the *Accreditation Survey* [IV.A.22], almost three quarters of the faculty and staff agree or strongly agree that there is effective communication at the college. However, because more than one quarter of the staff and faculty disagree or strongly disagree, the subject of effective communication will be covered in some detail here.

Four items probably contribute to these results. The first is the constant but inconsistent move toward a heavier use of electronic means of communication. Another factor is the recent change in the governance

structure that was addressed earlier. A third factor is the current shift to an entirely new computer system for all aspects of college operations. The final factor is the unusually high turnover in the administrative positions in the college.

The college has understood for many years that it must always be upgrading means of communications as technology advances. Communication has shifted to some degree away from large, traditional face-to-face meetings to a much better use of electronic means of communication. As a result, the college has been working on various ways to improve communication. These methods include:

- All staff, faculty and student leadership have a Foothill e-mail address. E-mail is used daily to communicate myriad items. One result is that meetings, such as division meetings, are no longer just a chance for a division dean to impart information since that information has already been sent by e-mail. These meetings are now more effective two-way sessions that can focus on student learning issues.
- College leaders at all levels (college president, academic senate president, classified senate president, vice presidents, deans, department chairs, student government leaders and faculty) use e-mail regularly to communicate both routine and urgent information.
- Collegewide e-mails from the president. [IV.A.23]
- *Foothill Fusion* [IV.A.24]—a regular collegewide e-mail to all staff, faculty and students that has information on all aspects of college life. This evolved from the former college *eNotes* and is a good example of how the option of communicating with the entire college has very few obstacles.
- The college website has improved communications and sharing of documents.
- Collegewide use of the college website to post meeting minutes has increased. [IV.A.25]
- Portal allows easier communication with students. For example, when faculty are ill they can easily communicate that information to students who then do not have to drive to campus to find out class is canceled that day. [IV.A.26]
- Etudes groups and Banner groups allow faculty and staff the means to electronically exchange information in groups.

One example of how the means of communicating and the work that must be done to improve student learning has been improved is the 'home-grown' curriculum management system (C3MS) [IV.A.27]. In 2005, we created a curriculum authoring system available to all faculty, full-time and part-time alike, division deans, the articulation officer and the Instruction Office. The goals of this software were to make available to all faculty the ability to view any course outline, to update any current outlines, to author new outlines directly into the system, to facilitate the approval process and for an administrator to have immediate access to the status of all outlines in progress.

The course outline approval process at Foothill College is different than other community colleges in the state in that all outlines are approved at the division level by discipline experts. In addition to the faculty approval, all courses are checked by the division deans, the division's College Curriculum Committee representatives and reviewed and signed off by the articulation officer (as appropriate). They are then forwarded to the Instruction Office curriculum administrative assistant for final preparation for the catalog. Any faculty or staff member with access can see all courses in the process of development and therefore avoid having any courses that are lost in the process of approval. For example, if a course remains in a particular approval status without moving forward for a prolonged period of time, the curriculum administrative assistant will notify the appropriate person(s) to determine if there is an issue, and offer assistance if needed. [IV.A.27]

This system also provides all faculty the ability to collaborate on outlines in development as they are viewable while in the approval process. Each course has a single owner/editor to ensure that no more than one version of an outline is in the update process.

This system has been very helpful in the following ways:

■ **For faculty:**

- When they are assigned a new teaching assignment, they can access that outline and see the agreed-upon description, outcomes, etc., that have been determined appropriate for the course.
- They may collaborate on an outline with other faculty members electronically, allowing for immediate corrections and access through the Internet (24/7).

■ **For deans:**

- They may review the progress of every course being updated.
- They can review courses in the update process.
- They can access a list of courses and their assigned owner/editors.
- They can review active courses by department and their last update date.

■ **For the Instruction Office:**

- The ability to plan work-time accordingly based on the number of courses in the submissions area of the system.
- The ability to identify the courses that are having issues moving smoothly through the approval process.
- The ability to assist faculty with their course outlines.

This electronic means to update and improve course outlines of record, including a much better means for faculty to process and collaborate on curriculum, has dramatically improved the flow of curriculum information between faculty. The C3MS is a good example of how electronic tools have improved communication at the college.

The college and district still have very distinct means of communication that vary depending on the specific topics or issue. For example, in 2009 the college transitioned to 100-percent grade submissions via electronic means (online). At the same time, student evaluations of faculty remain a completely hard-copy process with total dependence on scantron technology. There is no current plan to change this student evaluation method for face-to-face classes (a shared governance dialogue that includes the Faculty Association is ongoing for student evaluations of online classes). Thus, while the college forges ahead in terms of electronic means of communication for many things, it remains reliant on less efficient and more cumbersome paperwork in others. Occasionally, faculty and staff will be looking for a hard copy of a document that only comes by e-mail or vice versa and thus may miss the information. For faculty and staff not involved in the specific decisions of these changing means of communication, the inconsistency of communications may be confusing, although attempts are made to communicate in a variety of manners.

The changes brought to the college through the implementation of the Banner system have challenged the communication on campus. The magnitude of some changes mandated by the technical constraints of Banner has sometimes left all groups feeling uninformed. The fact that we are told the process is proceeding normally for the magnitude of the changes in our entire computer system is not as comforting as we would like. In this area, the college and district are working hard to improve communication related to the Banner implementation. In an effort to improve the information available related to Banner updates, regular e-mails from the district are sent to provide Banner implementation updates [IV.A.28]. The *Technology Master Plan* [IV.A.6] addresses many of these points as well as the *Distance Education Plan* [IV.A.6] (both appendices to the ESMP) [IV.A.6].

Although many colleges face the same challenge, the unusually high turnover of administrators since the last ACCJC visit affects practices and communication throughout the college. Since the last accreditation visit, there have been three people in the position of president. The four vice president positions have had 14 different individuals in them. Out of 12 dean's positions, only three individuals in the position at the last ACCJC visit are still in the same position in December 2010.

At the district level, we have seen the hiring of a new chancellor as well as four new vice chancellors since the previous ACCJC visit.

The changes that have come upon Foothill College in the past six years have obviously tested the college's collegial spirit, collective work ethic and ability to communicate. The most obvious challenges are the state-level budget crisis, an unusually high senior-level administrator turnover and a completely new campus information system. However, the college did not lose sight of the fact that the college is a collection of many individuals with unique needs and desires who have been affected by the larger changes around us. While revamping the governance structure, the college has endeavored to keep in mind the individual realities of all the students, staff, faculty and administrators. Whenever possible we employ the personal touch among each other to provide support and help. These individual efforts are the hallmark of Foothill College and fundamentally why we are able to cultivate successful students.

Planning Agenda

None.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with accrediting commission standards, policies and guidelines, and commission requirements for public disclosure, self-study and other reports, team visits and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the commission.

Descriptive Summary

Foothill College exhibits honesty and integrity in its relationships with external agencies and with the accreditation commission in all its dealings. The college continues to comply with all standards, policies and requirements, and moves expeditiously to respond to the recommendations made by the commission. As evidence, Foothill College has responded to the recommendations made by the commission in the last self-study cycle (2005) with the focused midterm report in 2008, the *Foothill College Follow-Up Report* (Oct. 2009), and the *Foothill College Second Follow-Up Report* (Oct. 2010). The accreditation website [IV.A.29]

contains links to the standards, the self-study, responses to the commission's recommendations, progress reports and other documents related to accreditation.

In addition, the college has programs that are accredited by the American Veterinary Association, American Dental Association Commission on Dental Accreditation, American Medical Association Council on Medical Education, Commission on Accreditation of Allied Health Education Programs, Joint Review Committee on Education in Diagnostic Medical Sonography, Joint Review Committee on Education in Radiologic Technology and the National Board for

Respiratory Care [IV.A.30] demonstrating that the college conducts itself honestly and with integrity in its relationships with external agencies.

Foothill College places a high value on its relationships with all external agencies. At its foundation, Foothill understands that in order to continue to exist as an effective institution of higher learning, it must seek out, develop and nurture partnerships and collaborative relationships with outside agencies and organizations. Whether corporate, commercial, governmental, institutional, public, nonprofit, volunteer, local or international, engagement with all external agencies is governed by institutional values that are centered on honesty, integrity and respect.

The college is involved with many external agencies including, but not limited to, Catholic Charities of San Jose, Mountain View-Los Altos Union High School District, Palo Alto School District, Fremont

High School ROP, East Palo Alto Boys & Girls Club, Peninsula Boys & Girls Clubs, Pacific Oaks College, Palo Alto University, Alta Vista High School, City of Palo Alto, Martha Miller, Mountain View Chamber of Commerce, Palo Alto Adult Education and Mountain View Adult Education.

Self-Evaluation

The college meets the standard. Foothill College complies with the accrediting commission standards, policies and guidelines for public disclosure. Foothill College's faculty, staff and students have prepared this self-study utilizing a process that includes all constituents and is open and honest.

Planning Agenda

None.

IV.A.5. The role of leadership and the institution's governance and decision-making structures 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.

IV.A.5.a. Decision-Making Roles & Processes

Each year during the Integrated Planning & Budgeting Task Force [IV.A.7] summer working sessions, the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution uses a well-defined and documented process of annual evaluations, comprehensive surveys and collaborative all-inclusive meetings to determine the effectiveness of the college's governance and decision-making process. Members of each area of the governance structure are invited to participate in all aspects of the review of the governance process by attending the Integrated Budget & Planning Task Force annually. The purpose of this task force is to lead the effort in creating a governance structure that demonstrates "sustainable quality improvement" in response to 2002 Standards of Accreditation as established by ACCJC. The 2009 task force, convened by the Office of Instruction & Institutional Research (IIRS) [IV.A.31], included membership of each strategic initiative as well as the Planning and Resource Council. [IV.A.4]

2009 Summer IP&B Task Force Members

- Maureen Chenoweth, Classified Senate President (2009–2010)
- Shane Courtney, Associated Students of Foothill College Representative
- Dolores Davison, Academic Senate President
- Konnilyn Feig, Academic Senate Representative
- Peter Murray, Administrative Council Representative
- Daniel Peck, College Researcher
- Lucy Rodriguez, Classified Senate Appointee/IIRS Project Coordinator
- Katie Townsend-Merino, IIRS Vice President
- Gigi Gallagher, Classified Senate President (2010–2011)
- Pam Wilkes, Building a Community of Scholars Representative

- Chris White, Putting Access into Action Representative
- John Mummert, Educational & Strategic Master Planning Representative
- Kurt Hueg, Planning and Resource Council Representative

Descriptive Summary

The Integrated Planning & Budgeting Process Task Force [IV.A.7] was convened to develop new planning and budgeting structures that lead to “sustainable quality improvement” in response to the 2002 Standards of Accreditation as established by ACCJC. The task force, convened by the Office of Instruction & Institutional Research [IV.A.31], includes membership appointed by the academic senate [IV.A.1], classified senate [IV.A.2] and Associated Students of Foothill College, [IV.A.3] as well as the vice president of instruction and institutional research and the college researcher. Prior to the convening of the task force, study sessions on the ACCJC rubric for institutional planning were held with stakeholder groups on campus.

The overarching goal of the 2009 Integrated Planning & Budgeting Process Task Force was to propose an integrated and cyclical shared governance model that enables our college to more effectively use existing resources to drive our strategic plan and to support student learning. The charge was to begin using new processes during the 2009–2010 academic year [IV.A.7].

Guiding Principles: used to develop proposals for integrated planning and budgeting processes:

- Be driven by our mission and strategic planning goals.
 - Be transparent, understandable and informed by data. The new integrated planning and budget process defines *how* decisions are made—but the process does not make the decisions.
 - The college leadership makes budgeting decisions informed by collaborative and transparent campus input. College leadership is accountable for its decisions and will provide, in writing, explanations when it does not accept the recommendations of planning councils.
 - Be an iterative, cyclical process, involving annual assessment and refinement to ensure that it effectively integrates planning and budgeting.
- Foster flexibility and innovation as well as accountability for divisions, departments and units.
 - Ongoing assessment of the impact of expenditures will be a critical component of assuring accountability for results.
 - Available resources will be aligned with college strategic planning priorities and to increase student learning. Our budget reflects our choices and reallocation or substitution of resources may occur to meet highest priority needs.
 - Increase collaboration and efficiencies across the institution.
 - Assume that these processes impact all funds.
 - Budgeting should emphasize collaboratively developed division plans that are informed by detailed program plans and which are linked to strategic planning goals and action plans

In Summer 2010, the task force was reconvened to evaluate the effectiveness of the new 2009–2010 integrated planning and budgeting structure’s first year of implementation [IV.A.7]. As previously stated, a survey was conducted and feedback was gathered by the participants of the new process, and augmentations were made.

The 2010 task force met over the summer to review and reflect on the spring survey [IV.A.7], which demonstrated the need to streamline the processes of PaRC, including resource allocation and core mission reporting. The new structure was the result of those meetings. The group decided that the core missions of basic skills, transfer and work force education needed to be more closely connected to PaRC. These committees are now called “workgroups” and incorporate the strategic initiatives into their goal planning. Each of these workgroups will work in tandem and ultimately will be responsible for reporting to PaRC.

Proposed changes were presented to cabinet and the president at the close of the Summer Session, and were introduced to PaRC in Fall Quarter 2010.

Self-Evaluation

The college meets the standard. It evaluates the processes and procedures of governance on an annual basis in an inclusive and rigorous process. It openly communicates the results of its findings, recommendations for changes,

additions and adjustments to all constituents of governance at Foothill College. A second review of the new governance process is planned for Spring 2011.

Planning Agenda

None.

Standard IV.A. Evidence List

- IV.A.1. Academic Senate Website <http://www.foothill.edu/senate/index.php>
- IV.A.2. Classified Senate Website <http://www.foothill.edu/classified/>
- IV.A.3. Associated Students of Foothill College Website <http://www.foothill.edu/campuslife/asfc.php>
- IV.A.4. Planning and Resource Council Website <http://www.foothill.edu/president/governance.php>
- IV.A.5. Self-Study for the League for Innovation (2010) <http://www.fhda.edu/>
- IV.A.6. Educational Master Plan Website <http://www.foothill.edu/staff/irs/ESMP/index.html>
- IV.A.7. Integrated Planning & Budgeting Website <http://www.foothill.edu/staff/irs/IPBP/index.php>
- IV.A.8. Operations Planning Committee (OPC) Website <http://www.foothill.edu/president/operations.php>
- IV.A.9. Foothill-De Anza Board of Trustees Website http://www.fhda.edu/about_us/board/
- IV.A.10. Campus Leadership Website <http://www.foothill.edu/president/leadership.php>
- IV.A.11. Faculty Association Website <http://fa.fhda.edu/>
- IV.A.12. Association of Classified Employees (ACE) Website <http://www.acefhda.org/>
- IV.A.13. Putting Access Into Action Website <http://www.foothill.edu/president/access.php>
- IV.A.14. Building A Community of Scholars Website <http://www.foothill.edu/president/scholars.php>
- IV.A.15. Promoting A Collaborative Decision-Making Environment Website <http://www.foothill.edu/president/collaborative.php>
- IV.A.16. Core Mission Workgroup: Basic Skills Website <http://www.foothill.edu/president/basicskills.php>
- IV.A.17. Core Mission Workgroup: Transfer Website <http://www.foothill.edu/president/transfer.php>
- IV.A.18. Core Mission Workgroup: Work Force Website <http://www.foothill.edu/president/workforce.php>
- IV.A.19. Curriculum Committee Website <http://www.foothill.edu/staff/irs/Curriculum/index.php>
- IV.A.20. Committee On Online Learning (COOL)
- IV.A.21. Distance Education Advisory Committee (DEAC)
- IV.A.22. Foothill Institutional Research & Planning Website <http://www.foothill.edu/staff/irs/FHresearch/requestcompleted.php>
- IV.A.23. Collegewide E-Mails from the President
- IV.A.24. Foothill Fusion E-Newsletter
- IV.A.25. Foothill College Website <http://www.foothill.edu>
- IV.A.26. MyPortal Website <https://myportal.fhda.edu/cp/home/displaylogin>
- IV.A.27. Curriculum Management System (C3MS) Website <http://www.foothill.edu/cms/>
- IV.A.28. Banner E-Mail Updates

- IV.A.29. Foothill College Accreditation 2011 Website <http://www.foothill.edu/president/2011.php>
- IV.A.30. Foothill College Accreditation Website <http://www.foothill.edu/president/accreditation.php>
- IV.A.31. Office of Instruction & Institutional Research Website <http://www.foothill.edu/staff/irs/>

IV.B. Board & Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an (a) independent policy-making body that reflects (b) the public interest in board activities and decisions. Once the board reaches a decision, it (c) acts as a whole. It advocates for and (d) defends the institution and (e) protects it from undue influence or pressure.

Descriptive Summary

The Foothill-De Anza Community College District Board of Trustees is an independent board with a seven-member team: five trustees elected at large from the district community that includes the cities of Cupertino, Sunnyvale, Los Altos, Los Altos Hills, Mountain View, Palo Alto and small portions of surrounding cities, and two student trustees. Board elections for the five at-large members are held in odd-numbered years with staggered four-year terms of office. The two student trustees, one from De Anza College and one from Foothill College, are elected annually and have advisory voting rights. The longevity of service and stability of the board membership contributes to the stability of the institution and decision-making ability of the board to act together. The board of trustees carries out the philosophy, mission and priorities of the Foothill-De Anza Community College District through the execution of clearly defined policies and responsibilities. (*Board Policy 2200*) [IV.B.1].

At the core of the board is its continuing commitment to focus on the community, which it has served since 1957. The board has a long history of actively engaging in outreach with the immediate neighbors of the colleges, perhaps because the board members are active participants and citizens in the community. No board meeting goes by without reports on the community. The board encourages the attendance of the public at the board meetings, and offers several opportunities for citizens to talk with the board in regular open hearings, addressing the board on agenda items. Its close citizens' connections with a number of district/college events and programs, show the careful attention members take to include citizens on all appropriate committees, such as a range of citizens oversight committees on matter such as the Measures E and C [IV.B.2] bonds and the Audit & Finance Committee [IV.B.1]. They appoint citizens to major search committees of the district such as those for the interim chancellor and the chancellor.

In the past, the board has requested the participation of representative citizens of the district in discussions of major policy decisions. Particular consideration is given

to the appointment of advisory committees; and most major vocational/work force curriculum and program planning have such committees.

From its inception, the FHDA Board of Trustees knew that strong connections with the community were vital. From a 1993 mission statement, “The Foothill-De Anza Community College District provides a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the educational needs of our diverse students and community.” (*Board Policy 1000*) [IV.B.1].

In addition, the board protects the institution from self-serving interest groups and undue influence or pressure. It has current policies addressing conflict of interest (*Board Policy 9200*), code of ethics/standards of practice (*Board Policy 9210*), political activity (*Board Policy 9550*) and communication among board members [IV.B.1].

Self-Evaluation

The college meets the standard. The Foothill-De Anza Community College District Board of Trustees is an independent board, and acts as a whole and on behalf of the district and in the best interest of Foothill and De Anza colleges. It regularly encourages and enables citizens’ participation in board meetings and

appropriate committees. Its strong and effective policies and actions based on a continuous consideration of the public interest protect the district from undue influence and harmful pressure. The board’s well-conceived statement of policy is matched by action: “Philosophy of the board of trustees—We, the trustees of the Foothill-De Anza Community College District, commit ourselves individually and collectively to the highest standards of conduct. We acknowledge that each of us shares a profound obligation to exercise our best possible judgment as we face the matters affecting the health and vitality of this institution which we hold in trust for current and future generations. We pledge to work together on behalf of our community in a spirit of cooperation and collaboration.”

According to the 2010 Accreditation Survey [IV.B.3], 93 percent of faculty, staff and managers agreed or strongly agreed that the board advocates and defends the institution and protects it from undue influence or pressure, and 92 percent agree or strongly agree that the board is an independent policy-making body that reflects the public interest in board activities and decisions.

Planning Agenda

None.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The Foothill-De Anza Community College District provides a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the educational needs of its diverse students and community. The board of trustees establishes policies consistent with the mission statement to ensure the quality, integrity, currency and improvement of student learning programs and the services and resources necessary to support them.

The district’s attention to a rigorous, creative and inclusive academic environment and quality educational programs is well known. All new, modified and updated academic programs and curricula must be board-approved before implementation. Before being presented to the board, programs and curricula are

thoroughly vetted by the campus curriculum process. A plethora of board policies deal with student learning and educational issues, from philosophy of education to curricular offerings, certificate programs, advanced placement and credit by examination, prerequisites/corequisites, graduation requirements, course repetition, grading, honors, special and advanced skills programs, textbooks and manuals, public domain, speakers and library. Further, specific regulations guide student support services, including policies on student equity, matriculation, counseling and advising, disabled student programs, financial aid and athletics.

The board of trustees and colleges provide a set of policies and guidelines for faculty to use in fostering and ensuring open inquiry in their classes. Specifically, Foothill’s core values are honesty, integrity, trust,

transparency, openness, forgiveness and sustainability. In addition, the board has clearly defined its academic freedom principles and policy (*Board Policy 4190*) [IV.B.1]. Faculty have primary reliance for curriculum, program and general education requirements, degrees and certificates, grading policies, standards regarding student preparation and success. The colleges, relying on the academic senates and with the full involvement of the associated students and the administration, are continuously alert to the educational needs of the community so they can present for board consideration new and appropriate community college programs and direction.

In addition to curricula, a district must provide the resources necessary to support its programs. The board carefully and successfully monitors the fiscal health and stability of the district by analyzing and approving the full range of annual budgets, budget transfers and major expenditures. Even in deeply strained financial periods, it focuses its budget and fiscal discussions on how best to support and enhance the learning environment and the educational needs. It places responsibility for financial compliance, integrity and best practices with the vice chancellor for business services. *Board Policy 6300 Fiscal Management* [IV.B.1] provides clearly defined directives for how the district's business will be carried out. The vice chancellor of business services regularly briefs the board regarding current and projected budgeting. In the past two years, budgets have been a matter of discussion at every board meeting. As cited in Standard IV.B.1.c, the district has one of the highest bond ratings of all community colleges in the state, and receives continuing excellent audit reports [IV.B.2].

Committed to finding supplemental funding, the district and its colleges are known for their creative efforts to reduce expenses and save money to apply to student learning programs. By participating in the Community College League of California's Electricity Consortium Program, electricity rates for the 2010–2011 year have been obtained at a level that is 25 percent below our current rate. The new rate of \$56 per

megawatt hour will equate to an approximate savings for this year of \$250,000. Additionally, in conjunction with the consortium, the district has locked in very favorable rates for the subsequent two years, the lowest rates since July 2003. It made a commitment in the Measure C bond program to more than double the current photovoltaic capacity at both colleges. When complete, these new installations will result in more than \$400,000 in annual savings in electricity costs. The chancellor and the board established a grants and resource development office to strategically seek major funding from federal, state and foundation sources. The district has already seen success with the awarding of \$1.25 million from the California Employment Development Department for curriculum development for the SolarTech Work Force Innovations Collaborative. Other major grants are in development or pending.

Self-Evaluation

The college meets the standard. The board is actively involved in overseeing the educational quality and financial health of the organization by routinely reviewing curriculum changes and financial information and by formulating and adopting district policies that ensure the effectiveness of the institution and its learning programs.

The college's *Educational & Strategic Master Plan* [IV.B.4] is presented to the board on an annual basis, providing updates to the board on the college's core missions and resource needs.

These responsibilities and the method by which the board of trustees enacts its leadership are indicated in a range of policies and procedures, board presentations, regular priority setting and evaluation. It is remarkably focused in its search for and achievement of additional revenue sources and significantly reduced expenditures. Its planning processes and results focus on education.

Planning Agenda

None.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters and financial integrity.

Descriptive Summary

The FHDA Board of Trustees has ultimate responsibility for educational quality, legal matters and the financial integrity of the district. It derives its authority and duties from the Education Code and board policies and procedures [IV.B.1]. The board monitors institutional performance and educational quality to establish policies that set prudent, ethical and legal standards for operations, to focus on quality education, to ensure shared governance, and to advocate and protect the district; these policies and procedures enable the mission focus in each of these responsibility areas. The board delegates the execution of these responsibilities to the chancellor, the college presidents and the vice chancellors; however, the board has ultimate authority. Development and review of policies and procedures are collegial efforts that involve a variety of participatory governance groups. For policies and regulations which affect academic and professional matters, the board relies primarily upon the academic senates; for matters within the scope of bargaining interests, the board follows the requirements of negotiations. For administrative matters, the board relies primarily upon the recommendations of the administrative staff with input from various constituencies. [IV.B.5]

As stated in the board's mission statement, board policies, philosophy of education and policy manual, the board is committed to academic program excellence and effectiveness. All college major curricular and program additions are sent to the board through the academic senate [IV.B.6] and Chancellor's Advisory Council [IV.B.7] for review and approval. The colleges provide regular reports to the board on current activities and programs. The board is routinely briefed on instructional issues, and relies on faculty for curriculum development and oversight. Recently it has been briefed on matters such as access, success, completion, basic skills, *Accountability Reporting for the Community Colleges* (ARCC), transfer, and other areas and measures of the instructional program, as well as the *Educational & Strategic Master Plan*. [IV.B.4, 8]

The board sets policies for compliance in budget and financial practices, consistent with Title 5, and strictly adheres to practices in the *Community Colleges Budget and Accounting Manual*. The board approves the

annual budget and any subsequent changes between major expenditure classifications. It is regularly updated on financial matters, including the annual audit and oversight committee reports.

The board of trustees takes ultimate responsibility for the financial integrity of the district in a range of ways. Each year, the board schedules at least one of its regular meetings as a major fiscal/budget study session. The board also participates early in the annual budget process by setting the strategic budget priorities and reviewing the initial and final budgets against these priorities. Among the priorities listed for 2009–2010 were facilities master planning, legislative goals, staffing, budget analysis and revenue generation. For 2010–2011, priorities included maintaining budget stability and seeking alternative revenue sources by evaluating the impact of a parcel tax, encouraging proposals and grant requests to foundations and agencies, and approving fiscally responsible bargaining unit agreements. It pays careful attention to audits and oversight committee reports; which have always given the district unqualified reports of satisfaction.

In addition, the board analyzes quarterly financial statements, all construction change orders, new positions, hiring and all high-end contracts. It reviews all grant applications and research contracts and monitors compliance with regulations. The board annually reviews an independent audit of the district's financial statements and internal controls.

The board is consistent in its compliance with legal issues, including those policies involving conflict of interest, code of ethics, political activity and personal use of public resources. It is compliant with the Brown Act. It has ultimate authority for its decisions; it is not subject to the actions of any other entity. It publishes on the district website all policies related to its size, duties, responsibilities, structure and operating procedures.

The board carries out the philosophy, mission and priorities of the Foothill-De Anza Community College District through the execution of the following educational and fiscal responsibilities as enumerated in its institutional self-evaluation:

1. **Fiscal includes:** “Assures the fiscal health and stability of the colleges by close working relationships with the chancellor, financial staff and auditors, and assures that proper procedures are in place to monitor this fiscal stability.”
2. **Educational includes:** “Establishes and protects districtwide a climate in which teaching and learning are deeply valued, where the worth and dignity of each individual is respected and cultural diversity celebrated; acknowledges students, their opportunities and their progress, as the central purpose of our colleges and supports their academic pursuit through careful program review; assures quality teaching through monitoring hiring, tenure review and professional growth of faculty and administrative staff and clearly recognizes the contribution of classified staff in enabling teaching and learning to take place.” [IV.B.9]

Self-Evaluation

The college meets the standard. The board of trustees does an excellent job in its governance role for the district. Trustees have effectively limited their actions to established board-level governance and policy-level decision making. They have current policies in place that assure that they act with integrity and accountability. The board of trustees assumes ultimate authority for educational quality, legal matters and financial integrity of the district.

Planning Agenda

None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

This board’s commitment to participatory governance and consistent focus is clear throughout the structure and actions it takes across all responsibilities.

The Foothill-De Anza Community College District Board of Trustees has a comprehensive and high-quality website. It is clear, complete, easy to access, thoughtful, organized and aggressively informative. On a regular basis, its published and amended material includes mission size, duties, responsibilities, structure, operating procedures, goals and priorities, minutes, agendas, mission, presentations, and all major strategic planning documents, including the *Sustainability Plan*, *Educational & Strategic Master Plan*, *Facilities Master Plan* and *Technology Master Plan*. Its range of district manuals from search procedures to orientation as well as the Foothill and De Anza *Annual State of the College Reports* are available. Taken together, these attest to the board’s continual and comprehensive focus on student learning and budgetary commitment. Its historical and

current attention to the participatory governance core flows through the policies and procedures as carefully evidenced in *Board Policies 2220, 2223, 2224 and 2230*. Anyone can assess the board’s priorities and hold them accountable, as does the board to itself [IV.B.10].

Self-Evaluation

The college meets the standard. The board of trustees publishes all policies related to its size, duties, responsibilities, structure, and operating procedures and also in appropriate manuals and plans. It stresses student learning, full participatory governance, and fiscal responsibility as its core. The board makes these policies available to the public through the district website.

Planning Agenda

None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

The Foothill-De Anza Community College District Board of Trustees acts in a manner consistent with its policies and bylaws. The board is open in its practices and makes its agendas and minutes available to the public on the district website. As shared governance is central to its operational and education philosophy and procedures, the board has a careful consultation process whenever revision or adoption of new policies is considered. Policies are also established and reviewed on an as-needed basis, generally upon request by the administration, shared governance bodies or the public, or due to changes in the Education Code and state and federal laws. Almost every Chancellor's Advisory Council and board meeting has a policy agenda item. The district participates in the Community College League of California (CCLC) Policy and Procedure Subscription Service, which provides model policies and serves to inform the board regarding current legal requirements and best practices related to policy. In some cases, board review and revision is due to events that drive the policy. An example of this policy determination was the lengthy and comprehensive

procedures and consultations that resulted in the district's approval of its *Plus/Minus Grading Policy (Board Policy 6125)* [IV.B.8]. Recently, the new chancellor contracted with the retired vice chancellor of human resources to conduct a board policy review, focusing on best practices, currency, student learning objectives, and compliance with new or revised state and federal laws, and the California Education Code.

Self-Evaluation

The college meets the standard. The board has a history of consistency in its actions with its policies and bylaws. It operates in a transparent manner with full consultation, and its policies are clearly available online. The board recently updated several policies as a result of this self-study process.

Planning Agenda

None.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The board requires orientation and provides development activities to all board members. Orientation for new members includes a range of procedures and opportunities. Trustees meet with district officials, college presidents, vice chancellors, human resources staff and representatives of the district's participatory governance committees. New trustees often take tours of the college and district facilities, attend budget hearings and study sessions, and participate in a review of the district budget with the vice chancellor. New members attend the Community College League of California New Trustee Orientation Workshop offered each January. The orientation process is extended to the student trustees as well.

Additionally, the board schedules a more formal orientation that includes a review of district policies and procedures. The expected attributes of and guidelines for the conduct of board members are clearly laid out in *Board Policy 9200* [IV.B.11], which details trustee requirements. Prior to the meeting, new trustees receive a comprehensive and well-designed orientation handbook that includes a variety of materials that will help them become acquainted with the district and the responsibilities of a community college board of trustees. The formal session includes mission and priorities of the district, roles and responsibilities of the board, the Brown Act, philosophy, policies and administrative procedures, governance, board areas of interest and more.

All board members are encouraged and provided support to attend local, regional and state meetings, conferences and workshops that relate to community colleges and service as elected officials. Additionally, board agendas and minutes show that presentations have been made at various board meetings to review the board's legal responsibilities, the principles of participatory governance and other relevant topics. Board members know and adhere to the code of ethics (which also denotes trustees' responsibilities as trustees), conflict of interest policy and Brown Act requirements (*Board Policies 9200–9210*) [IV.B.11].

Prior to selection/election, all candidates for the board are given the opportunity for an extensive orientation, which includes briefings and question-and-answer opportunities with the chancellor, vice chancellors and college presidents, if desired.

Part I. Orientation

A complete list of materials for new board members is included in the introduction of the orientation handbook, as well as board requirements to which new members must attend.

Part II. Board Vacancies

The board is composed of five trustees elected at large and two students. The term of each elected trustee is four years. "The terms are staggered so that, as nearly as practical, one-half of the trustees will be elected in each odd-numbered year." (*Board Policy 9110–9111*) *Board Policy 9111* simply states, "Vacancies on the board will be filled in accordance with the provisions of the Education Code." *Board Policy 9110–01* denotes the term and the staggering of elections to ensure continuity [IV.B.11]. Recently, a board member resigned to join U.S. Undersecretary of Education Martha Kanter, a former chancellor of the FHDA district, in Washington, D.C.

The board established the qualifications and timeline for the search in accordance with board practice and state regulations. It moved quickly and procedurally to set the process for the swift appointment of the new interim trustee. Reaching out to the community, it publicized the opening, set interview times, and interviewed, deliberated and selected the interim trustee. Central to trustee deliberation was a concern for broader involvement of the district community, full openness and trustee involvement.

Self-Evaluation

Part I: Orientation

The college meets the standard. Board members, including the student trustees, are provided with a number of opportunities for orientation to their positions and are prepared for their position as trustees. In informal conversations, board members confirmed the value of the orientations and the level of preparation to do the work of the district. Staggered terms allow for continuity of membership. The board has procedures and commitments with orderly replacement and community involvement. The district continues to encourage trustees to take full advantage of all resources available for training and development.

Part II: Board Vacancies

The college meets the standard. *Board Policy 9110* [IV.B.11] appropriately notes number of trustees, elected terms, at large, and staggered terms to ensure continuity. The procedure followed for the recent vacancy was quickly designed and well executed.

Planning Agenda

None.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The board of trustees is committed to the self-evaluation processes for assessing board performance which are clearly defined, implemented and published online and in its policies (*Board Policy 9300*) [IV.B.11].

The board sees this effort as a means to identify its strengths and identify areas in which it may improve its functioning. The evaluation instrument incorporates criteria contained in the board policies regarding board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field. The process for evaluation is recommended to and approved by the board.

The evaluation is instrument driven, and conducted at a planning and self-evaluation retreat in July. The discussion focuses on strengths and weaknesses, board operations, progress toward board goals, overall board performance and effectiveness. The evaluation summary is presented and discussed at a board meeting. "The results are used to identify accomplishments in the past year, goals for the following year, and strategic plans for future years." (*Board Policy 9300*) "If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to the chancellor. A summary of the evaluations will be presented and discussed at a board meeting scheduled for that purpose. The results will be used to identify accomplishments in the past year, goals for the following year, and strategic plans for future years." [IV.B.11]

At its 2009–2010 self-evaluation presentation at the July 6, 2009 board meeting [IV.B.1], the board discussed the tabulated results of the self-evaluation. Trustees noted that the board needs to give more attention to the goal of closing the achievement gap and suggested that future agenda items reference each goal so that the board can more clearly see what progress is being made. Tying into the self-evaluation, the board followed with its 2009–2010 goals and priorities.

Board Priorities for 2009–2010

- Close the Achievement Gap—Further strengthen the bridge to college from high school and increase student retention and success, especially for underrepresented students.
- Meet Students' Educational Needs—Increase growth while maintaining productivity (increase FTES from 2 percent with 535 productivity).
- Ensure Adequate On- and Off-Campus Facilities—Finish Measure E and Implement Measure C.
- Implement the district's *Environmental Sustainability Plan*.
- Balance Revenue and Expenses—Reduce structural imbalance and achieve financially responsible compensation settlements.
- Hire New Chancellor.

Ongoing Priorities

- Neighborhood Outreach, Facilities Master Planning, Legislative Goals, Staffing, Institutional Research, Budget, Pedagogical Excellence, Revenue Generation, Public Domain, Greater Participation in Trustee Organizations, Community Relations, Health Care, Work Force Gap Analysis

At the annual self-evaluation for 2010–2011, at its July 12, 2010 board meeting [IV.B.1], the board discussed the summary of responses to the self-evaluation. Suggestions for improvements included asking more questions about curriculum and student achievement, and continuing and strengthening its community outreach. Again, coming out of the retreat, the board presented its updated board priorities:

Board Priorities for 2010–2011

- Focus on Student Access and Success—By supporting recruitment and retention of students from underserved and underrepresented populations, best learning and teaching practices, and identifying strategies foreclosing gap and completion doing so.

- Ensure that District Facilities Are Modern and Effective Learning/Working Spaces—Middlefield, NASA/Ames, continued bond oversight.
- Maintain Budget Stability, Seek Alternative Revenue Sources—Evaluate impact of parcel tax, encourage proposals and grant requests to foundations and agencies, fiscally responsible bargaining unit agreements.
- Ensure that Planning Is Integrated and Progressing—By supporting comprehensive accreditation self-studies, approving *Technology Master Plan* and *Facilities Master Plan* update. Ongoing priorities listed also.

Self-Evaluation

The college meets the standard. The board takes its evaluation process seriously, solicits and acts upon recommendations and reports its results at board

meetings. Minutes indicate that the board has consistently received good ratings in all areas. When an area of concern has been noted, the board initiated study and action. More importantly, out of the self-evaluation and planning retreats, the board hones its carefully drawn goals and priorities for the year. At the board meeting following the evaluation, the board tells the audience what it learned. The evaluation instrument and the summary of responses are attached to the agenda for all to read. The evaluation instrument focuses on board philosophy, mission, ethics, strengths, weaknesses and areas for improvement.

Planning Agenda

None.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The *Board of Trustees—Code of Ethics and Standards of Practices*—is clearly described in *Board Policy 9210* (April 2006) with additional ethics-related policies published in *Board Policies 9200, 9210, 9550, 4195, 3152* and *3122*. [IV.B.11, 12, 9]

Board Policy 9210 provides an overall statement of ethics and describes seven elements that each member of the board adheres to in performing the duties of the office. “From the code: each trustee shall devote necessary time, thought and study to the duties and responsibilities to render effective and credible service; work with fellow board members in a spirit of harmony and respect; 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; maintain strict confidentiality when appropriate or required; understand 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; avoid any situations where conflict of interest is real or apparent and promptly and honestly file all conflict of interest statements as required by law; shall not use position as a board member for personal benefit

or gain; welcome and encourage input and active cooperation by citizens of the college community and the community at large.” [IV.B.11]

As the policy states, “trustees who violate the board’s code of ethics harm the board and district.” If that situation occurs, the policy contains a detailed, step-by-step resolution, from resolving the problem informally with the chancellor and board president, to individual meetings with other trustees, to making public statements of expected board behavior and/or a board resolution about what expected behavior is, and/or a reaffirmation of its ethics policy—and all the way to public censure.”

In *Board Policy 9200*, the board conflict of interest policy details federal and state law, designated positions list of those in disclosure categories and what is required for individuals in each category. Ethics and conflict of interest are supported by policy on campaign assistance to board candidates, political campaigning by faculty members, travel and acceptance of gifts. (*Board Policies 9550, 4195, 3152* and *3122*). [IV.B.11, 12, 9]

Additionally, the board of trustees is bound by relevant sections of the *California 503 Government Code* and the *California Code of Regulations*, which further describe elements of ethical conduct in government

and stipulate (in *Government Code Section 83116*) the prescribed sanctions when standards of conduct are violated.

Self-Evaluation

The college meets the standard. The board's combined policies and carefully developed procedures and professional behavior provide the expectations and requirements for board members to operate in an ethical manner, contribute to the board and district in

a harmonious and supportive manner, devote adequate time and effort to board responsibilities and avoid any manner of conflicts of interest. Not only does the statement of ethics ensure a clearly defined code of ethics for the board but carefully defines processes and procedures for violations. The board maintains high standards of ethical conduct for its members.

Planning Agenda

None.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The board's accreditation involvement is bound to its *Board Policy 2510*: accreditation of the Foothill and De Anza Colleges "is viewed by the board as being of the greatest importance... The administration will direct special effort to preparing most thoroughly for each scheduled visit. Preparation for each successive visit must be based upon reports emanating from previous accreditation visits. Therefore, immediately following each visit, a study will be made of the report in order to determine what can be done to correct reported deficiencies prior to the next application." [IV.B.10]

The board is an active and informed participant in the accreditation process. At least two trustees have served multiple terms of office extending over prior accreditation cycles. The board's 2009 and 2010 retreats included a general discussion concerning the accreditation process and a more specific examination of what was required. Particular attention was paid to the areas of the student learning outcomes, integrated institutional planning, program review and the relationship of the California budget situation to the district budget development process. From that retreat, it set as one of the major 2010–2011 priorities, "supporting comprehensive accreditation self-studies." Recently, in preparation for the accreditation 2011 site visit, in a study session on March 22, 2010, the board received and discussed the progress report/Power Point prepared by the colleges' accreditation liaison officers. It included an overview of accreditation and self-study, preparation, teams, committee, structures/names, timelines, areas of focus and websites. [IV.B.10]

At its October 4, 2010 board meeting, during the *Accreditation Follow-up Reports* [IV.B.3] agenda item, the board discussed and then accepted the colleges' 2010 follow-up reports on progress toward meeting the ACCJC standards for student learning outcomes and evaluation. Responding to questions from the board president, leaders from both colleges gave their analyses of compliance with the SLO assessment protocol. Board members were reminded of the comprehensive Foothill and De Anza accreditation websites, which include extensive documents and assistance. In the agenda item of *Substantive Change Proposal* [IV.B.3], prepared as required for the ACCJC, trustees accepted a report to ACCJC prepared by Foothill College Dean of Technology & Innovation Judy Baker, Ed.D. The report presented a detailed overview of Foothill College's distance education programs.

Accreditation teams at both colleges include a cross-section of faculty, staff, students and administrators. The board president asked board members to serve as liaisons on Standard IV teams—one for each campus. In October 2010, one member of the board met at length with the Foothill faculty chair and a member of the Standard IV.B committee to review a series of questions that had been sent to her by the chair. Standard members have full access to the liaison trustees for any questions and/or suggestions. Additionally, board members are cognizant of their serious role in accreditation as outlined in the *Community College League of California Trustee Handbook 2009*.

Board members read and study college midterm reports and are aware of areas that need improvement. They have a copy of the last accreditation recommendations. Throughout the accreditation time

span since the last visit, the board has received regular updates on the accreditation process and reviews and approves (as necessary) the self-study, midterm reports, progress reports and accreditation-related substantive change requests. In addition, the board assesses its own performance using accreditation standards.

Self-Evaluation

The college meets the standard. The governing board is informed about and is actively involved in the accreditation process.

Planning Agenda

None.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Part I. Selection Process for the Appointment of the Interim Chancellor

At the April 2009 board meeting, the board announced Chancellor Martha Kanter's nomination by President Barack Obama to be the nation's undersecretary of education. The board immediately moved to set the process for the appointment of an interim chancellor. It adopted the interim chancellor selection plan and developed a timetable, affirmed the development and sent out the announcement, and determined appropriate board steps to develop interview questions. Dates were set for a closed session to select interim chancellor candidates for interviews. The board encouraged faculty, staff, students and the community to forward the names of potential candidates to the chancellor's office. Discussion focused on a broader involvement of the district community in the selection of an interim chancellor, ensuring as much openness as possible, possibly giving governance leaders and the student trustees an opportunity to meet with candidates, and providing feedback to the board in sequence with the closed session interviews on May 4, 2009. A special closed session was scheduled for May 18, 2009, to approve the interim chancellor contract.

On May 5, 2009, the board president reported that the board conducted its search for the interim chancellor and took action in closed session to authorize staff to begin contract negotiations with a candidate for the position of interim chancellor [IV.B.1]. Subsequently, the board announced the selection of Mike Brandy, retired Foothill-De Anza district vice chancellor of business services, as interim chancellor.

At the same time, between the April and May board meetings, the board began the formulation of the chancellor search process based on best practices in the past. The board agreed that it would have the opportunity to develop the description, a search firm should be selected from search finalists who would make presentations to the board at its next meeting, a trustee should serve on the search committee, and that the trustees should send the board president recommendations for community members to serve. At the May board meeting, board action approved the composition of the search committee with the inclusion of two student representatives (one from each college), approved the timeline and appointed Jane Enright (retired vice chancellor of human resources) as ex-officio chair of the search committee with a co-chair to be selected by the search committee once it was formed.

On May 18, 2009, the board appointed two community members to the search committee and one trustee. Its full appointments strictly followed the shared governance format: college presidents, De Anza and Foothill academic senates, two community members, one trustee, representatives from the Faculty and Administrative Management associations, two students, two classified staff, and two college administrators, one of each from each campus, one central services classified staff and one equal opportunity representative. Jane Enright confirmed that the committee was diverse and well balanced. Confidentiality was addressed in the charge to the committee, and members were provided training in this regard.

In October 2009, the search committee narrowed down the applications and a trustee subcommittee met with district staff to look at comparable salaries and draft a proposed contract. At the November board meeting, the board set this timetable: [IV.B.1]

Chancellor Search Process Timetable	
November 18, 19	Open forums at three locations
November 23	Board meets to discuss/make final selection
Week of November 30	Site visits
December 7 or 14	Board announces selection
February/March	New chancellor starts

The board held open forums at which the finalists made presentations. The forums were well attended and the attendees filled out anonymous evaluation forms at the end. These were collected and collated by the Chancellor’s Staff, and given to the board. The board also did formal interviews with the two finalists. At the December 2, 2009 board meeting, reporting out from closed session, the board president announced that the board had selected Linda M. Thor, Ed.D., as the district’s next chancellor [IV.B.1].

Part II. Evaluation

The board conducts an evaluation of the chancellor at least annually. The evaluations must comply with any requirements set forth in the contract of employment with the chancellor as well as this policy. The board evaluates the chancellor using an evaluation process developed and jointly agreed to by the board and the chancellor. The criteria for evaluation are based

on board policy, the chancellor job description, and performance goals and objectives developed jointly between the chancellor and board. The evaluation is conducted in closed session and reported out at a board meeting.

Part III. Delegation & Organization

Consistent with *Board Policy 2210 – Chancellor as Executive Officer of the Board* [IV.B.10] and the Education Code, the board of trustees delegates to the chancellor of the district the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action. In the initiation and formulation of district policies, the chancellor acts as the professional advisor to the board. The chancellor may delegate any powers and duties entrusted to him/her by the board including the administration of each campus, but he/she is specifically responsible to the board for the execution of such delegated powers and duties. Recently, the board extended the chancellor’s delegation to provide for more effective and timely action (*Board Policy 4125*) [IV.B.12]. This extended delegation gives the chancellor authority to approve hiring decisions and other employment actions when necessary to avoid employment delays, and then bring them to the board for ratification. Certain appointments would still require prior board approval: chancellor, interim and acting chancellor, president, vice chancellor and executive director of facilities, operations and construction. The board regularly receives reports and updates on district operations at its public meetings and requests information as needed.

The delegation of authority is clear in policy, practice and the structure in which the chancellor operates. The chancellor as chief executive operates within and with a clearly defined and articulated governance process beginning with the key group—the Chancellor’s Advisory Council (CAC) [IV.B.7]. The delegation is to advise and consult with the chancellor on districtwide governance, institutional planning and budgeting, policies and procedures to promote the educational mission and goals of the Foothill-De Anza Community College District. Based strongly on the district commitment to participatory governance, the CAC has a well-defined structure and mission. The CAC’s website incorporates the operational and mission commitments of the district.

The CAC is the primary districtwide, participatory governance leadership team that advises the chancellor on institutional planning, budgeting and governance

policies and procedures affecting the educational programs and services of the Foothill-De Anza Community College District. Members of the CAC advise and make recommendations to the chancellor regarding district goals and priorities that are of major importance to the district in providing opportunity and promoting quality, integrity, accountability and sustainability in carrying out the mission and goals of the district. Ideas and recommendations flow upward from the colleges to the CAC, and board initiatives flow downward for analysis and recommendations, which the chancellor carries forward to the board in open, transparent board meetings.

The CAC has a well-designed and conceived website [IV.B.7] that not only focuses on its responsibilities and opportunities, but also defines its philosophical and operational conduct: “We believe in the principles of openness, honesty, fairness, objectivity and collegiality in policy development, planning and budgeting. We adhere to the consensus model in conducting the business of the CAC. We expect that major district policies and procedures stemming from our mission, exclusive of those that are collectively bargained, be first submitted in draft form to the appropriate district governance groups most affected and then reviewed by the campus and/or district constituencies prior to action by the CAC.”

The CAC is fully representational and includes the vice chancellors, the college presidents, the presidents of the academic senates, the staff councils, the student governments, representatives of all the employee groups and the presidents of the Administrative Management and Multicultural Staff associations, backed by the strong governance roles policies (*Board Policies 2222, 2223, 2224*) [IV.B.10]. The CAC meets regularly with a clear agenda and its summaries and actions are posted on its website. [IV.B.13]

An example of issues addressed during the past year are “burning issues”, physical education analysis, range of plans and strategic plan review, construction, layoff procedures, plan metrics, parcel tax, state legislation, enrollment, Banner, chancellor search and always budget updates. The CAC considered possible board policies such as whistle blower, grading, travel and academic freedom. The vice chancellors report directly to the chancellor as do the advisory committees chaired by the vice chancellors—District Diversity Advisory Committee [IV.B.14], Budget Advisory Committee [IV.B.15], Legislative Committee (chaired by the chancellor) and District Research Advisory Committee,

as well as the De Anza College Council [IV.B.16] and Foothill College Planning and Resource Council (PaRC) [IV.B.17].

Self-Evaluation

Part I. Selection

The college meets the standard. The searches were efficient and effective. For both the interim chancellor and the new chancellor selection processes, the past practices selection process worked very efficiently and well. The search for the current chancellor included a nationwide search with a transparent process that was inclusive of all stakeholders. The board focused on the widest diversity of shared governance and community search committee members. They established realistic time lines, adhered to them and maintained remarkable communication and transparency. For the regular chancellor search, Central Services, Foothill and De Anza had open forums and evaluation opportunities. Generally, the process was well received, as were the appointments of both the interim chancellor and the permanent chancellor. The board expressed pride with the process.

Part II. Evaluation

The college meets the standard. In California, districts and those in several other states, there is a growing trend to use instruments by other members of the district community in the evaluation of the chancellor. Foothill concludes that it serves the district well to broaden the evaluation process and it should be done in keeping with the shared governance process and transparency. This recommendation was made in the *2005 De Anza College Accreditation Self-Study*: “De Anza recommends that the board expand the evaluation process of the chancellor and college presidents to ensure broader input. De Anza recommends that the board communicate findings in a board statement of district goals.” [IV.B.18]

The board operates within its policy. It bases its evaluation on a range of items, most of which are agreed upon by the chancellor and the board.

Part III. Delegation & Organization

The college meets the standard. The board’s clear delegation of administrative authority to the chief administrator/chancellor is well defined in board documents, organizational structure and contracts, and it is clear to all representative groups. The

organizational roles of the chancellor, the district/system and the colleges are clearly articulated. Faculty, staff and student participants have a thorough identification of roles/and or delegated authority through board policy and board minutes. Flowing through this structure, philosophy and commitments are the well-evolved participatory government center

and the board's expectations for mission coherency, student learning and quality of education. The board is highly effective in remaining focused on the policy level.

Planning Agenda

None.

IV.B.2. The president has primary responsibility for the quality of the institution that she leads. She provides effective leadership in planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees and evaluates an administrative structure that is organized and staffed to reflect the institution's purposes, size and complexity. She delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The college's purpose is summarized in its mission and vision statements, which focus on a commitment to provide a diverse population of students access to outstanding educational opportunities in the areas of transfer to four-year educational institutions, work force development (career preparation), basic skills and lifelong learning. It envisions a community of scholars, and seeks to ensure student success through the provision of high-quality instruction, student leadership opportunities and student support services. [\[IV.B.19\]](#)

More than 16,000 students from diverse socio/economic/cultural backgrounds attend Foothill College each quarter, served by 560 full- and part-time faculty, 142 classified support staff and 25 deans, managers and administrators. The college offers students a challenging curriculum of 207 degree, certificate and transfer programs, as well as a range of courses and activities in student leadership development. Support services are provided in the areas of academics, career and transfer planning, disability support services, financial assistance, health and well-being, housing information, learning resources and labs, mentoring and peer support programs, new student assistance, and veterans and military students resources.

The college's criteria for meeting its commitment to students are planning for and improving (1) access: educational opportunity for all; (2) student success: completion of student goals; (3) pedagogy, scholarship and support of learning; (4) the climate for learning; (5) fiscal and enrollment stability; and (6) a reputation for innovation and distinction. The college uses quantitative data to develop strategic planning in these areas and to analyze and evaluate progress and success.

To meet and reflect these criteria, the administrative structure is organized into six areas. [\[IV.B.19\]](#)

Each headed by a vice president or associate vice president, who is hired by and reports directly to the president, these areas, which are collectively responsible for the development and implementation of college plans, are:

- Educational Resources & Instruction
- Instruction & Institutional Research
- Work Force Development & Instruction
- Student Development & Instruction
- External Relations
- Middlefield Campus & Community Programs

More information about the responsibilities of each of the above areas can be found by reviewing the *Foothill College 2010–2011 Administrative Responsibilities Chart*. [\[IV.B.19\]](#)

The vice presidents and associate vice presidents are members of the President's Cabinet, which meets on a weekly basis to discuss administrative issues and to exchange information. The president also meets with cabinet members individually as needed to provide area direction.

In addition to the administrative structure described above, the president, with the assistance of a task force, created the shared-governance Planning and Resource Council (PaRC) in 2009 to advise the president on matters concerning all communities served by the college. PaRC voting membership consists of the tri-chairs from each of the Core Mission Workgroups (transfer, work force, basic skills) established through the strategic initiative planning process; the Operations Planning Committee; and four student government representatives. Ex officio members also include bargaining unit representatives from the faculty and staff unions and the President's Cabinet members.

Foothill College is very fortunate to have the strong and proven leadership of President Judy C. Miner, Ed.D. Even though she has only been with us since July 2007, she has worked as a higher education administrator since 1977 and in the California Community Colleges since 1979 when City College of San Francisco selected her as the dean of admissions and records. In the mid-1980s, she held two positions at the California Community Colleges Chancellor's Office: special assistant to the vice chancellor for student services and program coordinator for the transfer center pilot program. Beginning in 1988, Dr. Miner then served De Anza College for 18½ years in a number of positions, including those of dean of matriculation services and instructor of history; acting dean of special education;

dean of academic services; provost of arts, letters and social sciences; interim president; and ultimately, vice president of instruction. Her expertise and continued dedication to the students, faculty and staff of Foothill College has been invaluable during these trying times of budget reductions. She takes initiative to achieve ethical and effective leadership through her engagement of faculty and staff to offer their best ideas and efforts through open dialogue, mentorship and incentives. Her commitment to shared governance is clearly indicated in the *Governance Handbook* [IV.B.2], which she contributed to, as well as her willingness to meet with all constituent groups on a regular basis. Ultimately, while the final decision in hiring and evaluations rests with the president, Dr. Miner genuinely and consistently listens to the members of committees and those who advise her.

Self-Evaluation

The college meets the standard. The administrative organization structure, strategic initiative planning process and the shared governance instrument, PaRC, have been established to perform research, provide data, implement policy and decisions and advise the president on alternative courses of action regarding the goals of the college. However, the president has the ultimate responsibility for the decisions on planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Planning Agenda

None.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- Establishing a collegial process that sets values, goals and priorities;
- Ensuring that evaluation and planning rely on high-quality research and analysis on external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary

During the 2008–2009 academic year, the college reviewed and revised its mission statement to better reflect institution values. This review included statements and commitments to institutional values, vision, purpose and overall mission and was approved by the College Roundtable (shared governance leadership group) in June 2009. The establishment of the college priorities were presented in the *State of the College Report* [IV.B.19] in 2009 and reiterated at Opening Day 2010, further supported this change.

Additionally, there was clarification and agreement that the college would offer an associate in arts or associate in science degree, or specialty certificate; preparation for transfer to another college, university or postsecondary institution; career education, training and services; basic skills, English as a Second Language (ESL), leadership skills and student development; and student support services to promote student success. Measures for evaluation—quality indicators—were also identified and include the following: access—educational opportunity for all; student success—completion of student goals; pedagogy, scholarship, and support of learning; climate for learning; fiscal and enrollment stability; and a reputation for innovation and distinction.

Significant focus has continued on the use of data from the college and the surrounding community to make informed decisions based on research. A full-time college researcher works with district researchers to provide timely and relevant reports used to drive discussion and decision-making in conjunction with the program review process. PaRC is the shared governance advisory group and is responsible

for reviewing data, program review outcomes, strategic plans and fiscal resources to determine recommendation for FTEF hiring priorities and similar budget-related matters.

A full evaluation cycle for SLOs and assessment has been implemented. As is stated on the SLO webpage, “Student success is the primary measure of institutional effectiveness at Foothill College. The faculty, staff and administrators measure success by how well students do in achieving their learning outcomes, and by their continued success at transfer universities, in the workplace and as citizens.” [IV.B.21] The college continues to use research for data-informed decisions through the shared governance process as well as in areas of student success and student learning. When it appeared that there would not be funding for an institutional researcher at Foothill, Dr. Miner made it clear to the board that this position was absolutely essential for the continuation of data-informed decision making at the college level.

Self-Evaluation

The college meets the standard. Significant progress has been made to link the planning and allocation process to make it consistent, transparent and data-informed to best utilize college resources to support teaching and learning. The recent approval of the revised and updated *Educational & Strategic Master Plan* [IV.B.4] aligns the resource planning to student success, supported by numerous connected efforts, including program review, professional development, shared governance leadership groups and the college’s mission, vision, values and goals. The *2010 Accreditation Survey*

[IV.B.3] showed that 79 percent of faculty, staff and managers agreed or strongly agreed that the president engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents.

Planning Agenda

None.

IV.B.2.c. The president assures the implementation of statutes, regulations and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The president ensures the implementation of statutes, regulations and governing board policies and assures that institutional practices are consistent with institutional mission and policies. The president works with the vice presidents of educational resources and instruction, instruction and institutional research, work force development and instruction, and student development and instruction, and the associate vice presidents of external relations, and Middlefield Campus and community programs to assure compliance at every level of the organization. The operational procedures of the college specify the compliance necessary for laws, policies and regulations. Examples include the program review evaluation process, compliance with requirements for categorical funding, and compliance with program accreditation requirements, including the American Veterinary Medical Association, American Dental Association Commission on Dental Accreditation, American Medical Association Council on Medical Education, Joint Review Committee on Education in Diagnostic Medical Sonography, Joint Review Committee on Education in Radiologic Technology and the National Board for Respiratory Care. The college also updated its *Emergency and Crisis Management Plan* in 2009.

[IV.B.22]

The president encourages and assures compliance with laws, regulations and board policies through support and clarification of practices and procedures from appropriate district departments. This includes personnel matters, such as consistency with collective bargaining agreements and fair hiring practices; facilities management, including Measure E and Measure C construction projects; and matters of finance and budget. The president remains apprised of issues related to laws, regulations and board policies through

her participation on Chancellor's Staff and Chancellor's Advisory Council and relates this information back to the college.

The president has primary responsibility for the excellence of Foothill College. The president of Foothill College reports to the chancellor of the Foothill-De Anza Community College District. The president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness. Foothill College operates within the shared governance model with a participatory governance structure and process, with a campus culture of inclusiveness for faculty, staff, managers and students. This model is evidenced by the structure of the Planning and Resource Council (PaRC) the collegewide decision-making body, the supporting Core Mission Workgroups in transfer, work force, basic skills, operations planning and the President's Cabinet. The president represents Foothill College in her position on the Chancellor's Staff and as an active member of the Chancellor's Advisory Council, which serves as the district's centralized communication, planning and review group for major issues affecting the district.

The president provides leadership as a co-chair with the president of the academic senate and the president of the classified senate, in planning with the development of the new shared governance structure, PaRC, which was created in 2009 and is a more inclusive, consensus-based planning and budgeting model that continues to evolve with campuswide input. She is supportive of the program review model and funding resource linkage that along with college data informs resource allocation and strategic planning. She also oversaw the completion of the *2010 Educational & Strategic Master Plan* [IV.B.19] version 1.0. and laid the groundwork for version 2.0. The president provides

leadership in institutional effectiveness through her support of strategic planning and the use of data for evaluation and decision-making.

Self-Evaluation

The college meets the standard. The president provides leadership to assure that the college is compliant with laws, regulations and board policies.

Planning Agenda

None.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The president provides leadership in budgeting and resource allocation, ensuring that the college operates in a fiscally sound manner. She communicates in numerous formats about budget discussions and decisions and is committed to collegewide understanding of the process.

The president effectively controls budget and expenditures by adhering to college processes and principles for budget development. This task is accomplished through the participatory governance structure of committees charged with budget development, and with approval of recommendations for those budgets by PaRC.

The president includes regular budget updates in her communications to the college community and maintains a budget information page on the college's website. Communication has been a key component in addressing the current budget situation. Given the statewide budget crisis that has significantly and increasingly affected appropriations for community colleges, the president instituted a series of town hall meetings in Fall 2009 and Winter 2010 to discuss the situation and seek campus input to address the problem. The president also reports on the budget during her annual *State of the College Report* [IV.B.19] to the board of trustees and her opening day presentation each September. These meetings provide information on projected budget appropriations, core values for dealing with reductions, and the process for identifying how to reduce expenditures.

The process was transparent and participatory, including input from all constituencies through PaRC. Reductions were consistent with the college's core missions of basic skills, work force and career and transfer programs. Focus was provided on where reductions were made at the budgeting level, and strategies were provided for assuring that expenditures do not exceed budget.

In her three-year tenure as president, she has balanced the budget with strategic program reductions informed by program review data, and strengthened collaboration with the Foothill Commission and the Foothill-De Anza Foundation, resulting in successful cultivation of new and existing donors during a period of decreased national and regional philanthropy.

Self-Evaluation

The college meets the standard. The president has been proactive in her leadership to assist the college in dealing with the current state budget situation. She has been inclusive in asking the college community for possible strategies to mitigate the impact of the current budget cuts. The consistent thread that emerges from the president's actions has been to follow the participatory decision-making practices of the college, and to engage all constituents in understanding what has happened, how decisions were made and how they might help with solutions. The college has a strong history of fiscal responsibility, and that has held true in good economic times as well as bad.

Planning Agenda

None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

Foothill College serves both internal and external communities.

The internal communities are students, faculty, classified staff and administrators, who are included in shared governance at Foothill College through

representation on the Planning and Resource Council (PaRC) [IV.B.17], and on a variety of shared governance college committees under the umbrella of PaRC. The following organizations represent these communities on PaRC:

Communities on PaRC	
Students	Associated Students of Foothill College [IV.B.23]
Faculty	Foothill College Academic Senate [IV.B.24], Faculty Association [IV.B.25]
Classified Staff	Foothill College Classified Senate [IV.B.26], Association of Classified Employees (Unit One) [IV.B.27], Teamsters (Supervisors), OE3 (Police Officers), CSEA (Facilities & Grounds)
Administrators	President’s Cabinet [IV.B.28]

The external communities are the general public in the Foothill-De Anza Community College District—individuals, neighboring residents, businesses, organizations and voters.

In an interview conducted on November 4, 2010, the president described the various ways in which she communicates with the communities served by the college:

- She has an open-door policy in support of the college’s core values of trust, openness and transparency. Drop-in chat times are made known via Meeting Maker, the college’s electronic calendar. She welcomes the chance for informal conversations.
- She has regularly scheduled meetings with the leaders of the classified staff bargaining units, the classified senate, academic senate and Associated Students of Foothill College (ASFC). She also sets aside time to visit constituent groups during their regular meeting times. In addition, she has informal, offline meetings several times a month with group leaders.
- She meets regularly with her cabinet as a whole and also individually. The weekly meeting is scheduled via Meeting Maker for Mondays from 8:30 to 11:30 a.m. She also holds retreats for her cabinet two to three times a year for planning and

discussion purposes. Retreats are also scheduled for her executive staff. The goals of retreats are always issue driven.

- At least twice a year, in early Fall and Spring quarters, she visits various divisions, programs and areas. She also attends special college events, such as Foothill theatre productions, music performances and athletic events; she has read student applications for financial aid and has worked with students, reading their personal essays for college applications. She brainstorms with college deans and serves on advisory councils. Once a quarter, she visits at least one instructor and visits all tenure-track instructors’ classes during the tenure process.
- She sends personal notes and e-mail, makes phone calls and/or visits all newly tenured faculty and the classified employees of the quarter. She attends on-campus celebrations and special events, even if for only 10 minutes, because she recognizes that attendees know that she represents the president’s office and the college.
- In order to draw the campus together, she plans or attends the following events: the year-end celebration, opening day leadership retreat, opening day events, division celebrations and meetings and constituent group meetings. She created the Foothill Author Series, which publicizes books that college

personnel and community members can read, and then invites the books' authors to discuss their works with that audience.

- She is a member of the Chancellor's Advisory Council (meets bi-weekly), Chancellor's Staff (the six members meet with the chancellor every week), the foundation board and the Foothill Commission. She views her role in these committees is to serve as a representative of Foothill College asking herself, "What can I bring from Foothill in the interest of the district?"
- She represents Foothill College at the board of trustees meetings, which the general public can attend.
- She makes it a point to attend local fundraising events "to represent Foothill College for our neighbors, since they are part of the Foothill family," she says. [IV.B.29]

Self-Evaluation

The college meets the standard. The president makes use of multiple means to communicate with the college communities that include face-to-face meetings with groups and individuals; use of electronic tools (e-mail, Meeting Maker scheduling); personal notes, attendance at on- and off-campus events; visits to classrooms; participation in student services; and membership on college and district committees that interface with both internal and external groups.

Planning Agenda

None.

IV.B.3. In multi-college districts or systems, the district/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

A new district chancellor was recently selected, a step which is leading to reaffirmation of and changes in organizational structure including reformulation of the Chancellor's Advisory Council (CAC) [IV.B.7], continuing its vital participatory governance role chaired by the chancellor, with representation from each of the colleges and the district office. Its charge: "The overarching shared governance committee for the district that advises and consults with the chancellor on institutional planning, budgeting, governance and policies and procedures affecting the educational programs and services of the district. It functions to promote the educational mission, integrity, accountability and goals of the FHDA Community College District; and provides the linkage back to the colleges for each of the stakeholders represented. Members of the CAC advise and make recommendations to the chancellor who in turn makes recommendations to the board."

The district decision-making structure includes the Chancellor's Staff which meets every Tuesday morning for three hours with the three vice chancellors, the executive director of facilities and the two college presidents. It reviews and implements the board of trustees' directives and divides its agendas into operational and strategic foci, depending on the meeting. It also reviews current issues with districtwide implications and advises the chancellor accordingly. The meetings always end with the question: "Any cascading messages/what do we need to communicate and to whom?"

The senior staff meets with the chancellor once a month. That meeting includes the Chancellor's Staff and all district senior administrators. These meetings serve as a means to enhance communication and coordinate district projects, issues and planning.

While the board in its first chancellor's evaluation set goals and priorities for her, the chancellor also added her own for 2010–2011 that centered on keeping a sharp focus on student success, on strengthening an effective

leadership and governance team, ensuring that facilities are effective learning/working spaces, maintaining budget stability, seeking alternative revenue sources, ensuring that planning is integrated and progressing, maintaining community connections, and returning

the district to a leadership role in technology [IV.B.30]. She and the board are also concerned about a range of issues, including rebuilding student support services impacted by budget crisis and reviewing the mission and effectiveness of various governance/advisory bodies.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

District policies and actions delineate the functions of the district and the responsibilities of the college in the delivery of instruction and student services. Faculty, management, and staff representation is involved at all levels of the delivery system. Participatory governance rests on the scope of the carefully designed and articulated decision-making committees; and communication about the district’s operational functions is extensive. Foothill’s *Integrated Planning & Budgeting Governance Handbook* [IV.B.20] lays out the clear delineation between Foothill and the district. It notes the district polices which spell out the delineation across all groups, and the procedures and the state *Title 5* regulations are cited. The handbook indicates whether the colleges or the district has primary, secondary or shared responsibility for a particular operational function and includes definitions of those responsibilities.

The chancellor as CEO and the vice chancellors reporting to her implement board policy. The president of Foothill as chief officer of the college has clear roles and reports to the board through the chancellor. The facilitating and resolution component is the Chancellor’s Advisory Council, which is fully representative and facilitates clear communication. It is here and in the district advisory committees that continued dialogue about the roles of district/college and the effectiveness of that functional relationship are assured.

In the well-conceived and clear *Philosophy, Mission and Priorities of the Foothill-De Anza Community College District* [IV.B.31] statement, the district outlines its organizing principles. The second principle states,

“We recognize and support the distinct ethos of each college while coordinating a centralized decision-making and resource allocation process that avoids redundancy and minimizes bureaucracy.” Through collaboration and discussion, the district and the two colleges outline who is responsible for what, and where decisions will be made. They share these plans with the various constituency groups. When adjustments are made, these changes are communicated to faculty and staff through the distribution of organizational and functional charts on both campuses as well as during retreats and meetings. College presidents and the presidents of the academic senate, classified senate and student government council sit on the Chancellor’s Advisory Council, which directly advises the chancellor, and thus the board, on matters of the district and the colleges. [IV.B.10]

Self-Evaluation

The college meets the standard. The district system clearly delineates and communicates the functions of the district and the responsibilities of the colleges in the delivery of instruction and student services. Paying additional attention to coordinating and integrating services and activities within the district office (IV.B.3.b, IV.B.3.g), this determination guides a range of changes made at the district level to assure that this delineation of functions is made clear and that it is communicated effectively to district faculty and staff. Every step is served well by the strong participatory governance commitment.

Planning Agenda

None.

IV.B.3.b. The district system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The district provides the infrastructure and leadership in advancing its mission: “The mission of the Foothill-De Anza Community College District is student success. We accomplish this by providing access to a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the diverse educational and career goals of our students and communities.” The three district commitments are:

1. Student Success and Achievement—Improve student success, equity and retention.
2. Student Access—Engage with our communities to build bridges between us and those we serve.
3. Stewardship of Resources—Increase effectiveness in use of district and college resources (from the new *District Strategic Plan*). [IV.B.31] The support and direction of the overall services enables the colleges to catalyze and broaden student success and access.

District Operations—Central Services

District Central Services includes the following units:

- Chancellor’s Office [IV.B.30]
- Business Services [IV.B.33]
- Human Resources & Equal Opportunity [IV.B.34]
- Facilities & Operations [IV.B.35]
- Educational Technology Services [IV.B.36]
- Foothill-De Anza Foundation [IV.B.37]
- Public Safety & Bookstore—Centrally directed

Description—Chancellor’s Office

The chancellor is the CEO of the district and provides leadership for the district in advancing its mission. The chancellor’s office provides board meetings support, and supervision of board policies and procedures, district master planning and community relations. It also oversees state and federal relations, legislative advocacy, public affairs and media relations, and foundation strategic leadership and fundraising. The Chancellor’s Advisory Council (CAC), chaired by the chancellor, is the overarching shared governance committee for the

district and provides the linkage back to the colleges. The Chancellor’s Staff and the senior staff work with and through the chancellor’s office.

Reporting directly to the CAC are the vice chancellors and executive director of facilities, and through them their advisory committees: District Diversity Advisory Committee, District Budget Advisory Committee, Legislative Committee, Human Resources Advisory Committee (HRAC), District Research Advisory Committee (DRAC), Educational Technology Advisory Committee (ETAC). Core contributors to CAC are the two college integrated planning groups—College Council and PaRC, the college presidents, and the academic, classified and student senate presidents. Also see IV. B.3.a, B.3.e, B.3.f., B.3.g. [IV.B.30]

Description—Human Resources & Equal Opportunity

The Foothill-De Anza (FHDA) District is one of the larger community college districts in California and has distinguished itself as a leader. It employs approximately 1,200 full-time employees and 1,900 part-time employees. It is the policy of the district to provide an educational and employment environment that is committed to high quality, equal opportunity and diversity. Human resources is a unit that provides a range of critical services.

Directed by a vice chancellor, human resources is accountable for personnel services, benefits, employment services, training and development, classification and compensation, labor and employee relations, and diversity and equal opportunity in the workplace. It facilitates the recruitment, selection and evaluation of personnel as well as the implementation of board hiring, diversity policies and administrative procedures. It is responsible for all contract positions to ensure that funding is authorized and the positions are approved in compliance with board policy. Human resources handles all grievances, complaints and litigation related to personnel actions. Human resources coordinates all bargaining and meet-and-confer sessions with employee organizations. The vice chancellor serves as chief negotiator for the district with teams drawn from central services and college

administrators who negotiate collective bargaining agreements with all employee unions. District staff members are knowledgeable about collective bargaining contracts and serve as resources for contract interpretation, conciliation processes, grievances, and claims. The District Human Services Advisory Council is chaired by the vice chancellor. [IV.B.34]

Personnel Services provides information and assistance for faculty, administrators, classified, temporary and retirees, and access to salary schedules, all employee groups agreements, contracts and calendars. The website includes the *Administrator Handbook for New Employees*, *Administrators Handbook* and *Tenure Review Handbook*. Personnel services is committed to providing outstanding customer service to all faculty, administrators and staff. [IV.B.34]

Classification & Compensation Services is accountable for maintaining the system for all non-faculty position descriptions and related wage and salary information. This area includes processing requests for working out of classification and reclassification, classifying new and vacant positions, and reorganizations where position responsibilities change. It supports and monitors a central database for position descriptions and salary schedules.

Training & Development Services is committed to the coordination, administration and delivery of training programs that promote and enhance the performance and advancement of all employees. The department site links employees to campus training, and creates and administers the required and volunteer training programs. For example, sexual harassment awareness training and workplace violence prevention training benefit from the strong efforts to evaluate and contract with modular online training. Sexual harassment awareness training addresses the legal and practical aspects of recognizing, preventing and effectively responding to sexual harassment in the academic environment. The sexual harassment awareness training is conducted for and required of all supervisors and administrators every two years in accordance with state regulation. Human resources also offers regular training to faculty and classified staff, the most recent example at the opening days in September 2010, and is in the process of implementing online training programs. As the vice chancellor noted, "We have a commitment to assuring an environment free of harassment and discrimination and continue to review and modify our training, policy and procedure to that end."

The district commits to providing a safe and healthy working and learning environment by offering workplace violence prevention training to all employees. This training focuses on awareness and prevention, risk factors and early warning signs, and provides employees with practical and concrete information. [IV.B.34]

Employment Services has a full-service site for applicants and reviewers. From submission of the approved position to its advertising, to intake of applications and review of applications, the information is all available online. Reviewers do their work online, as well as the applicants. Employment services provides a fully automated, clear, person-friendly site. The carefully designed *Hiring Manual* assists district staff in this effort. [IV.B.34]

Diversity in the Workplace: The human resources element is supported by the Diversity Advisory Committee chaired by the vice chancellor. The diversity mission and vision statement is as follows: "All members of our district community understand and respect that our cultural diversity is one of our greatest strengths. The district welcomes and unites people of all ethnicities, genders, sexual orientation, socio-economic classes, religions, abilities and ages and empowers them as individual and as groups." Available on the website are complaint procedures and forms, definition of sexual harassment and reporting procedures. The committee sponsors Diversity in the Workplace, a training and awareness program for all employees. Implemented in 2000, it allows participants the opportunity to review, evaluate and reflect upon how diversity impacts everyone and specifically how individual workplace relationships, environment and behaviors ultimately affect student success. All employees are encouraged to attend one of the scheduled training sessions. [IV.B.34]

Benefits: The district provides a range of paid health and welfare benefits for all employees and their eligible dependents. The benefits site is comprehensive and easy to use, with detailed information and full assistance for prescription drugs, dental, vision, employee assistance program, group-term life insurance, flexible spending accounts, supplemental-term life insurance, worker's compensation, long-term disability and COBRA. It gives advance notice for the challenging Health Care Reform 2010, and assistance in analyzing the changes. It pays special attention to retirees, including FODARA—the district's retirees association. Representatives of FODARA sit on the district benefits committee, speaking for all retirees on issues pertinent to their health benefits. The active employee services section

provides quick but comprehensive links to information that is easier to use, more complete and better than most commercial and government sites. [IV.B.34]

Wellness Program: The district benefits office sponsors the successful wellness program, with the focus on increasing the overall physical and mental health of FHDA employees, while encouraging a healthy work-life balance. Based in the human resources office, the program is steered by members of the shared governance Wellness Committee, (chaired by the director of benefits and the vice chancellor) reporting to the District Benefits Advisory Committee. Its mission statement: “to act as an advisory committee for purposes of promoting and supporting organizational and individual wellness among members of the campus community through education, prevention, early detection and access to comprehensive health resources. Ultimately, the goals are to improve the health, well-being and quality of life of all district employees and to empower employees to adopt positive attitudes and behaviors through a lifelong commitment to wellness.” The program includes the 10,000 steps walking challenge and a range of fitness and health information. [IV.B.34]

Self-Evaluation—Human Resources

The college meets the standard. The human resources groups are particularly user-friendly and service oriented. Their outreach is technologically advanced and innovative. Their missions are clearly articulated and supported. Their outreach efforts emphasize quality attention to all of the district’s employees.

Description—Business Services

The mission of business services is to assist the colleges in carrying out their goals and objectives in providing quality education to Foothill and De Anza students. The vice chancellor of business services is the chief business officer of the district and is responsible for accounting, budget, environmental compliance, hazardous materials and safety management, police and safety services, finance, grants, payroll and risk management. In addition to these areas, business services manages the district’s procurement card program, college bookstores, and facilities, operations and construction management. The vice chancellor chairs the District Budget Advisory Committee, which meets every two weeks. He oversees the development of the annual budget and the distribution of state funds and local resources in accordance with the *Educational Master Plan* and the annual goals and objectives of the

colleges and central services. With advice from the District Budget Advisory Committee and CAC, the vice chancellor allocates financial resources to each college in consultation with the chancellor, presidents, vice chancellors and vice presidents. All budget documents are easily found online at the website as well as current and previous state budget information. See also IV. B.3.d, B.3.c. [IV.B.33]

Budget Operations: Business services is responsible for coordinating the development of the district’s annual budget. Working closely with the college integrated planning committees, vice chancellor and college vice presidents, it reviews budget policy and budget scenarios with the vice chancellor who then makes recommendations to the CAC. A tentative budget is prepared by the budget office in conjunction with the campuses for board approval in June. A final budget is prepared in August. The budget office also prepares the three quarterly reports. The Budget Advisory Committee chaired by the vice chancellor reviews budgets every two weeks and makes suggestions and raises concerns. [IV.B.33]

Accounting Services is responsible for the accumulation and distribution of districtwide financial information for both internal and external use. It provides an array of fiscal support services, including accounts payable, accounts receivable, financial analysis and cashier services, as well as general accounting services. It prepares the annual financial statements in accordance with generally accepted accounting principles. The department also prepares state-mandated reports such as the annual *Financial and Budget Report*; *Quarterly Financial Status Report*; and *Estimated Enrollment Fee Revenue Report*, in accordance with instructions issued by the California Community Colleges Chancellor’s Office. The accounting site in its organization chart and its staff contacts webpage produces a clear summary of the various staff responsibilities and contact lists. The website details the range of accounting procedures and is the online resource for Banner finance functions, and provides online training guides for campus users. Its careful compilation of the chart of accounts (COA) is the key to the Banner finance module. It defines the accounting distribution used on all transactions processed in the Banner finance module. [IV.B.33]

The Finance Department maintains a detailed website of the public record of audited financial statements, the adopted budgets, and the annual financial reports. [IV.B.33]

Payroll Services functions as the administrator for net pay and tax withholdings. Working in coordination with the human resources department, payroll staff compute and distribute employee compensation in accordance with district policy, federal and state laws, Education Code and contractual agreements. All payroll-related processing for probationary, permanent and temporary employees is handled in central services. Part-time faculty, overload and student employees assignments are handled on each campus. [IV.B.33]

The Risk Management Department's mission is to provide a safe environment conducive for work and learning, and to protect and preserve district property and assets. Responsibilities include purchasing and managing insurance, managing property and liability claims, providing safety training for faculty and staff and maintaining compliance with OSHA regulations. The District Safety Advisory Committee is concerned with the overall safety and health issues of the district, and meets on a quarterly basis. Environmental compliance necessitates expertise in the regulations, hazardous material business plans developed for each campus, inspection support, environmental programs, campus disposal programs, storage of hazardous materials and hazardous materials awareness and inspections training. The emergency management program, Foothill-De Anza's improved emergency preparedness and communication with implementation of Connect-ED® Service, is able to allow campus leaders to reach hundreds of students, faculty and staff in minutes. Some time ago, the district realized that immediate communication is essential in safety. The district's emergency notification system enables the colleges and district to communicate quickly in the event of an emergency. [IV.B.33]

Purchasing: Business Services facilitates purchasing and the competitive procurement of goods and services. Its streamline procurement system is technologically advanced, and reaches out to a range of users. [IV.B.38]

The Grants Programs Office at the district includes grants from federal, state and local sources such as the National Science Foundation, U.S. Department of Education, state chancellor's office, economic development grants and Career Technical Education (CTE) grant. Local sources include The William and Flora Hewlett Foundation and the Silicon Valley Scholars Scholarship Endowment Fund. The office monitors all grants, reviews proposals submitted and provides assistance in applying. The staff offers assistance with financial reporting, procedures and guidelines, including how to prepare financial

reports. They provide guidance for questions related to procedures and guidelines. During the grants performance period, staff also review the financial sections of the progress reports with managers/faculty and assist them in submitting reports. [IV.B.33]

Description—Facilities & Operations Services

The mission of the Facilities, Operations & Construction Management Department (FOCM) is to support the colleges in achieving their goal of excellence in providing quality teaching, sound educational programs and service to the community. The facilities and operations function provides maintenance and repair services to both colleges, as well as custodial services and grounds maintenance to Foothill College. The construction management function executes the capital construction program, as well as major renovation, repair and maintenance projects.

Charged with construction, custodial services, grounds, maintenance, plant operations, state capital outlay program and the major sustainability efforts and cogeneration and photovoltaic systems, the department has continuously provided reliable service despite the massive construction projects, constant disruption and relentless movement for the past several years, since the passage of Measure E and Measure C bonds. While the colleges are being transformed on a large scale, these services keep the campus programs going. FOCM is responsible for ensuring that all maintenance, repair and construction activities in the district comply with environmental regulations and requirements; the environmental impact reports are filed on its website, supported by extensive PowerPoint presentations.

FOCM is committed to supporting the educational mission of the colleges in a way that minimizes the district's impact on the environment. Efforts to achieve this goal include initiatives to reduce energy consumption, reduce water use, minimize solid waste production and maximize the use of recycled materials in construction and operations. At the district opening day in 2008, the then chancellor, Martha Kanter, reintroduced the sustainability challenge and major program. She said, "Achieving environmental sustainability is a core value of the Foothill-De Anza Community College District. The board of trustees, faculty, staff, administrators and students are proud of our achievements in energy efficiency, natural resource preservation and environmental stewardship, but we know that we have so much more to accomplish in the months and years ahead." Headed by the executive director of facilities and operations, the efforts took

hold from the award-winning sustainability program by De Anza College, followed up by the noteworthy *Sustainability Plan* [IV.B.32], and was approved by the board in March 2010. The board has been at the forefront of sustainability, with its *Board Policy 3214*: “Environmental sustainability is critically important to the Foothill-De Anza Community College District, the state of California, and the nation. Efficient use of resources is central to this objective. The district is committed to stewardship of the environment and to reducing the district’s dependence on non-renewable energy sources. The board of trustees recognizes the importance of new initiatives to incorporate sustainable practices.” [IV.B.9] Its strong practices are contained in the policy. [IV.B.35]

Self-Evaluation—Facilities

The college meets the standard. The efforts to sustain the everyday life of the colleges while the district is propelling the colleges and the FOCM to the forefront of sustainability in the midst of major construction in an all-district effort to support the educational core of FHDA is noteworthy.

Description—Educational Technology Services

Educational Technology Services (ETS) [IV.B.36] is charged with information systems; institutional research and planning [IV.B.39], networks, communication and computer services. Headed by a vice chancellor who is a member of the Chancellor’s Staff and the Chancellor’s Advisory Council (CAC), ETS advises, informs and makes specific recommendations to the CAC on the use of technology throughout the district regarding both ongoing activities and future direction. Through the appropriate ETS managers and its own subcommittees, ETS keeps informed about the current activities and future plans in each of the technology areas: infrastructure, information systems and client services. It manages all desktop, network, phone (not cell phone), smart classroom and information system technology for the district. ETS supports a data center for hosting its systems as well as systems managed by the colleges and their academic departments. It provides software development and maintenance services and hosts the district’s website and many ancillary systems providing services to the colleges and district. Some ETS-managed systems are outsourced, including the emergency notification system and the student identification card system.

The Foothill-De Anza Educational Technology Advisory Committee (ETAC) [IV.B.40] has primary responsibility for developing an overall strategic plan for technology in the district and maintaining an ongoing implementation effort aimed at achieving the goals of this plan. ETAC is a participatory governance committee at the district level designed to be as inclusive as possible of all constituency groups from both college campuses and central services. In its ongoing effort to have a comprehensive overview of the entire technological effort in the district, the committee monitors the operations, special projects and overall budget of ETS staff. In addition to this oversight of technological operations, budget and planning, ETAC assesses policy on matters such as intellectual property rights, appropriate use of technology and standards.

ETS offers special and top-of-the-line technology assistance to the district community. The district call center is staffed by a dedicated, knowledgeable technical staff and is available to faculty, staff, students and managers. Its new employee FAQ covers a helpful range of introductory how-to services. [IV.B.36]

Perhaps the major technology challenge facing the district and ETS is implementing the new, extraordinarily complex and multifaceted Banner Educational Information System (EIS) and the MyPortal interface to the new system. The MyPortal system is now available to all students, faculty and staff. The financial, human resources and student components are up and running and ETS is working with teams of staff members and faculty from both campuses to monitor the new systems and troubleshoot problems. [IV.B.36]

Self-Evaluation—Technology

The college meets the standard. ETS is known for its future-oriented excellence in educational technology. Its vice chancellor was recently named campus technology innovator in technology planning by the California Community Colleges Chief Information Systems Officers Association. Its focus on outstanding technology service to the education mission is effective and far reaching.

Foothill-De Anza Foundation: Securing a Future of Excellence, Opportunity, Innovation & Sustainability

Description—Foundation

Mission: “The Foothill-De Anza Foundation provides the margin of excellence for Foothill and De Anza colleges by seeking and sustaining philanthropic support. Both Foothill and De Anza are among the top-rated community colleges in the nation, but also among the lowest funded. Individual, foundation and corporate investments offer the promise of stable resources, helping to fill the state funding gaps that grow greater each year.” It covers a range of functions: organization and leadership, major gifts, annual giving, planned giving, fundraising strategies, outreach and events, and results and goals.

The foundation is served well by its organization. The foundation board of directors is comprised of 30 influential members of the local and college community, who understand the key roles that Foothill and De Anza colleges play in the region. The foundation board is also committed to raising awareness and generating the philanthropic support that has placed both colleges at the top of community colleges throughout the nation.

The Foothill Commission is a group of more than 25 dedicated friends of Foothill College, whose goal is to promote the school within the community and to engage in projects, activities and fundraising in support of educational excellence for students.

The foundation, which is self-supporting, raised nearly \$4 million in 2009–2010, and had \$26 million in net assets as of July 1, 2010. It was recently identified in *The Chronicle of Higher Education’s* almanac as the 10th largest endowment among community college foundations. The foundation’s support makes a critical difference for a variety of programs in the district. Recent beneficiaries have included Foothill’s acclaimed theatre programs and its nationally recognized developmental math program, Math My Way. The foundation helped De Anza College’s

Fujitsu Planetarium underwrite field trips for children from economically disadvantaged grade schools and supported the purchase of program materials for the Kirsch Center for Environmental Studies.

Although smaller in scale, the foundation’s Chancellor’s Circle annual giving program has provided more than \$1 million in unrestricted dollars to the colleges since 2001. This effort helps support services such as textbook vouchers for students served by Extended Opportunity Program & Services (EOPS), which suffered major state funding cuts last year. A sampling of other programs aided by Chancellor’s Circle support are the Aurora Project, which places math and science students in local elementary and middle schools to explore the possibility of a career as a math or science teacher, and Cross Cultural Partners, which links native and non-native speakers to improve language skills and deepen cultural awareness. Two years ago, the foundation expanded its staffing, adding two associate directors to raise major gifts for the colleges. All the foundation financials are posted on its website. [IV.B.37]

Self-Evaluation—Foundation

The college meets the standard. The foundation has made an enormous contribution to the district, its faculty, staff and students.

Self-Evaluation—All Units

The college meets the standard. The district has a comprehensive set of services. Not only does it offer a full range of services, but it does so with creativity, innovation, real concern for the users, and with dedication and enthusiasm. Its outreach to all employees follows its 3Ps: participatory, proactive, progressive. *Accreditation Survey* [IV.B.3]—80 percent agreed or strongly agreed.

Planning Agenda—All Units

None.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

The district provides fair distribution of resources that support the effective operations of the colleges. The inadequacy of funding is due to the state of California and not to the district budget process. FHDA uses a fair and consistent FTES-based formula for allocation of resources. Funds are allocated utilizing the district's carefully designed budget principles and formulas. Members of the District Budget Advisory Committee, the Chancellor's Staff and the governing councils of Foothill and De Anza review the process regularly. Practices are consistent with the law and sound fiscal management, and ensure that fiscal plans provide for contingencies and reserves as much as is possible. Human resource planning is tightly integrated with the budget planning. The vice chancellor sits on the District Budget Advisory Council with the vice chancellor for business services as well as on the Chancellor's Cabinet, with its wide representation. Human resources has worked hand in hand with the budget leaders to ease or prepare for layoffs and all the complications created. Staff, faculty and management have had appropriate opportunities to participate in and influence the development of college financial plans and budgets.

The colleges distribute the resources utilizing resource guiding principles. Even in tough financial times, the resource allocation process fairly provides for materials, equipment and personnel. The chancellor has responsibility for the oversight and allocation of resources to the colleges. Each college prepares an annual budget that is reviewed and approved by the chancellor and her cabinet. Formulas for resource allocation have long been in place and developed by the district and worked through with governance groups to direct this process. Within the fiscal constraints the district faces, each program and its leaders are able to advocate for their needs. The District Budget Advisory

Committee advises the chancellor. Its members include management, faculty, staff and students from each college, as well as union representatives.

Allocation of human resources and facilities resources is designed by the board to be an equitable and sound process, based primarily on well-developed and negotiated formula and procedures. With the current budget shortfall, allocation reductions have been fair and consistent with the mission, and have followed district goals to minimize the layoff of the permanent work force and provide the least disruption to delivery of instructional services. Strategies to reduce expenditures have included the canceling of classes for which the colleges will not be funded by the state and a hiring freeze, both of which have been proportionate. In student services, there have been reductions as well, with the college reducing the hours of operation for services, and eliminating some services altogether, due to significant reductions of matriculation funds. Every effort has been made to minimize the impact of these reductions on students, and to support matriculation costs using other funds.

Self-Evaluation

The college meets the standard. The district provides a fair distribution of resources, and in the current budget shortfall, that means a fair distribution of funding reductions. The colleges have been able to continue offering their instructional programs and student support services at a reduced core level; however, it has been a hardship in terms of workload for faculty, staff and students.

Planning Agenda

None.

IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary

Fiscal solvency responsibility rests on the board, the vice chancellor of business services and the chancellor. With its *Board Policy 3000: Principles of Sound Fiscal Management*, [IV.B.9] “the board of trustees recognizes the importance of fiscal stability in the district and hereby directs the chancellor, and by delegation, designated employees to adhere to the following principles of sound fiscal management.” Those principles include responsible stewardship of available resources, fiscal planning processes that address short- and long-term educational missions, adequate cash and fund balance reserves to meet short-and long-term needs, obligations and liabilities, and effective internal controls, limits on the district’s exposure to undue liability and risk, and keeping a steady eye on changing sources of revenue prior to making short- and long-term commitments.

The board, chancellor, vice chancellor and budget director have established effective processes to evaluate significant changes in the fiscal environment in order to make necessary and timely financial and program changes. The budget director sends current updates from several sources on the most recent steps and decision on the California budget each week, and sometimes more often. The California budget is a moving target, but the district has been exceptionally knowledgeable and alert to any exigencies, and has planned and/or anticipated them with excellent exigency approaches. Each campus is responsible for its respective budget, but the vice chancellor of business services ensures that the colleges and central services function within allocated budgets. The chancellor and the board rely heavily on the vice chancellor’s recommendations regarding fiscal solvency. The vice chancellor provides a budget update at each Chancellor’s Advisory Council and at almost all board meetings. As a result, the district is on stable fiscal ground.

The vice chancellor relies on the District Budget Advisory Board and Chancellor’s Advisory Council to raise questions, and on the Chancellor’s Staff to contemplate issues, and communicate news and plans. He and the chancellor work closely with the presidents and vice presidents of administration for the colleges to ensure that participatory governance is followed and

also that all are informed on the directions in which the district is moving. For example, at the August 30, 2010 board meeting, former Interim Chancellor Mike Brandy gave an overview of the development of the 2010–2011 budget [IV.B.1]. Five goals were taken into consideration: 1) developing a balanced budget; 2) preserving student access and support services to the greatest extent possible; 3) reserving funds for the escrow II positions; 4) maintaining a stability fund to be used in case of midyear cuts by the state; and 5) anticipating and planning for further reductions in 2011–2012. Those five key goals have subsequently been broadly articulated throughout the district.

The former interim chancellor reported that should the state decide to make further reductions, the district could withstand up to a \$7 million cut and still make it through 2010–2011. Up to now, even though the colleges were forced to eliminate classes due to severe budget reductions, they were still able to serve more than 1,100 unfunded full-time equivalent students and maintain services. He also noted that with so many uncertainties outside of the district, the remainder of 2010–2011 would be challenging, and 2011–2012 would be even more so.

The district uses multiple strategies to achieve its high level of financial stability. This approach begins with compliance with district policy and procedures regarding fiscal management procedures, which include internal practices of monitoring expenditures to assure that they are consistent with allocations, and account balances especially in the current environment of constantly readjusted allocations. This plan is accomplished in real time by supervisors and managers as they monitor the accounts for which they are responsible. Foothill-De Anza took steps to cut spending over the past two years. It put a freeze on hiring, is keeping essential positions vacant for as long as possible and reduced health-care costs. The district’s internal auditor monitors fiscal management. In the most recent external audit, there were no negative material findings. The district had no instances of non-compliance or other matters that are required to be reported under government auditing standards. The district consistently ends the fiscal year with a positive ending balance. The colleges contribute to this success by ending each year with a positive balance as well.

The administration of Measure E and C funds for new facilities for the district has also been administered responsibly, as attested to regularly by the chair of the *Citizens' Oversight Committee Report to the Board* [IV.B.2]. District facilities management oversees the build-out, with consultants for specific areas of project management. The Measures E and C Citizens' Oversight Committee oversees the entire process. An independent audit reflected sound financial practices, as has the district Audit & Finance Committee's quarterly reports to the board [IV.B.33]. As a result of its sound financial practices, the district has one of the highest bond ratings for any community college district in California, AA+. Both the Audit & Finance and Citizens' Bond Oversight committees review project costs and provide project oversight. Facilities, Operations & Construction Management Executive Director Charles Allen concluded that controls are in place and are under experienced project management scrutiny for appropriateness and cost containment.

Self-Evaluation

The college meets the standard. The financial condition of the state of California is an enormous challenge for community colleges, and thus for FHDA. Finance is

the greatest challenge the district and the colleges face today. Fiscal resources continue to decline, as does state funding. While guesswork seems to be one mode of operation in California, the board and the district instead gather a range of information, stay alert and formulate contingency plans and allocation and budget control. Yet the district remains increasingly hard-pressed to provide the resources necessary to complete the goals identified in the college mission statement. It is predicted that this situation will continue for several years. The district has relied on a wide and comprehensive establishment of board financial policies covering the widest range of issues. Thus far, with the enormous expenditure of time, talent, thought, energy and wisdom and buttressed by the remarkably strong and inclusive participatory governance system, and the dedication of staff, faculty and administrators, the district has prevailed and, for the most part, has been able to support the critical mission of the Foothill-De Anza Community College District.

Planning Agenda

None.

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

Consistent with *Board Policy 2210* [IV.B.10], the chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district policies without her interference and holds them accountable for the operation of the colleges. Although new to the position, the chancellor is demonstrating a practice of noninterference with the presidents as they lead their colleges. The college presidents are active on Chancellor's Advisory Council, during which policies and the operation of the individual colleges and centers are discussed. The chancellor meets regularly with the presidents, and they often join forces as a team to further major board projects such as the November 2010 parcel tax initiative. The chancellor utilizes the presidents' evaluations to determine the success of the operation of the individual

campuses, as well as board reports, states of the colleges reports and observable proactive leadership. Board agenda items and presentations reflect the successful operation of the individual campuses.

Self-Evaluation

The college meets the standard. The chancellor provides thoughtful and proactive leadership for the district and allows each college to operate autonomously under the leadership of their respective presidents. She has acted in a manner consistent with *Board Policy 2210* [IV.B.10], and delegates appropriate authority to the presidents.

Planning Agenda

None.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The district acts as the liaison between the colleges and the board of trustees and exchanges information and thinking on a regular and almost constant basis. The chancellor and district office staff provide leadership to make the decision analysis and communication flow between and among the colleges and the board of trustees. This action is accomplished through the governance and committee structure of the colleges and district, and is consistent with the administrative structure established in *Board Policies 2222–2224, 2230, 2600 [IV.B.10]*. Excellence in the district rests on innovation, teamwork and the removal of obstacles to success. As one vice chancellor noted: “Our source of excellence occurs through the innovations and hard work of our staff and faculty members. The shared goal of our administrators is to remove obstacles and provide resources so that excellence blossoms through the great work of our team members.”

College constituents and district managers sit on district-level participatory governance committees described in section IV.B.3.b. These committees and councils report to the Chancellor’s Advisory Council (CAC) [IV.B.7], which provides access to the Chancellor’s Staff and the board of trustees. In addition, the college presidents sit on the CAC as do the presidents of the academic senate [IV.B.24], classified senate [IV.B.26], student government councils [IV.B.23], and employee group representatives. They communicate their needs and critical thinking through this forum. They use a range of communication and multifarious strategies to ensure the flow of information from the colleges to the board and from the board back to all college employees. The website is central as are all the advisory committees with cross-membership of faculty, staff, students and managers. The board promptly sends out by e-mail to the entire district and posts on its website, the *Board Highlights [IV.B.1]*, with action and information items, human resource and personnel decisions and budget updates.

The chancellor reaches out to the constituencies with messages and updates by e-mail, often on budget updates and challenges. In addition, the entire district meets together annually on opening day in September,

at which time the chancellor speaks to the district community (all district employees). In her first *State of the District [IV.B.30]* address, she spoke of the accomplishments of the district and colleges: “What amazing assets to the community these campuses are. As you walk around the campuses this fall, stop and appreciate the Euphrat Museum, the planetarium and the observatory, the Smithwick and Lohman theatres, the Flint Center and Visual and Performing Arts Center, the aquatic centers, the Krause Center for Innovation and the Kirsch Center for Environmental Studies, to name just a few.” She noted the movement to the future. “And more are on the way. Design for the two largest Measure C projects are nearing completion. We expect both the Foothill Physical Sciences & Engineering Complex (PSEC) and the De Anza Mediated Learning Center to begin construction early in 2011. And both have already won awards. The PSEC received a design award of merit from the Community College Facility Coalition and the Mediated Learning Center was recognized at the California Higher Education Sustainability Conference as the best overall sustainable design. But as wonderful as our facilities are, what is more noteworthy is what goes on inside them. Our colleges are ranked among the best community colleges in the nation and deservedly so.”

Always central to the district and colleges’ programmatic and leadership movement is, as the chancellor noted: “Foothill-De Anza’s participatory governance leaders—your elected representatives who play a leadership role in ensuring that the innovative ideas, varying perspectives, advice, counsel and concerns of all of our employee groups are respected and communicated to the advisory boards and committees that make decisions about what’s best for our students and our colleges.” For example, in Summer 2010, the chancellor took the Chancellor’s Staff on a retreat. Their initial assignment was to read *Death by Meeting: A Leadership Fable...About Solving the Most Painful Problem in Business*, a current book which deals with meetings as a vital and invigorating component of running an organization. Together they focused on energizing the meetings, and strategizing the issues of immediate importance and those of longer strategies.

Self-Evaluation

The college meets the standard. The district system provides primary 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. The strong liaison function is clear, and

consistent and even more advanced communication through the new Banner system is a continuing possibility. *Accreditation Survey [IV.B.3]*—87 percent agreed or strongly agreed.

Planning Agenda

None.

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The board of trustees evaluates district governance, decision-making structures and processes on an as-needed and as-requested basis to ensure that they assist the colleges in meeting their educational goals. As part of the accreditation self-study in each cycle, FHDA faculty, staff and students are also surveyed to determine whether they think the governance and decision-making structures appear to be clear and effective.

In a routine manner, process and procedures are reviewed at the various advisory boards meetings and changes are made. These critical groups include: District Diversity Advisory Committee, Budget Advisory Committee, Legislative Advisory Committee, Human Resources Advisory Committee, District Research Advisory Committee and Educational Technology Advisory Committee. The board takes a special interest in recommendations and concerns from the community. The Chancellor's Advisory Council (CAC) deliberates on changes, additions and deletions at almost every meeting.

An ongoing effort to clarify is made at every level: College Council and PaRC, College Curriculum Committees (often upon requests and recommendations from college divisions, and academic, student and staff senates), college and district advisory councils and CAC and community. For example, the board changed and enlarged the manner in which it approaches the purposes and functions of the colleges, central services, the chancellor, the board and the community by outlining in the recent mission booklet, *Philosophy, Mission & Priorities of the Foothill-De Anza Community College District [IV.B.31]*. The board adopted a

revised *Roles & Responsibilities of Trustees*, which has subsequently been amended and parts supplanted and added to by the strong strategic plans. For example, the district is committed to sustainability and a more recent central commitment as a result of its planning. Additionally, over the past five years, changes have been made in centralizing and decentralizing some services, such as the colleges' bookstores, educational technology, and also changes in the manner in which they operate. Finally, the chancellor has completed a draft of a *District Function Mapping Document [IV.B.30]* that outlines the way in which the district currently allocates responsibility among the district and the colleges for the many operational functions of the district. The document indicates whether the colleges or the district has responsibility for a particular operational function and includes definitions of those responsibilities. The mapping document draft will be the subject of ongoing dialogue both at the college and throughout the district, in order to produce as clear a picture as possible of how operational responsibility in the district is assigned.

The board of trustees conducts an annual self-evaluation and redesigns and/or creates new, or amends old priorities as a result. Any reading of the board minutes shows that there are often appropriate changes and adjustments to procedures, roles and processes. Any reading of the board policies that are posted online shows many instances of new and amended policies. Recommendations taken to the CAC are often considered for recommendation to the board. De Anza College Council and Foothill PaRC, and the academic, classified and student senates play critical roles. Discussion noted in minutes often focuses on communication best practices. When a group or

number of faculty, staff, students, and managers express confusion, active efforts are taken in the governance structure to deliver clearer communication.

What needs to be highlighted in understanding the FHDA district/system is not only its orderliness but its deeply imbedded commitment and organization to secure participatory governance. Conversation within all segments often focuses on knowing what is going on; the most recent example is the Banner implementation that generated a range of demands for changes in roles and communication to meet the emerging needs of students. Important changes were made. Although the board is known for its conservatism, particularly in finance, and its insistence on procedure and educational mission integrity, it has shown itself to have an appropriate and at times vital flexibility streak. It appears always willing to evaluate evolving best practices.

Self-Evaluation

The college meets the standard. Continuous evaluation of processes and structures has led to a range of actions by the district and/or the chancellor, and the colleges. The district has routinely assessed and acted upon data to improve services. The changes, additions or relevance come from and go into the strong district and college plans. The board regularly evaluates itself. It may wish to consider enlarging the evaluation base by including senior managers. The district/system regularly evaluates district/system role delineation, governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district is always looking ahead. The district's technological supremacy has enabled it to produce a highly effective online communication system across all departments and services.

Planning Agenda

None.

Standard IV.B. Evidence List

- IV.B.1. Foothill-De Anza Board of Trustees Website http://www.fhda.edu/about_us/board/
- IV.B.2. Foothill-De Anza Measure C Website <http://www.measurec.fhda.edu/Home/tabid/705/Default.aspx>
- IV.B.3. Foothill College Accreditation 2011 Website <http://www.foothill.edu/president/2011.php>
- IV.B.4. Educational Master Plan Website <http://www.foothill.edu/staff/irs/ESMP/index.html>
- IV.B.5. Foothill-De Anza Board of Trustees Board Policies, Article 2: Administration Website [http://www.fhda.edu/about_us/stories/storyReader\\$228](http://www.fhda.edu/about_us/stories/storyReader$228)
- IV.B.6. Academic Senate Website <http://www.foothill.edu/senate/index.php>
- IV.B.7. Chancellor's Advisory Council Website [http://www.fhda.edu/about_us/stories/storyReader\\$136](http://www.fhda.edu/about_us/stories/storyReader$136)
- IV.B.8. Foothill-De Anza Board of Trustees Board Policies, Article 6: Instruction & Curriculum Website [http://www.fhda.edu/about_us/stories/storyReader\\$232](http://www.fhda.edu/about_us/stories/storyReader$232)
- IV.B.9. Foothill-De Anza Board of Trustees Board Policies, Article 3: Business, Operations, System & Facilities Website [http://www.fhda.edu/about_us/stories/storyReader\\$229](http://www.fhda.edu/about_us/stories/storyReader$229)
- IV.B.10. Foothill-De Anza Board of Trustees Board Policies, Article 2: Administration Website [http://www.fhda.edu/about_us/stories/storyReader\\$228](http://www.fhda.edu/about_us/stories/storyReader$228)
- IV.B.11. Foothill-De Anza Board of Trustees Board Policies, Article 9: Bylaws Website [http://www.fhda.edu/about_us/stories/storyReader\\$233](http://www.fhda.edu/about_us/stories/storyReader$233)
- IV.B.12. Foothill-De Anza Board of Trustees Board Policies, Article 4: Personnel Website [http://www.fhda.edu/about_us/stories/storyReader\\$230](http://www.fhda.edu/about_us/stories/storyReader$230)

- IV.B.13. Foothill-De Anza Board of Trustees Participatory Governance Website
http://www.fhda.edu/about_us/participatory_governance
- IV.B.14. Foothill-De Anza Board of Trustees District Diversity Advisory Committee Website
[http://www.fhda.edu/about_us/stories/storyReader\\$139](http://www.fhda.edu/about_us/stories/storyReader$139)
- IV.B.15. Foothill-De Anza Board of Trustees Budget Advisory Committee Website
[http://www.fhda.edu/about_us/stories/storyReader\\$137](http://www.fhda.edu/about_us/stories/storyReader$137)
- IV.B.16. De Anza College Council Website http://www.deanza.edu/gov/college_council/
- IV.B.17. Planning and Resource Council Website <http://www.foothill.edu/president/governance.php>
- IV.B.18. 2005 De Anza College Accreditation Self-Study Website
<http://www.deanza.edu/ir/accreditation2005/index.html>
- IV.B.19. President's Website <http://www.foothill.edu/president/index.php>
- IV.B.20. Integrated Planning & Budget Website <http://www.foothill.edu/staff/irs/IPBP/index.php>
- IV.B.21. Student Learning Outcomes & Assessment Website <http://www.foothill.edu/staff/irs/LOA/index.php>
- IV.B.22. Emergency & Crisis Management Plan
- IV.B.23. Associated Students of Foothill College Website <http://www.foothill.edu/campuslife/asfc.php>
- IV.B.24. Academic Senate Website <http://www.foothill.edu/senate/index.php>
- IV.B.25. Faculty Association Website <http://fa.fhda.edu/>
- IV.B.26. Classified Senate Website <http://www.foothill.edu/classified/>
- IV.B.27. Association of Classified Employees (ACE) Website <http://www.acefhda.org/>
- IV.B.28. Campus Leadership Website <http://www.foothill.edu/president/leadership.php>
- IV.B.29. Nov. 4, 2010 Interview with Foothill College President Judy C. Miner
- IV.B.30. Foothill-De Anza Chancellor's Website http://www.fhda.edu/about_us/chancellor
- IV.B.31. Philosophy, Mission & Priorities of the Foothill-De Anza Community College District Statement
- IV.B.32. Foothill-De Anza District Website <http://www.fhda.edu/>
- IV.B.33. Foothill-De Anza Business Services Website <http://business.fhda.edu/>
- IV.B.34. Foothill-De Anza Human Resources Website <http://hr.fhda.edu/>
- IV.B.35. Foothill-De Anza Facilities Website <http://facilities.fhda.edu/>
- IV.B.36. Foothill-De Anza Technology Website <http://ets.fhda.edu/>
- IV.B.37. Foothill-De Anza Foundation Website <http://foundation.fhda.edu/>
- IV.B.38. Foothill-De Anza Purchasing Website <http://purchasing.fhda.edu/>
- IV.B.39. Foothill-De Anza Institutional Research & Planning Website <http://research.fhda.edu/>
- IV.B.40. Foothill-De Anza ETAC Committee Website <http://ets.fhda.edu/etac/>

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

Foothill-De Anza Community College District Board of Trustees: Joan Barram; Betsy Bechtel; Pearl Cheng; Laura Casas Frier; Bruce Swenson; Stephanie McGee, Foothill Student Trustee; Emily Kinner, De Anza Student Trustee.


Nondiscrimination Statement: Foothill College is committed to achieving excellence through inclusion and providing a climate that welcomes and promotes respect for the contributions of all students, faculty and staff. Foothill College does not discriminate against any person in the provision of any program or service based on age, color, gender, marital status, national or ethnic origin, physical/mental disability, race, religion or sexual orientation. Foothill College is an equal opportunity provider and employer.

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