Foothill College

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

A Confidential Report Prepared for

campus community, evidenced by the more than 60 employees named in the report as theme committee members. The self study was organized according to the ACCJC's "themes" approach. This approach allowed the accreditation team members to get a well-rounded sense of the college and how it achieves its goals. However, it presented some challenges in that the self study report did not contain the evidence required to confirm that the college meets the accreditation commission's standards related to resources and governance and planning. The team was able to locate this evidence upon visiting the campus, interviewing college employees and reviewing available documents.

faculty that is dedicated to the excellence of teaching and learning, a staff that is devoted to providing services, and an administrative team that is able and engaged in providing

Team Evaluation of Institutional Responses to 1999 Recommendations

The college has six general recommendations by the team that visited October 19-21, 1999. This report addresses how each recommendation was given specific attention. The 2005 visiting team conscientiously reviewed the recommendations from the previous team. Overall, the team found that the college made significant progress with respect to the ~~recommendations. The quality of the college's responses demonstrates a timely follow up~~

and appropriate communication with the ACCJC regarding the previous team's recommendations.

The progress report on prior recommendations included the following:

Recommendation 3.1
The college should further integrate, refine, and streamline its planning processes to coordinate more effectively its variety of planning and planning-related efforts.

The college addresses this recommendation by continuing to integrate its planning processes in its recent revision of the Educational Master Plan (EMP) which is the origin of planning and addresses facilities, resource allocation, technology, and human resources over a ten-year ~~period. In addition, the EMP establishes goals and objectives which are measured against~~

exercises, in each of the past few years, the college researcher has presented teaching and learning tools designed to enhance student learning and to move the college from a teaching to learning mode.

Recommendation 4.1

Middlefield Campus to make the most efficient use of existing classrooms and to increase

Recommendation 5.1

The college should continue to refine its program review process for student services functions and should also undertake a comprehensive assessment of student services when key administrative positions in student services have been filled.

A review of the self study shows that the college has met this recommendation. Key administrative positions in student services have been filled. Following the hiring, the model

Eligibility Requirements

1. AUTHORITY

The visiting team confirmed that Foothill College receives State approval of its

programs and services and is accredited by the Accrediting Commission for
Community and Junior Colleges of the Western Association for Schools and

8. EDUCATIONAL PROGRAMS

The visiting team confirmed that Foothill College's degree programs are in line with

Reports of the four standards and related recommendations are as follows:

STANDARD I
INSTITUTIONAL MISSION AND EFFECTIVENESS

A: **Institutional Mission**

General Observations

Generally, the college meets Standard I.A in that it has a board approved mission statement that defines its broad educational purposes and a commitment to student learning outcomes. However, the statement lacks clear articulation of the college's intended student population. The self study report acknowledges this and lays out a ~~plenning records for mission statement revision as well as consistent publication~~

While the mission statement is lacking in addressing the intended population, the college has several indicators that it aggressively pursues student learning along with several programs that target specific populations. [Standard I.A.1]

The current mission statement was revised in spring 2005 and approved by the board in August 2005. [Standard I.A.2]

According to the self study, the college lacks a formal review process for its mission statement. In practice, the mission statement is reviewed by the college president and marketing office yearly when the catalog is prepared for publication. In addition, the vice president of instruction and institutional research reviews the statement every ~~year as part of the review of the Educational Master Plan. [Standard~~

Roundtable, the revised statement is forwarded to the president and, eventually, to the district board. [Standard I.A.3]

The approved mission statement is central to the planning process which currently centers on student learning. [Standard I.A.4]

Conclusion

Faculty members involved in the College Curriculum Committee are discussing the

Force, Classified Senate, College Roundtable, Curriculum Committee, Dean's Council, Educational Resources Committee, and President's Advisory Council all have input into the planning process. Clearly, the college demonstrates outstanding planning with abundant dialogue and buy in. The college president leads the planning process regularly through the College Roundtable and ad hoc planning committees, which have proven to be effective in improving the institution and accomplishing campus goals and objectives. [Standard J B 6]

On the one hand, the college planning process is dynamic and works well, primarily due to the integrating leadership and diligence of the college president. On the other hand, the college lacks a document that articulates and formalizes the integration of the planning processes. The flow of planning from the disaggregate level of programs to the aggregate college-wide fall opening day is difficult to follow. There is no codified document that lays out the systematic way in which planning actually

Commendations

Commendation #1
The college is to be commended for its exemplary practice of using both quantitative and qualitative data in evaluating progress toward achieving its stated goals and objectives and increasing institutional effectiveness. [Standard I.B.3]

Recommendations

Recommendation #1
In order to fully meet the standard, the team recommends that the institution revise its
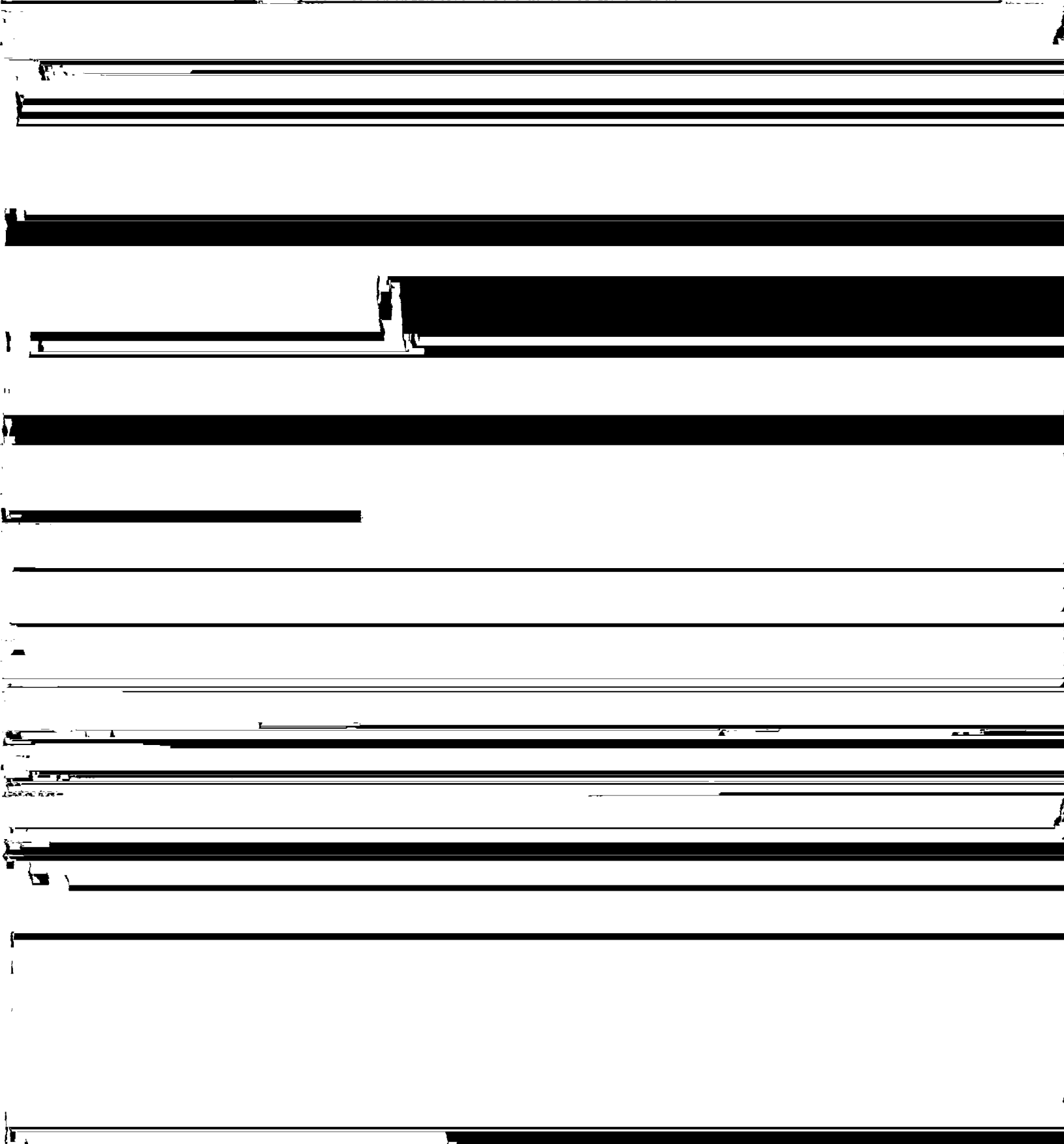
Recommendation #2

In 1997, Foothill College began discussions on what are now known as student learning outcomes, eventually embarking on a student centered learning project

mentioned above as well as a plan to develop and implement expected learning

The college has made considerable efforts to articulate new courses and programs not

The college researches and identifies the learning support needs of its students. It

The college regularly evaluates admissions and placement instruments and practices. Admissions and Records is a service area included in the "Student Development and
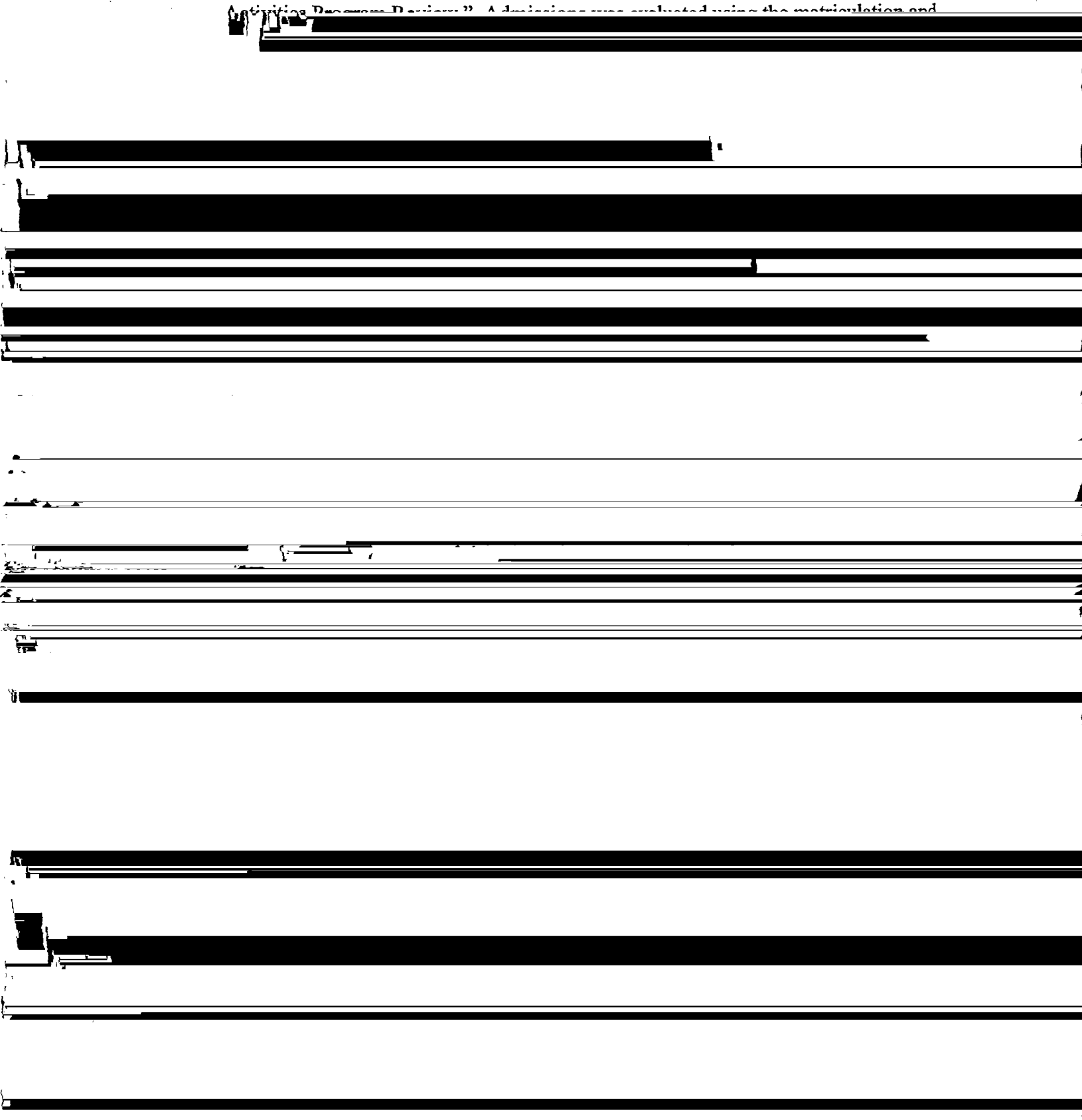
STANDARD III: RESOURCES

A: Human Resources

General Observations

The self study report did not provide adequate information regarding human resources at Foothill College. Some information regarding faculty hiring processes was included. However, upon visiting the campus, interviewing college and district

staff, requesting additional documents for review, a picture emerged of a well-oiled machine with regards to hiring procedures and human resources issues at the college and district. Under the direction of the district's Vice Chancellor for Human Resources and Equal Opportunity, the college follows a comprehensive process for hiring and evaluating staff. Hiring committees follow set procedures to ensure conformance with diversity and equity standards in the hiring process. Overall college personnel are treated equitably with opportunities for professional development. The college Dean of Faculty and Staff provides training for Equal Employment Opportunity Representatives on hiring committees, and works with the district human resources department to ensure the processes are efficient and effective.

The college has developed a unique organizational structure in which executive management has responsibilities in both the instructional and student services areas. This integrated structure, which has been in place for several years, appears to work well for the college, and provides top administrators the opportunity to take a broader view of college issues and programs.

Findings and Evidence

The college has a Hiring Process Manual published with hiring procedures open and public. The Vice Chancellor of Human Resources and Equal Opportunity provides mandatory training and assistance for all selection committee members and Equal Opportunity representatives in the hiring of all full-time and part-time administrators, faculty and staff, including the training of district staff who serves equal opportunity representatives on all hiring committees. There are written job descriptions and qualifications for all positions. Hiring committees identify the selection criteria, develop the interview questions, identify desired skills, determine teaching demonstrations for faculty, conduct interviews, make reference checks, and recommend candidates. For faculty positions, the College President, Division Dean and the Equal Opportunity representative interview all finalists. Once the selection

understand the college's student population, Human Resources is planning a day-long, off-site workshop on diversity in the workforce. [Standards III.A.4.a, III.A.5.a]

The college has a strong staff development program for faculty and plans to expand the program to the classified staff. Staff development activities and opportunities

Program, classes designed to increase technology in the classroom, Learning Outcomes Assessment Network and the President's Intranet. The college also requires faculty to complete nine quarter units for professional growth and provides research tools online in the library. [Standards III.A.4.a, III.A.5.a]

of-the-art center includes classrooms, meeting facilities, office space, and student study areas. Built using external funding, the facility serves as a center for learning and for providing training to residents of local communities.

Findings and Evidence

office has responsibility for plant services at the college. All plant services report to

Long range capital plans are developed for projects identified in the Educational Master Plan. The EMP reflects the consensus of the college governance structure and

Technology support for faculty is designed to assist in providing and evaluating student learning. The college has several projects that exemplify Foothill's commitment to technology and to advancing technology in the classroom. The college curriculum committee (Academic Senate) and others are evaluating a

supports the Learning Outcomes Assessment Network (LOAN), and the college offers a series of classes during College Hour to train both community college faculty and K-12 teachers to use technology in the classroom. The President's Intranet has links to the League for Innovation 21st Century Learning Outcomes Project, and the library provides online tools for faculty research. [Standards III.C.1.a, III.C.1.b, III.C.1.d]

A college faculty member's company developed ETUDES, Easy-to-Use Distance Education Software, for offering instruction online. The college purchased, expanded, improved and further developed the software into an excellent teaching

STANDARD IV: LEADERSHIP AND GOVERNANCE

A: **Decision-Making Roles and Processes**

General Observations

Foothill College has taken a unique approach to demonstrating the importance of student learning by organizing its top level administrative structure so that the vice

student services responsibilities. This organizational structure is designed to enhance

terms. Board membership will be changing with the trustee election in November
2005; one member of the current board is not running for re-election and the board
will be selecting a new member to replace a member who recently passed away.

and special meetings that may be held on the college campus or at off campus
locations. The chancellor provides orientation for new members through meetings
with prospective board candidates prior to the election or with candidates to fill board
vacancies. [Standards IV.B.1.d, IV.B.1.f]

Board self-evaluation occurs regularly, follows board guidelines, uses a board

reviews the priorities of funding requests as they pertain to the college. The president has final approval for budget allocation and staffing priorities as outlined in the College Roundtable guidelines. [Standard IV.B.2]

The chancellor, through the chancellor's cabinet meetings, communicates district expectations, decisions, and policies to the college president and provides support to the college through its funding allocation. District services such as facilities, operations, technology, human resources, and business services provide support to the college in the accomplishment of its mission. The district has implemented several assessment strategies to evaluate the effectiveness of its services to the college. The

its effectiveness. Human Resources, through its HR Advisory Council, meet regularly with college constituencies to receive input on the effectiveness of its services and processes. Educational Technology Services assesses its effectiveness through a web-based technology use survey to provide input on how it can better serve the needs of the district constituents. [Standards IV.B.3.a, IV.B.3.b, IV.B.3.c]

The chancellor meets regularly with the college presidents and college leadership to communicate and exchange information concerning board actions and directions and