

Foothill College Quality Focus Essay

Draft, April 29, 2017

Introduction

Foothill College's Quality Focus Essay (QFE) was developed from the Institutional Self-Evaluation Report (ISER). It provides the college with an opportunity to delve more deeply into areas of improvement that are aligned with the mission in order to have a greater impact on student outcomes.

Topics for the QFE were identified during the Accreditation Leadership Summit held November 25-26, 2016, which was attended by approximately 75 individuals including faculty, staff, administrators, and students. During the summit teams reviewed the Accreditation Standard findings and developed themes that were presented and discussed. At the conclusion of event, the group had agreed on several possible themes. The Accreditation Steering Committee then worked to further refine them, and presented them to members of the Summit when they met again on January 18. After robust discussion, the group agreed to move forward with the two final topics. These were presented to the college's overarching shared governance group, the Planning and Resource Council, (PaRC), on February 2, 2017 and included in a presentation to the Board of Trustees on February 6, 2017. PaRC reviewed the QFE in May 2017.

Background

ACCJC – Per QFE guidelines, institutions are to identify two or three “action projects” for further study and action that have good potential for improving student outcomes. The projects should be related to the Accreditation Standards, emerge from the institution's examination of its own effectiveness in accomplishing its mission in the context of student learning and student achievement, be based on the institution's analysis of data collected, and identify areas of needed change, development, and improvement. QFE Action Project Components include: Identification of the Projects; Desired Goals/Outcomes; Timeline; Responsible Parties; Resources; Assessment. The QFE is meant to:

“Provide the institution with multi-year, long-term directions for improvement and demonstrate the institution's commitment to excellence. The areas identified in the Essay will become critical focal points for the institution's Midterm Report.”

Selected Standards Related to Accreditation Leadership Summit Discussions and Institutional Action Plans

- **I.B.1.** The institution demonstrates a sustained, substantive and collegial **dialog** about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
- I.B.7. The institution **regularly evaluates** its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes **to assure their effectiveness in supporting academic quality and accomplishment of mission.**
- II.A.6. The institution **schedules courses** in a manner that allows students **to complete certificate and degree programs within a period of time** consistent with established expectations in higher education. (ER 9)
- II.A.7. The institution effectively uses **delivery modes**, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, **in support of equity in success for all students.**
- II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, **course sequencing, time to completion**, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)
- II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify

Foothill College Mission, Vision and Educational Master Plan Goals Related to QFE Topics

Mission

- x empower students to achieve their goals
- x obtain equity in achievement of student outcomes

Vision

- x students master content and skills which are critical for their future success

Related Educational Master Plan Goals

- x Create a culture of equity that promotes student success, particularly foiona gd4(ont)-26(r)34(ont)-2vitel

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Identification of the Projects

I. Develop more clearly defined educational pathways, resulting in reduced time for students to complete their goals.

Desired Goals/Outcomes

Develop and publish clear, structured academic program maps (suggested courses for each term) for all academic programs, starting with ADTs that will allow students to complete within two years.

Develop one and two year scheduling plans to support the structured academic program maps that allow students to complete within two years.

Offer additional faculty mentoring, student counseling, support and academic service opportunities, through multiple media and instructional methodologies, to help all students make an informed choice of major and/or career goal.

Develop information systems and staffing support to track students' progress in their education plans, identify students at risk of not progressing in a program, and intervene promptly with advising, academic, and other supports to help those students resume progress or revise their education plan.

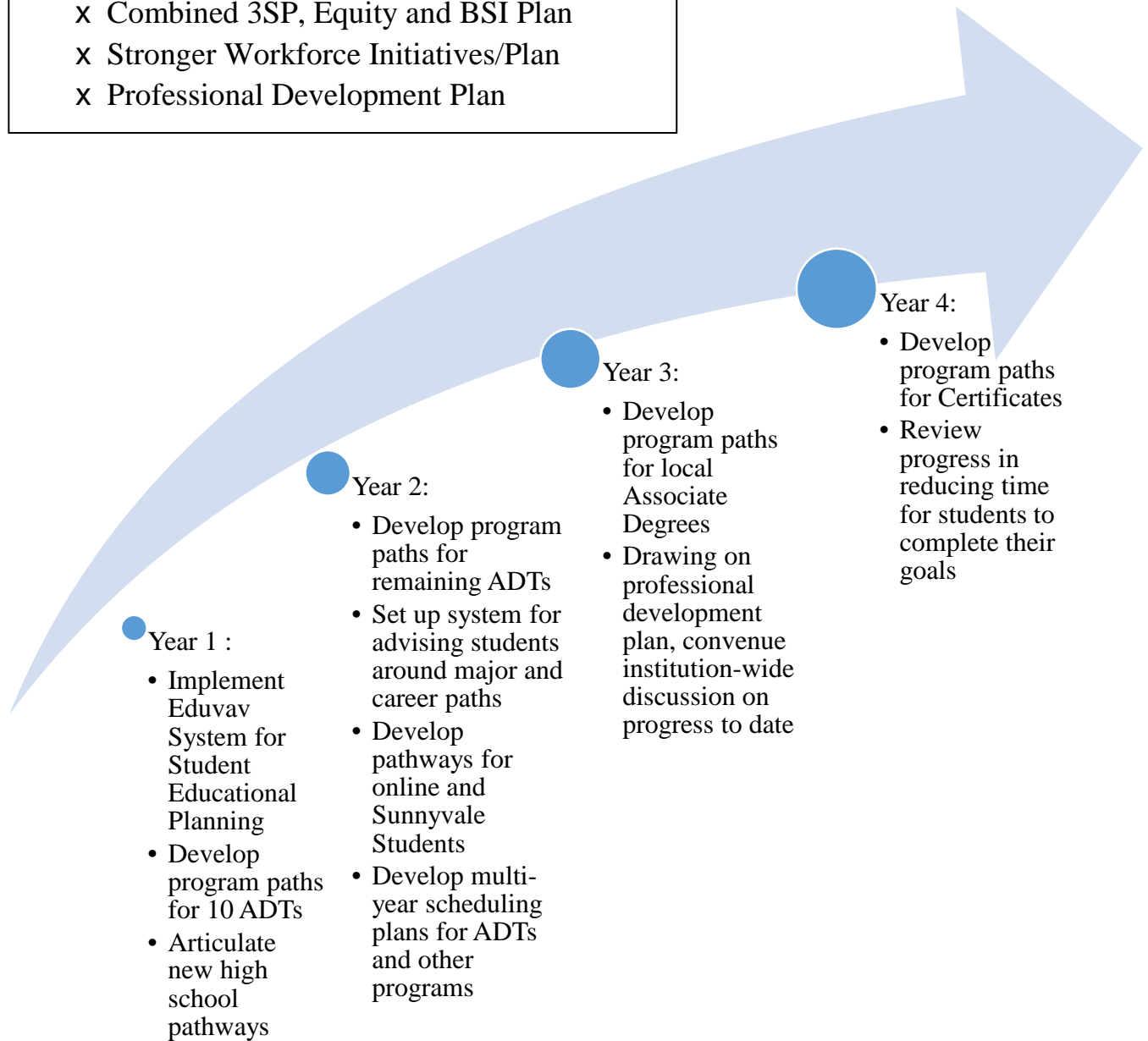
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Timeline for Implementing Educational Pathways

2017-18 to 2020-21

Planning Framework to Include:

- x Educational Master Plan
- x Combined 3SP, Equity and BSI Plan
- x Stronger Workforce Initiatives/Plan
- x Professional Development Plan



II.

Timeline for Implementing Participatory Governance Improvements

2017-18 to 2020-21



Quality Focus Essay Projects

Resources

The college will use existing human, technological, physical and financial resources to meet the goals outlined in the QFE. Funding from the state's Student Equity program, the Student Success and Support Program (SSSP), the Basic Skills Initiative (BSI) and Stronger Workforce will be allocated to this purpose when available and appropriate.

Assessment of Action Projects

Foothill College Institutional Research and Planning will annually evaluate progress in meeting the goals of the QFE, as well as its progress in meeting goals and timeline for the Action Projects. The college will assess the effectiveness of the plans, timeline, responsible parties and outcomes. Progress reports will be made to PaRC each quarter. PaRC will be responsible for annually reviewing the QFE goals in connection with Foothill's institutional metrics and the Educational Master Plan.