# STANDARD I:

## Mission, Academic Quality & Institutional E□ectiveness, and Integrity

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 a□rm 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 College o□ers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College o□ers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to

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

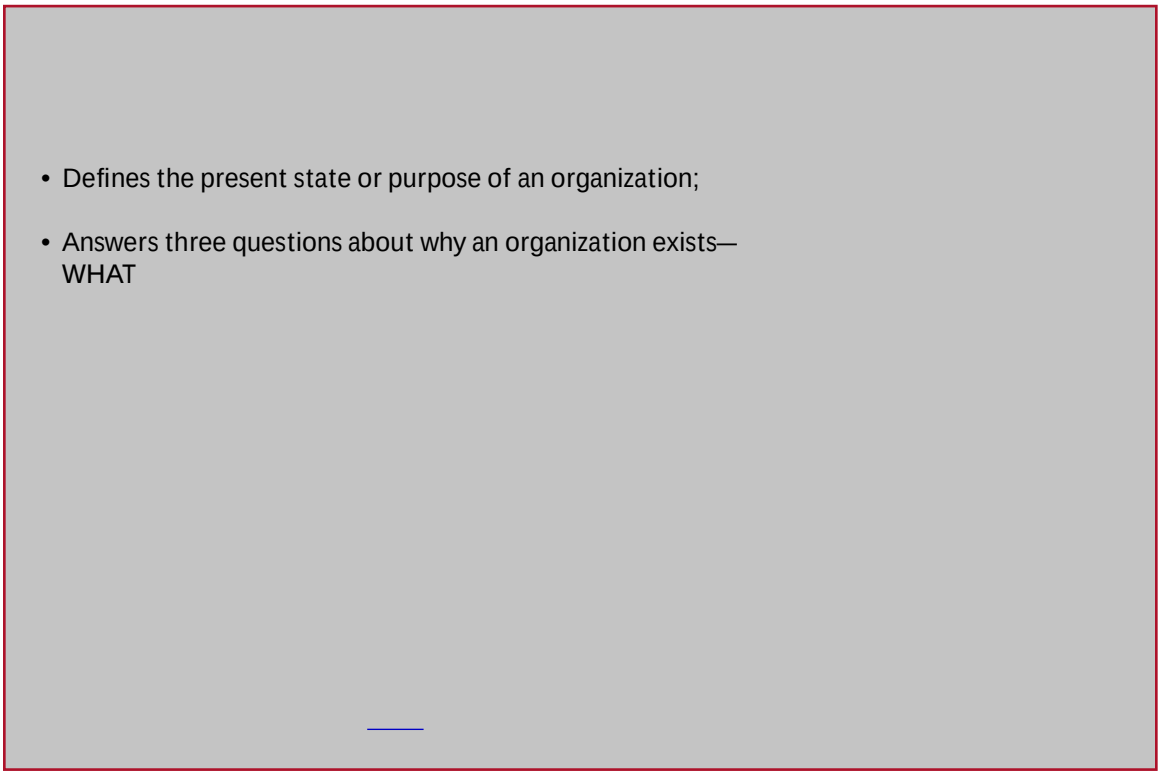
Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College o□ers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement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

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

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

> *Foothill College educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. Foothill students master content and skills which are critical for their future success. They develop and act upon a sense of responsibility to be stewards of the public good.*
>
> [ Adopted by Planning & Resource Council (PaRC) in Fall 2014 ]

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

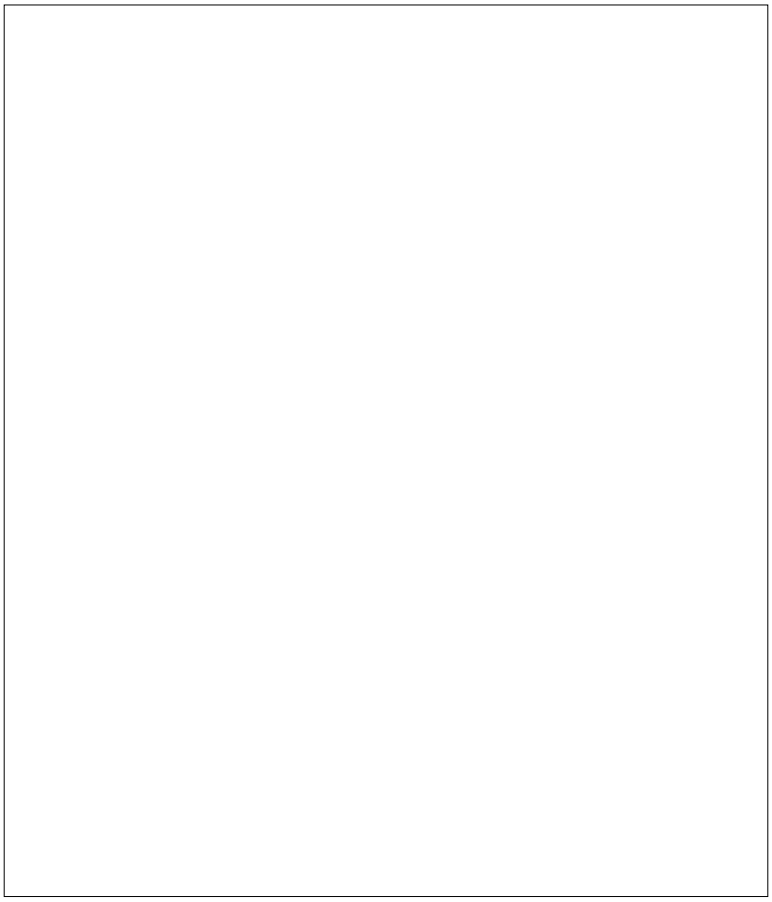



As a result of the participatory governance discussion, a summary of themes emerged—themes that continue to influence the College's planning documents and processes:

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

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

Foothill College's international students (about 1,000 students representing about 8% of credit headcount in fall 2016) live primarily in Santa Clara County [



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

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

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

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

## Foothill College 2016-17 Strategic Objectives

The Educational Master Plan has three goals: , , and . The four College strategic objectives that will operationalize these three EMP goals for academic year 2016-17 are:

Sunnyvale and Enrollment Growth – more than 1.5% FTES growth, with successful operation of Sunnyvale Education Center

Hispanic Serving Institution (HSI) – 22.3% to 25% Latino students

Equity Plan – Implementation and Assessment

Accreditation – College Self-Evaluation & Dental Hygiene B.S.

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

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

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

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

The online program review tool also allows the analysis of di erent cohorts of students, such as

The dental hygiene program monitors degree completion, licensure passage rates, and job placement on a continuous basis. The department engages in a continuous dialogue about student learning and program improvement within the College and with its advisory board. The program conducts annual and comprehensive program reviews to analyze its performance [I.A-29, I.A-30, I.A-31]. The program enrolls students from diverse backgrounds and aims to achieve high course

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

The College planning and resource prioritization process is documented in the annual planning calendar, which is posted on the Planning and Resource Council (PaRC) website [I.A-33]. The

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

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

In addition, program review incorporates questions that ask programs to reflect on aspects o

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

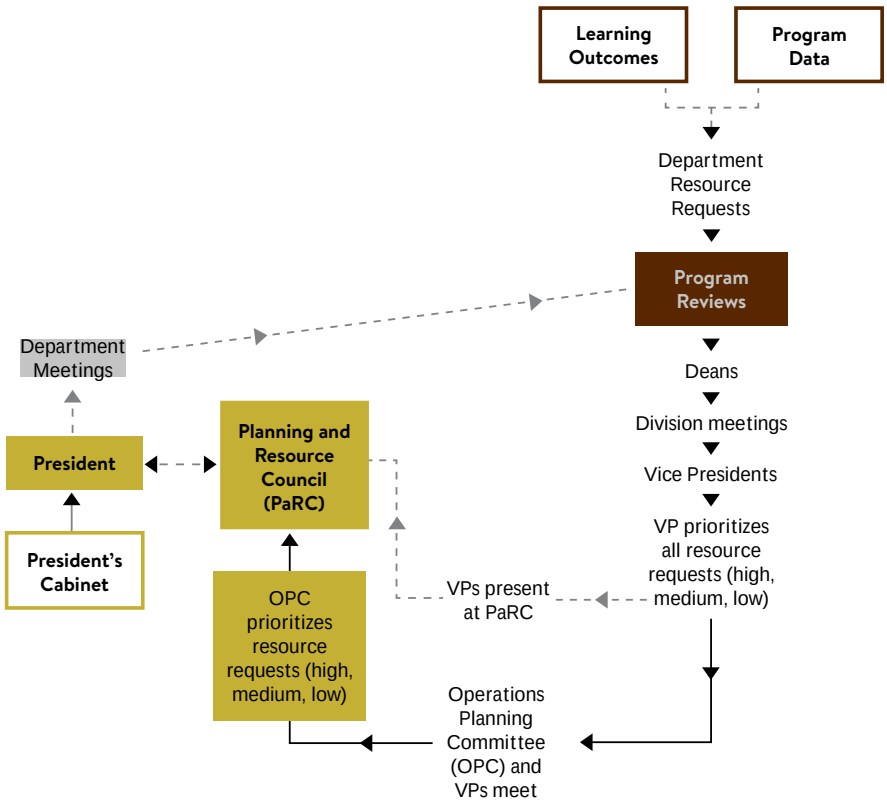
Meets Minimum Requirements: Yes No

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

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

## Foothill College

Resource Prioritization Process



I.A-1 Planning and Resource Council (PaRC) Planning Calendar, 2011-2017

I.A-2 Educational Master Plan meeting minutes, May 13, 2015

I.A-3 EMP Steering Committee Presentation: Environmental Scan, April 29, 2015

I.A-4 Planning and Resource Council (PaRC) Meeting Minutes, Apr. 19, 2017

I.A-5 Planning and Resource Council (PaRC) Meeting Minutes, Nov. 19, 2014

I.A-6 P*sychology Today*, "Unleashing the Power of Vision and Mission"

I.A-7 Institutional Research and Planning Memo, Nov. 4, 2016

I.A-8 IR Data on International Student Location

I.A-9 International Institute of Education Open Doors Report, 2016

I.A-10 Fall 2015 and 2016 Census Enrollment Comparisons Report

I.A-11 Headcount by Instructional Method

I.A-12 Data Showing Regional Location of Online Students

I.A-13 Early Summer 2015 and 2016 Census Enrollment Comparisons Report

I.A-14 Relocation From Middlefield (Palo Alto) to the Sunnyvale Center (Sunnyvale), Summary Presentation to PaRC, Andrew LaManque, February 17, 2016

I.A-15 Substantive Change Proposal: Baccalaureate Degree in Dental Hygiene

I.A-16 California Community Colleges Chancellor's O□ce Press Release of Baccalaureate Degree Pilot Program

I.A-17 California Community Colleges Baccalaureate Degrees Recommended Pilot Programs

I.A-18 Foothill College Website: President's O□ce, Institutional E□ectiveness Indicators

I.A-19 2016-17 Annual College Strategic Objectives

I.A-20 Foothill College Opening Day Presentation, September 23, 2016

I.A-21 Student Equity Plan

I.A-22 Accreditation Student Survey: Disaggregated Findings, December 5, 2016

I.A-23 EMP Goals and Strategies: Building the Bridge Presentation to PaRC, March 2, 2016

I.A-24 Institution-Set Standards and Goals Presentation to PaRC, March 2, 2016

I.A-25 CCCCO Student Success Scorecard Presentation to Board of Trustees, August 29, 2016

I.A-26 Online Program Review Tool on April 20, 2017

I.A-27 Program Review Data Sheets

I.A-28 English Integrated Reading Writing (IRW) Program Tracking, 2014-15

I.A-29 Dental Hygiene Comprehensive Program Review

I.A-30 Dental Hygiene Program Review Data

I.A-31 Dental Hygiene Program Report

I.A.32 Dental Program Advisory Board Meeting January 28, 2015

I.A-33 Annual Planning Calendar

I.A-34 Foothill College Website: Planning and Resources Council (PaRC)

I.A-35 Comprehensive Instructional Program Review Template

I.A-36 Program Review Committee (PRC): College-wide Observations and Institutional E

the following prompt: “Using the Student Equity Plan, review the key factors…and identify the three groups with the biggest gap in each success area…begin thinking how we can implement success

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

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

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

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

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

IRP supports these e□orts by making student data available at the College-, division-, department-, course-, and section-levels, as well as outcomes related to the labor market, graduation, and transfer

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The dental hygiene department writes a program review document annually, evaluating the program outcomes and future needs and goals. The department meets to discuss program level outcomes (PLOs) and course-level outcomes (SLOs). Dental hygiene faculty participate in an annual faculty calibration meeting in which program evaluation, clinical evaluation, policies, and procedures criteria are reviewed with all faculty members. The primary data used for PLOs are National Dental Hygiene Board Examinations, Registered Dental Hygienist (RDH) Clinical Licensing Exams,

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

The Educational Master Plan (EMP) serves as a guiding document that represents the goals of the institution as actionable and measurable e

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

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

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

planning and resource prioritization activities, including program review and the resource request

Foothill College strives to ensure that data and information are accessible so that opportunities for

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

Foothill College has also successfully instituted planning and resource allocation into providing better quality instruction through broad-reaching e□orts to close the achievement gap and make institutional o□erings more accessible. As a campus wide e□ort funding from the SEW and Student Success and Support Program (SSSP), has enabled Foothill to hire an Early Alert Coordinator and a Student Success Specialist, which will lead to the launch of Starfish, an early alert software program to streamline communications and referral of students at risk of failing a course or in need of support resources on campus. The student services division administrative program review and the Student Equity Plan demonstrated the need for an early alert program [I.B-37, I.B-82]. At Foothill College, this program is called

I.B-1

I.B-29 Community College Survey of Student Engagement Results, Sept. 17, 2012

I.B-30 Community College Survey of Student Engagement 2014 Presentation to PaRC, Feb. 11, 2015

I.B-31 Assessing Institutional Learning Outcomes Presentation to SLO Committee, Apr. 12, 2016

I.B-32 ILO Disagggregation

I.B-33 Program Review Training 2014

I.B-34 Comprehensive Program Review Rubric

I.B-35 Resource Allocation Flowchart

I.B-36 Comprehensive Program Review Student Services Template 2016-2017

I.B-37 Comprehensive Program Review Administrative Template 2016-2017

I.B-38 Higheredprofiles.com Login

I.B-39 Program Review Data Sheets

I.B-40 Comprehensive Program Review 2014-2015 – Psychology

I.B-41 Annual Program Review 2015-2016 – Chemistry

I.B-42 Annual Program Review Disability Resource Center 2015-2016

I.B-43 Program Review Committee

I.B-44 Program Review Planning Website

I.B-45 Comprehensive Program Review Evaluation Rubric

I.B-46 Comprehensive Program Review Rubric Feedback to Business Department

I.B-47 Student Learning Outcomes Committee Meeting Minutes, Jan. 19, 2016

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

I.B-49 Assessment Versus Grading

I.B-50 Student Learning Outcomes Meeting Minutes, Apr. 26, 2016

I.B-51 College Curriculum Committee Meeting Agenda, May 3, 2016

I.B-52 Online Course Standards Same as Face-to-Face

I.B-53 Foothill Online Learning: Faculty Training

I.B-54 Online Learning and Tech Committees

I.B-55 Faculty Teaching and Learning Academy Presentation

I.B-56 FHDA Administrative Procedure 3225

I.B-57 Institution Self-Study for Rea□rmation of Accreditation, 2011

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

I.B-89 Institutional Research Memo: 2014-15 CSU and UC Transfer Numbers

I.B-90 Community College Survey of Student Engagement 2014, Presentation to ASFC, May 7, 2015

I.B-91 2012 Community College Survey of Student Engagement, Counseling

I.B-92 2012 Community College Survey of Student Engagement, Marketing

I.B-93 2012 Community College Survey of Student Engagement, Basic Skills

I.B-94 2012 Community College Survey of Student Engagement, Transfer

I.B-95 2012 Community College Survey of Student Engagement, Workforce

I.B-96 Comprehensive Student Services Program Review Template for 2016-2017

I.B-97 Annual Program Review 2015-2016 – Assessment Division

I.B-98 Annual Program Review 2015-2016 – Admission and Records

I.B-99 Strategic College Objectives 2016-17

I.B-100 Annual Program Review Template

I.B-101 Student Equity Plan, Dec. 1, 2014

I.B-102 OWL Scholars

I.B-103 STEM Workshop Schedule Spring 2017

I.B-104 Embedded Tutoring Survey Results Fall 2016

I.B-105 Integrated Composition and Reading

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

I.B-107 Annual Program Review 2016-2017 – Transfer Center

I.B-108 Multiple Measures Assessment Placement Pilots Fall 2016 Course Completion Rates

I.B-109 Psychology 10 Demographics and Prerequisites Courses Analysis Fall 2016

I.B-110 Biology 1A Demographics and Prerequisites Courses Analysis Fall 2016

I.B-111 Accreditation Midterm Report, Fall 2014

I.B-112 Foothill Online Learning Website

I.B-113 Planning Survey Results, May 4, 2016

I.B-114 Participatory Governance Discussion Meeting Minutes, May 11, 2016

I.B-119 Program Review Committee College-Wide Observations and Institutional E□ectiveness Suggestions

I.B-120 FHDA District Website: Research

I.B-121 O□ce of Instruction and Institutional Research

I.B-122 District Assessment Taskforce Meeting Notes, April 18, 2017

I.B-123 Assessment Taskforce

I.B-124 Facilities Master Plan

I.B-125 President's O□ce Reports and Publications

I.B-126 Program Review Committee Feedback, Winter 2016: English for Second Language Learners

I.B-127 Program Review Committee Recommendations: Spanish Department

I.B-128 College Curriculum Committee Meeting Agenda, May 31, 2016

I.B-129 Needs Analysis of Non-Credit Students

I.B-130 Integrated Planning and Budgeting Governance Handbook

Foothill College is committed to presenting current and prospective students as well as the public with accurate and timely information about its courses, educational programs, degrees and student services. The College has processes in place to ensure that information presented to its internal and

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

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

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

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

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

The Foothill College catalog is published online and available in a print format for prospective students, current students, and members of the public [I.C-19]. The College ensures its catalog is accurate by following a thorough internal approval process involving all key stakeholders. An updated process was established in January 2017 to improve the internal systems and to ensure

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

While information about established programs are reviewed annually, new program documentation begins with the initial approval process—clear and accurate information results from a detailed iterative process that is described on the College Curriculum Committee webpage, which includes

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

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

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

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

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

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

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

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

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

A statement on Academic Freedom and Professional Ethics is included in the Foothill College Faculty Handbook [I.C-57]. Faculty can review the academic honor code and reference resources from the academic integrity resources web page [I.C-58, I.C-59] Additionally, the student rights page also has information for faculty on academic integrity policy and procedures [I.C-60

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

In June 2015, the Academic Senate passed a resolution charging each division with developing division (or department) specific online course standards. These standards are intended to assist faculty in teaching online [I.C-63, I.C-64]. In addition, several division-specific online course standards encourage faculty members to promote student verification in the design of online courses. For example, proctored exams are required of many Physical Sciences, Mathematics, and Engineering Division’s (PSME) online courses [I.C-65]. Standards for the math department state, “The instructor should schedule proctored assessments. For purposes of this policy, proctored

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

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

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

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

Foothill College does not operate in foreign locations.

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

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

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

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

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

American Dental Association Commission on Dental Accreditation

• Dental Hygiene

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

• Pharmacy Technician

American Veterinary Medical Association

• Veterinary Technology

Commission on Accreditation of Allied Health Education Programs

• Diagnostic Medical Sonography

• Paramedic – Emergency Medical Technician

Joint Review Committee on Education in Diagnostic Medical Sonography

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

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

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

Foothill College complies with all state and federal requirements in its relationships with the California Student Aid Commission and the U.S. Department of Education. For example, the C. Eommuate and tthe U.S rep

Foothill College is committed to providing its students with the highest quality education along

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

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

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

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

I.C-27 Course Outlines

I.C-28 Foothill College Programs

I.C-29 Degrees, Certificates, Transfer

I.C-30 Foothill College Website: Curriculum

I.C-31 Foothill Online Learning: Online Degrees and Certificates

I.C-32 Foothill College Website: Academic Senate

I.C-33 Program Planning and Review

I.C-34 TracDat Program Login Page

I.C-35 Administrative and Peer Evaluation Form for Faculty

I.C-36 Student Accreditation Survey Results 2016

I.C-37 Technology Committee

I.C-38 Foothill Technology Master Plan

I.C-39 College Curriculum Committee Policies and Resolutions

I.C-40 Board Policy 2200 Board Philosophy, Mission, Roles and Responsibilities

I.C-41 Financial Aid - Student Cost of Attendance 2017-18

I.C-42 Student Fees

I.C-43 Student Fee Calculator

I.C-44 Board Policy 5080: Financial Aid

I.C-45 Board Policy 4190: Academic Freedom

I.C-46 Board Policy 5500: Student Rights and Responsibilities

I.C-47 Board Policy 4190L Academic Freedom

I.C-48 Tenure Review Handbook

I.C-49 Foothill Online Learning: Faculty Responsibilities

I.C-50 Evaluation of Probationary Faculty Employees for Tenure

I.C-51 Board Policy 4110: Mutual Respect Policy

I.C-52 Board Policy 4640: Harassment and Discrimination Policy

I.C-53 Foothill College Student Handbook

I.C-54 Instructional Program Reviews

I.C-55 Campus Life

I.C-56 Student Orientation Assessment & Registration

I.C-57 Faculty Handbook

I.C-58 Academic Integrity at Foothill College

I.C-59 Academic Integrity Resources

I.C-60 AP 5500 Student Rights and Responsibilities

I.C-61 Library Guide to Academic Integrity

I.C-62 Distance Education Advisory and COOL Committees

I.C-63

I.C-82 Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

I.C-83 Guide to Evaluating and Improving Institutions

I.C-84 ACCJC Self-Evaluation Process

I.C-85 Foothill College Mission

I.C.86 Foothill College Educational Master Plan 2016-2022

I.C-87 Annual College Strategic Objectives 2016-17

I.C-88 President's O□ce Reports and Publications

I.C-89 Professional Development Calendar of Events