



Next Steps

The guidance and recommendations contained in the Report represent the best advice of the peer

# **External Evaluation Team Report**

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

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

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

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

## List of Team Members

### Chair

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### ACADEMIC REPRESENTATIVES

Ms. Rachel Westlake  
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Dr. Kathleen Rose  
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Dr. Sherrie Guerrero  
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## **Eligibility Requirements**

### **1. Authority**

The team confirmed that Foothill College is authorized to operate as a post-secondary educational institution and to award degrees based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges. Foothill College is a public two-year community college operating under the authority of the state of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Foothill-De Anza Community College District. The Accrediting Commission for Community & Junior Colleges of the Western Association of Schools & Colleges accredits Foothill College and has consistently done so since 1959

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

The College meets ER 1.

### **2. Operational Status**

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

The College meets ER 2

### **3. Degrees**

The Team confirmed that Foothill College offers 75 two-year Associates of Arts or Science degrees, 23 Associates Degrees for Transfer, 3 Skills Certificates, 66 Certificates of Achievement and 1 Bachelor of Science degree in Dental Hygiene. A student enrolled full-time may complete the degree requirements in two academic years. The associate degree requires the completion of 90-quarter units of credit in the prescribed courses, including 32-61 quarter units from the General Education areas based on a student's degree goal. These requirements provide a breadth of knowledge outside of the student's focused major. Students seeking a degree must also demonstrate proficiency in reading, written expression and mathematics.

The College meets ER 3

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

The Team confirmed that Foothill College has a Chief Executive officer who was appointed by the governing board in in July 2016 as the college president. The president's full-time responsibility is to the institution. Foothill-DeAnza's Board of Trustees Board Policy delegates management of the District to the Chancellor who then delegates authority for the administration of the college to the president. The president leads the College in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The Foothill College president has primary responsibility for the quality of the College.







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

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

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

- The team has reviewed the elements of this component and has found the institution

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

### **Transfer Policies**

#### **Evaluation Items:**

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

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

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

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

#### **Narrative:**

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

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

#### **Evaluation Items:**

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



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

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

**Narrative:**

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

**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

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

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

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

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

**Narrative:**

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

**Title IV Compliance**

**Evaluation Items:**

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



## **Foothill College Recommendations and Commendation**

### **Recommendation for Compliance**

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

### **Recommendation for Improvement**

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

### **Commendation**

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

### **District Recommendations**

None

### **District Commendations**

None







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

### **General Observations**

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

### **Findings and Evidence**

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

The institution defines and assesses student learning outcomes for all instructional programs, student, and learning support services. The College commitment to improve institutional student learning outcomes is evident in the use of survey results to identify areas for improvement. Analysis of the CCSSE survey resulted in the recognition that improvement was needed for the "community" outcome. The College prioritized this through the EMP by identifying it as one of the institutional goals. The On2.34 6t as oe Lcomm(d)5(ioutcoPoade)3a se(m)8(s, ) ] E



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

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

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

### **Conclusion**

The College meets the standard except for I.B

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

### **General Observations**

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

### **Findings and Evidence**

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

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

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

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

TracDat is used to enter the results of annua



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

### **General Observations**

Overall, the





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

Foothill College ensures that course prerequisites are reviewed at the department, division, and College Curriculum Committee level through a content-review process. The college administers industry standard exams or pre-exams to prepare students for certification and licensure exams in its allied health programs and validates the effectiveness of these department-wide course and/or program examinations, ensuring that processes are in place to reduce test

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

Foothill College requires that all of its degree programs include a component of general education based on a carefully considered philosophy for both associate and Bachelor's degrees. This philosophy was developed by the college's faculty and is clearly stated in its catalog. The GE pattern includes courses in humanities; English; natural sciences; social and behavioral sciences; communication and analytical thinking; United States cultures and communities; and lifelong understanding. Paired with its GE/institutional learning outcomes of communication; computation; creative, critical, and analytical thinking; and community/global consciousness and responsibility, the college addresses a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. The institution, relying on applications for inclusion in the Gene

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

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

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

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

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

The team found that during the initial site visit to review the BSDH program, the calculation of the quarter system credits showed that the program was one unit short of meeting the upper division general education requirements. However, General education requirements are

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

### **General Observations**

Foothill College provides students and faculty with a broad range of library materials and services. The Library maintains an extensive website, which allows both on-





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

### **General Observations**

Foothill College actively seeks to engage and support students through services offered on its Los Altos campus, Sunnyvale Center, and to students enrolled through distance education. It



The institution assures equitable access to all of its students by providing appropriate,

The institution maintains student records permanently, securely, and confidentially on a secured server with firewall protection. Interviews determined that there is a redundant back up system off site and a backup generator ensures continuous operation. During interviews with College staff members, the visiting team learned that faculty and staff are trained for release of information to comply with FERPA standards through an online training system.

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

### **General Observations**

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

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

The team found that several of the policies and procedures district-wide need to be updated on a systematic and routine basis, with an organized and systematic review through the committee process. In addition, the professional code of ethics has been embedded as part of

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

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

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

A strength at Foothill is the newly placed full-time faculty who has been reassigned as the Professional Development Coordinator for both the faculty and the classified staff. Her role will be to provide orientation, workshops, and professional development activities throughout the year. The institution provides opportunities for integration of part time and adjunct

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

Described on the College's website and in various core documents the Team reviewed, such as the bargaining agreements, and the District Hiring Manual, as well as the Student Handbook the college establishes and publishes written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and

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

### **General Observations**

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

The College utilizes a shared governance approach as demonstrated with adherence to the District through its capital outlay process, to the State Chancellor's Office through annual

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

### **General Observations**

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

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

The academic and administrative capabilities at Foothill College that require technology implementation and support fall into four categories: business processes; communications; information and knowledge management; and instruction and student services. Distance education planning is addressed by several shared governance committees at Foothill







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

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

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

### **Conclusion**

The College meets the standards.

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

### **General Observation**

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

Foothill College recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution in the fiscal area. Governance roles at the College are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chancellor in resource allocation. Foothill has established committees and has integrated committees with the district to ensure that resources are distributed in an approximate 60/40 split. The program review process allows all stakeholder groups to participate in the budget process through the Operations and Planning Committee.

### **Findings and Evidence**

The college's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. (III.D.9)

The team found during interviews with District and College administrators that since the ISER was written, the district indicates continued fiscal stability. However, there will be some modifications to the district budget in the months ahead. District and college administrators reported that t

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

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

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

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

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

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





## **Standard IV Leadership and Governance**

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

#### **General Observations**

The Foothill-DeAnza Community College District governance structure includes a Board of Trustees comprised of five at large members who are responsible for the oversight of two colleges one of which is Foothill C

meeting, students received information from two faculty members about upcoming workshops and programs in the STEM area. Students were encouraged; by the faculty members to engage with program activities to enhance their knowledge about STEM even if STEM was not their chosen major. Brief comments by the Vice President of ICC revealed



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

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

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

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

**Conclusion**

The College meets the Standard.

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

### **General Observations**

Primary responsibility for the operation of Foothill College is delegated through the Foothill DeAnza Board of Trustees. The Board delegates full responsibility and authority to the

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

Evidence indicates that despite the short tenure of the current president primary leadership for accreditation, including providing guidance to assure compliance with accreditation requirements is demonstrated on a regular basis. By empowering faculty, administrators and staff in the accreditation process the college has been able to establish a learning environment that supports all students' needs and provide quality educational opportunities. A team member interview with the president indicates that the president is working to assure that college practices are consistent with the colleges mission and policies including the effective control of budget and expenditures. Face to face, meetings as well as website and email communications are used by the president to provide up to date information on the progress of accreditation and all areas of planning at the college. The president also uses the website to provide information about decisions and processes to internal and external constituents to ensure that campus constituents fully understand the responsibility of their participation and that the campus community is informed about t.34 Tm[(aund2( )] Tn0057004B0044>2005700030CBT1 0 0 1

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

### **General Observations**

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

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

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

### **Findings and Evidence**

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

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

The Board goes to great lengths to ensure that both public interest and the College itself are protected from undue political pressure. Board Policies 2310 (Regular Meetings of the

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

The Board monitors student performance through the review of College plans and their associated metrics, including institution-

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

The Board has adopted and complies with Board Policies 2430, 2432, and 2435 that delegate



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

### **General Observations**

The Foothill-DeAnza Community College District (FHDACCD) is comprised of two colleges: Foothill College and DeAnza College.

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

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

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

Board Policies 2430 (Delegation of Authority) and 3100 (Organizational Structure), designate authority from the Board to the Chancellor, who then delegates authority to the Presidents. College Presidents are held accountable for the performance of their Colleges by the Chancellor, the Board, and the Communities they serve. The Chancellor expects that College Presidents adhere to all District policies and that communication between the Colleges and the District be thorough and regular. Through interviews, the team confirmed

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

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

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

### **Conclusion**

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