EVALUATION REPORT

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

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

This report represents the findings of the evaluation team that visited
Foothill College October 23 - 27, 2011

Cindy L. Miles, Ph.D., Chair

Visiting Team Roster

Dr. Cindy Miles (Chair)

Ms. Drummond contributed significantly to the evaluation, but was unable to attend the October 24-27, 2011, site visit due to an emergency.

SUMMARY OF EVALUATION REPORT

INSTITUTION: Foothill-De Anza Community College District

DATES OF VISIT: October 24 – 27, 2011

TEAM CHAIR: Dr. Cindy L. Miles, Chancellor, Grossmont-Cuyamaca Community College District

A 12-member accreditation team visited Foothill College from October 23- 27, 2011, for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the College is meeting the Commission Eligibility Requirements and Standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the College.

In preparation for the visit, team members attended an all-day training session on September 14, 2011, conducted by the ACCJC and studied materials prepared for visiting teams. The team chair and assistant conducted pre-visit meetings with the Foothill-De Anza Community College District Chancellor, Foothill College President, and Accreditation Evaluation Team Lead on September 15-16, 2011, to clarify expectations and assure that all arrangements for the visit were in good order.

Prior to the visit, team members reviewed the *Institutional Self Study for Reaffirmation of r*

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sections, however, the report lacked adequate evidentiary support to demonstrate compliance with Accreditation Standards, and some online links to evidence documents were found to be broken or inaccurate. Nevertheless, college and district staff members were highly responsive to requests for missing or additional information, interviews, and follow-up conversations. The team's workroom was well equipped with excellent technology support and workspaces.

The current Foothill College accreditation self-study process was initiated with awareness

saving projects, sustainable building designs, student- and employee

ACCREDITATION EVALUATION REPORT
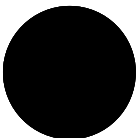# FOR FOOTHILL COLLEGE

Introduction

Foothill College is a comprehensive public California community college that is one of the two colleges in the Foothill-De Anza (FHDA) Community College District. FHDA serves a metropolitan area of more than 1.7 million people in Northern California's Silicon Valley. The district was established in 1957, and the Foothill College campus in Los Altos Hills was completed and opened to students in September 1961. In 1967, the district opened its second campus, De Anza College, in Cupertino.

Foothill College serves the Santa Clara County communities of Palo Alto, Stanford, Los Altos, Los Altos Hills, and Mountain View. The main campus occupies 122 acres in Los Altos Hills and 20060002(and) Tj ETills, and Mountain View.

Among the many milestones Foothill College has achieved since its 2005 accreditation review are the following:

- Celebration of its 50th anniversary
- Opening of the first new buildings since the original campus opened in 1961
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Responses to Recommendations of the Previous Evaluation

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The accreditation evaluation team confirmed that Foothill College appropriately addressed the recommendations and requests for additional reports made in 2005 through 2010, including a Focused Midterm Report (October 2008), Follow-Up Report (October 2009), and Second Follow-Up Report (2010).

Overall, the team found evidence of the institution's ongoing work to meet previous recommendations to be in place. One lingering area of concern – though not a compliance requirement at this time—is conclusive evidence of the college's capacity to meet the 2012 SLO standards at the proficiency level related to the 2005 Recommendation 4. The college h (E)-1 (v) -1 (a) -1 (lu) -1 (a) -1i 0 200 oh0 0 0.06000000 340.2598 570.24cm BT 200 c060 90h 1ocused

planning and budget structure was adopted fall 2009, evaluated and revised in spring/summer 2010, and has been used for one full academic year at the time of this visit.
Evidence from work of the Educational and Strategic Master Planning (ESMP) and the Integrated Planning & Budget (IP&B) Task Forces indicates commendable achievements in developing, implementing, reviewing, modifying, and communicating this new integrated planning and decision-making process. The new process connects resource requests to program review data and moves through representative strategic initiative-based groups to a new overarching college participatory governance body, the Planning and Resource Council (PaRC), which makes resource and planning recommendations to the College president.

The new process and roles of all constituent groups in planning and budget decisions are delineated in the *Integrated Planning & Budgeting Governance Handbook*, approved spring 2010. The new model is integrated into the *Educational and Strategic Master Plan* (version 2.0) and is available on the college website and disseminated through numerous communications and meetings with constituent groups. The new structure is slated for annual review, with the next evaluation scheduled for summer 2012.

Recommendation 3:
"In order to increase effectiveness, the team recommends that to increase program effectiveness, the College undertake a detailed evaluation for all programs in student support and other non-instructional areas." (Standard 1.B.7)

Response
This recommendation has been met. The College has taken substantial steps to increase program effectiveness for all programs in student support and other non

"extraordinary effort toward developing and assessing [learning outcomes] on a continuous and sustainable cycle."

Since the last visit, the progress made in the area of learning outcomes in both instructional and non-instructional areas is significant, particularly in the development of measureable outcomes statements. In the past five years, the college community has made a determined effort to establish a comprehensive cycle of inquiry and assessment in its teaching and learning environment, focused on continuous improvement.

The college employs the use of Student Learning Outcomes (SLOs) in instruction, Service Area Outcomes (SAOs) in Student Services, and Administrative Unit Outcomes (AUOs) in Administrative Services. Additionally, the College has established institutional core learning outcomes, or the "4-Cs," of communication; computation; creative, critical, and analytical thinking; and community/global consciousness and responsibility. All outcomes across the divisions are aligned with one or more of the 4-Cs, with the outcomes statements and alignments being highly visible on the College's website.

A number of areas have completed a full cycle of evaluation, and there is evidence that results are used to inform improvements and resource allocation. However, the team notes

Eligibility Requirements!

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9. **Academic Credit:** The team found that the college

between broad, institutional goals derived from the mission and the outcomes and purposes of the departments their members represent." Although meeting notes and interviews confirm that PaRC has responsibility for the annual affirmation and the three-

The 2011 revised Educational and Strategic Master Plan (ESMP) established goals aligned with core elements of the college mission statement. The goals are sound, clearly articulated, and associated with appropriate metrics and have been widely distributed and presented at multiple forums. Since the goals are newly established, a full iteration of the continuous improvement cycle has yet to be completed. As such, at the time of the visit there was not yet adequate evidence as to the level of understanding or achievement of the stated goals. (I.B.2, I.B.3)

Although the institution is at the early stages of implementing its new planning and allocation model, there seems to be wide understanding and support of the basic elements of the process, particularly the shared governance structure. Feedback from site visit interviews was uniformly positive regarding the new decision-making process

Conclusion

The college's re-energizing of the SLO system and re-working of the integrated planning process and shared governance structure has been significant. Establishment of core working groups seems to be providing important forums for dialogue, planning, and evaluation. Since this work in at its early stages, the effects of this work are largely unrealized. An active and responsive task force has led the evaluation and improvements of this effort.

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Site visits to a broad sample of online courses confirmed that faculty use multiple methods for

results used for instructional program improvement. Although several examples were found (e.g., physics, veterinary technician), interviews revealed limited indications of broader changes resulting from assessment and reflection. It was noted, however, that the requirement in the new integrated budget and planning model adopted in 2009 that all resource requests to PaRC must come from program review will certainly increase attention to the use of assessment results to guide improvements. (II.A.1.c, II.A.1.e)

All Foothill College courses and programs, including basic skills, community education, apprenticeship, and pre-collegiate offsite offerings were found to be subject to the same level of quality review. All curriculum is evaluated using the online curriculum management system in a process that includes review by the initiating faculty member, division dean, College Curriculum Committee representative, and articulation officer, as well as two curriculum committees (division and college level). All course outlines of record are reviewed every three years for currency and relevance. Advisory boards and labor market research are among the methods used to identify new programs, especially in the vocational areas. The college currently does not offer study abroad programs, but has an extensive international student population. (II.A.2, II.A.2.a, II.A.2.e)

The team confirmed the central role of faculty in establishing and improving the quality of courses and programs. The college relies on faculty expertise for developing all curriculum, and identifying and measuring competency levels for all course and program-level SLOs. At the institutional level, multidisciplinary faculty teams developed the FRAMES process for defining and measuring outcome related to the 4-Cs and conducted workshops on using FRAMES rubrics to evaluate student artifacts of learning. Competency levels are measured for some classes by licensing or board exams—through SLOs and the grading process for others. Further evaluations of student progress included a student survey regarding the ILOs. (II.A.2.b)

Program review was performed in 3-year cycles prior to 2009-2010; now, they are scheduled to be performed annually, with a focus on outcomes and resources needs. The outcomes will be updated annually on the learning outcomes website. As part of the integrated planning process, program review needs related to SLOs are submitted to PaRC for prioritization and resource allocations. There was plentiful evidence that PaRC completed an initial cycle of the process in 2010-11. (II.A.2.a, II.A.2.b)

High-quality instruction with appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning were evident in the sampling of courses that the team visited. Instructional quality is maintained through the college's stringent curriculum approval and program review processes. Faculty who wish to have their courses approved as general education courses must apply to a curriculum subcommittee, which investigates the content and instructional methods before forwarding the course for the entire committee to review. Vocational courses have additional scrutiny from advisory boards and external licensing and/or accrediting agencies. Academic Senate Officers confirmed that institutional dialogue about the quality of programs occurs both in College Curriculum Committee and full senate meetings. (II.A.2.c)

The team found significant emphasis placed on professional development for assisting faculty in learning how to serve diverse student needs and learning styles. Delivery modes and teaching methodologies are included in the CORs, as are various methods for assessing

2011 and are being implemented for the first time in fall 2011. There are no departmental or program examinations developed at Foothill. (II.A.2.g, II.A.2.h, II.A.2.i)

Foothill College requires all degree programs have a general education (GE) component based on the college's GE philosophy and standards, which are led and implemented by the College Curriculum Committee (CCC). The GE philosophy, objectives, and outcomes are noted in the college catalog, and in the General Education Handbook available through the CCC website. Specific GE course requirements include seven broad areas: English, humanities, natural sciences, social and behavioral sciences, communication and analytical thinking, U.S. cultures and communities, and lifelong learning. The Academic Senate and CCC adopted the four institutional learning outcomes (4-Cs) as the general education SLOs, so assessment of ILOs by student surveys also assesses the GE requirements, to some extent. Lifelong learning competencies are inclusive in the 4-Cs, which also apply to GE; in addition, information competency must be a course component in all GE courses. The ILO for community/global consciousness and responsibility is linked to the required GE course in U.S. Cultures and Communities, thereby promoting respect for diversity. GE courses are approved by both the Curriculum Committee and the Academic Senate. (II.A.3, II.A.3.a, II.A.3.b, II.A.3.c)

All degree programs at the college, including the newer AA-T or AA-S transfer degrees, include both a GE requirement and at least 27 units of study in a focused major. (II.A.4)

All career and technical programs undergo regular program reviews with learning outcomes assessed annually through methods that include student pass rates on licensing exams and demonstration of program competencies via projects and portfolios. (II.A.5)

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Foothill College in a positive, yet accurate light. Catalog reviews are conducted annually, with each department responsibility for updates. Institutional policies were found to be up-to-date. (II.A.6.c)

Foothill-De Anza District Board Policy 4190 addresses academic freedom, and both Foothill and De Anza Colleges' academic senates participated in its development and approval. The academic dishonesty policy for students is included in the college catalog. The Academic Honor Code for students is included in the college catalog, website, and Student Handbook. The Faculty Handbook outlines expectations of faculty regarding academic policies and procedures. All board policies are easily available through the district website. (II.A.7, II.A.7.a)

Standards II.A.7.c and II.A.8 are not applicable to Foothill College.

Conclusions

The team found abundant evidence that Foothill College offers high quality programs and courses at all sites and through all delivery modalities. Student outcomes data demonstrate high rates of achievement and transfer to four year institutions. A rigorous curriculum approval process for all areas was found to ensure appropriate methods and rigor of instruction. The curriculum is appropriate for the mission of the college and seems responsive to community needs. The Foothill College curriculum clearly reflects the engagement of a dedicated and talented faculty.

The team noted that implementation of student learning outcomes is nearing proficiency at the course level, but is still in the development phase at the program level on the Commission's Rubric. Programs have identified outcomes and mapped them to ILOs, but are currently in the initial assessment cycle.

Although the SLO initiative is not fully implemented, college and academic leaders demonstrate a clear understanding of the cycle of assessment and improvement. This understanding is further reflected in the college's own planning agendas related to formalizing and institutionalizing its assessment cycle and developing a research agenda to support assessment of ILOs and program review. This research agenda should be extended to include assessment of administrative unit and service area outcomes, as well as to "close the loop" on using assessment findings to guide future decisions and make institutional improvements.

Recommendations

Recommendation 2: Student Learning Outcomes
In order to meet the Commission's 2012 expectation for meeting student learning outcomes Standards that require the identification and assessment of appropriate and sufficient student learning outcomes, and the use of assessment data to plan and implement improvements to educational quality, the team recommends that the college accelerate the assessment of program-level student learning outcomes, service area outcomes, and administrative unit outcomes, and use the results to make improvements. (II.A.1.c, II.A.2.e, II.B.4, II.C.2)

B. Student Support Services

General Observations:

Foothill College offers an array of student services, both onsite and online, including some core student services at the Middlefield campus. Among programs and departments offering student support services within the division of student development are the following: Academic Advising and Counseling, Admissions and Registration, Assessment and Placement, Bookstore, Career Services, Disability Resource Center, Extended Opportunity Program and Services, Financial Aid and Scholarships, Health Services, Help Desk, Library, Rental Housing System, Ride Sharing and Transportation Options, Student Computer Labs, Transfer Center, and tutoring.

As of fall 2010, Foothill College's student population was noted to reflect Santa Clara County's diversity for some, but not all groups. About one-third of both populations were of Asian, Filipino or Pacific Islander descent (29 percent at Foothill; 28 percent for the county). The Hispanic population (23 percent of the county) is underrepresented at Foothill (13 percent). The multiethnic category represented 8 percent of Foothill students but only 2 percent of the county.

Student services departments are progressing in a regular cycle of program review and student learning outcomes assessment, referred to as service area outcomes (SAOs) for all student services areas. These processes are increasingly being used to inform improvements and resource allocation. Since 2009, the college has undergone significant changes in its institutional effectiveness model, which has allowed the process to be more engaging, meaningful, and inclusive. As with student learning outcomes (SLOs) in instruction and administrative unit outcomes (AUOs) in administrative departments, SAOs in student services are aligned with the college's institutional level outcomes, the 4-Cs, all of which are posted on the college website.

Noting 35,000 student services contacts in 2009-10, Foothill College acknowledges its challenges in meeting an increasing demand for student support services in light of changing student demographics and several years of severe state budget cuts.

Findings and Evidence:

In addition to the standard support services listed above, the college provides significant student support services in online modalities (e.g., Facebook, Twitter, YouTube). Several of these are particularly noteworthy, including Ask Foothill, a new online information service that provides immediate responses to key questions on key topics like admissions, registration, fees, hours of operations; MyPortal, which allows students to obtain many online services including placement test results, registration, and transcripts; and an interactive academic advising and counseling services forum for distance education students, which provides responses from full-time faculty counselors to forum postings within 48 hours. Exemplary programs were noted for

The visiting team found that the college engages in sound practices using a comprehensive array of services to assure that students experience quality support services independent of location and delivery method. The college strives to identify needs of students through student surveys, departmental evaluations, and a new program review system. In 2008-2009 it conducted an external customer service study regarding student experiences with student services areas, which led to streamlined intake process for new students, improvements to the college website and better use of staff resources. (II.B.1)

The college catalog provides all the general information, program requirements and major policies affecting students required by the Standards. The catalog is noted for being award-winning, with clear and accurate information. In addition, the college produces a great number of well-designed informational materials for students, both in print and electronic formats. These include the college website, a student web portal, class schedules, the student planner and handbook, and key college and district offices. (II.B.2.a, b, c, d)

The team noted that budget constraints of recent years, including 40 to 60 percent reductions in state funding for programs such as matriculation and EOPS and major cuts to budgets for counseling and tutoring, has taxed the institution's ability to maintain the quality of student support services. Nevertheless, the team found evidence that Foothill is making creative use of its resources to by leveraging grant dollars and providing more online services to maintain services. All sixteen of the key student services listed above has information available online, and thirteen have interactive services available online. (II.B.1, II.B.3)

A number of core support services are offered at the Middlefield campus, including admissions and records, bookstore, computer lab, academic counseling, financial aid outreach, placement testing and legal services. Students enrolled at Middlefield can also access services at the main campus or online. The team found significant evidence of efforts to provide comprehensive support services at Middlefield and was impressed by the campus' creative use of resources and facilities and its well-designed website and online services. To address the needs of the sizeable Hispanic population attending and neighboring Middlefield campus, key student support services documents are produced in Spanish and English. Nevertheless, the team noted the absence of some key support services, including disability support, health services, and tutoring. Additionally, the team observed that although Middlefield conducts its own program review, the evaluation of its student support services needs were not systematically assessed as part of the overall Student Services program review processes. (II.B, II.B.1, II.B.3, II.B.3.a)

The team shared concerns about gaps in student access and achievement that point to needs for improved student support services for historically underserved groups in the Foothill student population and service area. In terms of access, the team noted significant disparity in Hispanic student enrollment (13%) and the population of Hispanics in the service area (23%). In terms of the achievement gap, African Americans and Hispanics are 16 and 9 percentage points behind Asians, Whites, and others/unknown in course success rates and significantly lower in measures of persistence, transfer, and graduation. These disparities are variously noted in the Self Study Report, the Educational Master Plan, Student Equity Plan, and in notes from governance meetings. Despite such awareness, the team found no clear evidence to suggest there are focused efforts to recruit and admit diverse students reflective of the

community it serves or to strategically address the achievement gap by setting clear goals and metrics to measure equity efforts, and evaluating progress on regular basis. (II.B)

Foothill College has a robust student life. In addition to offering a "Certificate of Proficiency in Leadership & Services" as part of the effort to promote student leadership development, student government and clubs host myriad events and activities, in part made possible from proceeds from their student benefits card (the OwlCard), which generates close to half a million dollars annually. A number of student life activities promote intellectual, aesthetic, and personal development as well as understanding and appreciation of diversity. Student activities that promote personal and civic responsibility include participation of student leaders on participatory governance committees, student clubs focused on service to others (e.g., Brother to Brother, Sister to Sister), a volunteer center, and a community service federal work study program that allows students to complete their hours at local nonprofit organizations. (II.B.3.b, II.B.3.d, II.B.3.d)

Counseling services are comprehensive and demonstrate a commitment to serving online students through individualized academic advising and counseling via an online forum. Some counseling services also are offered onsite at the Middlefield campus. There are a variety of one-unit counseling courses taught both in-person and online. This division has established SLOs for its instructional components and SAOs for non-instructional areas, which are aligned with the 4-Cs. Although learning outcomes have been identified for all of the counseling services, attention is needed in the areas of authentic assessment strategies and "reflections," the latter of which includes widespread dialogue about the results, and use of results for improvements and resource allocation (II.B.3.c, II.B.4)

Currently, placement scores are evaluated through student and faculty surveys, as well as validation from research. The college selects most of its assessment instruments from the list approved by the state chancellor's office. The institution identifies the need for additional research assistance with cut scores, and is proactively training the new college researcher in this area. (II.B.3.e)

The institution maintains student records securely, both electronically and in hard-copy formats. The college uses a vault for student records that is locked at all times; access to the vault must be approved by either the college registrar or Admissions and Records supervisors. Employees having access to student records receive mandatory FERPA training. (II.B.3.f)

Student services conducted program review of all areas during the past six years in three-year cycles (2003 and 2006). In 2009, they began implementing the new annual program review process and have been evolving in the area of SAO assessment for the past two years. The team observed that the new program review process generated enthusiasm among staff, faculty, and administrators, who felt that the process is more meaningful and inclusive. In 2009-

campus. The library has online services available, including through extensive electronic

phone. Students can access electronic books and databases from any location for research. The Middlefield campus has no onsite library services, but has a large open computer lab at its central student support center, known as the "Hub," where students can access online library materials and services. Library materials can be requested from Foothill and delivered to Middlefield campus. Tutorial services are only available at the Foothill campus, as previously described. (II.C.1.c)

The LRC/library facility, equipment and materials are protected by a security gate and the campus police. Computers are maintained by district Educational Technology Services (ETS). While maintenance efforts are reported to be adequate and timely, there are many issues with the physical plant including complaints about the condition of the restrooms, water and mold damage from major leaks in the aged roof, lighting and HVAC issues, and lack of electrical outlets for laptop computers and other devices. Currently a task force looking into a major renovation of the LRC areas, but it is unclear how the library would be included, or how such an effort would be funded. (II.C.1.a, II.C.1.d)

The Semans Library contracts with several entities for services, including the Community College Library Consortium (CCLC), which assists with discounted prices on electronic databases; and OCLC, a well-known cataloging and interlibrary loan service. (II.C.1.e)

A number of surveys have been conducted to evaluate perceptions about the adequacy of LRC services, most re 0.0 y a

In contrast, the team found good technology support and access to many online learning resources and services available with relatively extended hours at Foothill and Middlefield campuses.

The team found that the library and various LRC departments have not achieved the needed level of implementation support for student learning outcomes – referred to as service area outcomes (SAOs)—to promote, document, and improve their contributions to supporting student achievement of

STANDARD III
Resources

A. Human Resources

district in conjunction with the various bargaining units. Job descriptions and screening criteria are developed by college personnel in conjunction with the District Human Resources Office and are reviewed by an Equal Opportunity Representative. The district board policy on equivalency addresses degrees, experience, and skills. Composition of search and selection committees is specified in the Hiring Process Manual. The hiring process includes initial screening of written applications, personal interviews, reference checking, and final interviews. (III.A.1, III.A.1.a)

Policies developed in consultation with the District's Human Resources Office and bargaining units are in place for the evaluation of all college personnel. The procedure and forms used for evaluating full- and part-time faculty are specified in the faculty collective bargaining agreement and includes performance "not only in the classroom, but in all of his or her contractual obligations." Student input is included as an element of faculty evaluation. Although a Student Evaluation Form for online instruction has been developed and is part of the collective bargaining agreement, technical issues at the district level and faculty union concerns have thus far prevented its use.

comply with state mandates for full-

The team verified that new integrated planning and budget process incorporates human resource planning into the overall institutional planning effort. However, results of the

Middlefield campus, with room for expansion. The proposed relocation will save lease costs, and allow for better and larger facilities to improve service to the community. (III.B.2.b)

Conclusions:

The college meets this standard. Physical resources are sufficient to support the college's student learning programs and services, are well maintained, and are utilized efficiently. In addition, physical resource planning is integrated with institutional planning via a

FHDA district regarding distribution of financial resources to be positive, professional, and collaborative.

The team found that Foothill employees are energetic about the conversion to the Banner financial management system. The Banner system offers more sophisticated control and reporting capabilities that will help strengthen linkages between planning and budgeting.

The FHDA district enjoys a high level of support in the community as evidenced by the passing of two local bond measures that have provided over $738 million ($298.4 earmarked for Foothill College). Although a recent parcel tax did not pass at the required two-third majority vote, the team found evidence of support in the community for this effort that would have provided program dollars for each of the colleges. Overall, the district and the colleges are providing budget and resources that are adequate to meet student needs in this environment of fiscal scarcity.

Findings and Evidence:

Foothill College adequately demonstrates that institutional planning is integrated with and supported by financial planning. Administratively, the college budget and strategic planning is a responsibility of the president. Supported in this work, the president has a vice president of educational resources and instruction who serves as the college's business officer. This vice president meets weekly with the vice chancellor of business services and De Anza College's vice president of business services to coordinate and plan the business and budget operations of the colleges and the district. (III.D)

The inclusion of "instruction" in the titles Foothill College gives to each of its vice presidents is noteworthy. This nomenclature underscores each area's responsibilities in supporting instruction. Importantly, the college has recently rolled out a new integrated planning grao3 34ge u83.570:

one-time factors, including public reactions to bond campaign advertising and major changes in course offerings due to budget reductions. The district vice chancellor of business included warnings about this challenge in the 2011-2012 Adoption Budget Workshop. The college

All budget, finance and audit information is readily available to both internal and external constituencies online via the college's web page. In addition, district and college leaders conduct numerous budget and financial presentations and workshops throughout the year to various constituency groups, including PaRC, academic and classified senates, Chancellor's Advisory Council, and the board of trustees. Periodic budget town hall meetings are held, as well, and notes or presentation materials from many of these meetings are posted on the college and district websites. (III.D.2.b)

The team found the contract initiation, processing, and approval procedures to be well defined and communicated. Board policy and procedures define contract guidelines and practices for the district and colleges. A clear delineation is made between contracts the college is authorized to make and those that the district may undertake. The external audit confirms the accuracy of these policies and procedures and the college's adherence to them. (III.D.2.f)

Worthy of note is the major effort that the district and the college have undertaken recently to improve its financial management system and integrate it with other information systems (human resources, student information system) using the new SunGard Banner software system. The Banner finance module was implemented January 2010, and integration of foundation accounts into the Banner system is nearing completion. Despite the extensive work and stress related to making such a critical conversion, most users agree that processes and outcomes are improving with the new integrated system. More training and experience with Banner is needed, but this is underway. (III.D.2.g, III.D.3)

Conclusions:

The team validated that Foothill College and the Foothill-De Anza Community College District demonstrate strong financial management and meet this Standard. The board and administration have done a laudable job of managing declining financial resources with care for both employee and student needs, while maintaining the overall health of the institution. The college and district have made tough budget decisions in recent years, but they did so using a number of good practices: informed participation, use of data, open and consistent criteria, and focus on strategic initiatives that support the mission of the institution.

Full implementation of its new integrated planning and resource allocation model and the Banner financial management system will allow the college to do an even better job in support of Standards regarding financial resources.

Recommendations:

None.

STANDARD IV
Leadership and Governance

A. Decision-Making Roles and Processes

General Observations:

By its own acknowledgment, Foothill College has recently undertaken major changes in its planning and governance structures. After an initial trial of its new governance and planning structure, the college evaluated it and found that while parts of the governance and planning process were working well, some participants were unsure of their roles within the new structure. The governance and planning process was revised to give more clarity to and to streamline the process and roles of faculty, staff, and students on certain committees and workgroups. The new process has yet to be evaluated; however, preliminary feedback suggests a more clearly defined process and general acceptance

around the campus; and establish a foundation for future discussions." Campus leadership was found to encourage staff, faculty, administrators, and students at all levels to take initiative in improving the p 0 0000 90 9 695.04c3ls to take

Findings and Evidence:

The visiting team confirmed that the Foothill-De Anza Board of Trustees acts as a whole and deals with all matters involving educational quality, legal matters, and financial integrity. Board Policy 9210, the board's mission statement and Board Policy 1000, the district's mission statement, align with the Foothill College mission statement. Board Policies 3000-3310 specify the role of the board in all financial matters affecting the district involving accounting, budgeting, investments, fund management, fees, insurance and risk management. (IV.B.1.a, b, c,)

The board has bylaws and policies governing its size, structure, duties, responsibilities, and operations, as well as policies governing its roles in hiring the chancellor (BP 2210-2212). Board Policy 9210 is a comprehensive code of ethics for the board. Board Policy 9300 speaks to the board's annual self-evaluation process. Routine updates, responses to institutional requests for changes, and board policy reviews lead to policy revisions to maintain currency and compliance with state and federal laws and regulations. The team found evidence that board actions are consistent with its policies and procedures (IV.B.1, IV.B.1.d, e)

In interviews with team members, board members and the chancellor expressed familiarity and satisfaction with the self-evaluation process that examines board performance and allows for the establishment of short and long-term goals. The assessment of progress toward goal attainment occurs at the annual retreat in July, throughout the year in regular meetings, and through the bi-annual evaluation process for the chancellor. (

Through a newly created (2009) campus organization, the Planning and Resource Council (PaRC), the president guides an

governance pathways. College faculty, staff, and administrators are forthright in sharing their views with about what is working well and what needs improving, and the chancellor, senior managers, and trustees demonstrated willingness to listen and respond appropriately to make needed improvements. The team found the overall district and college to be keenly interested in cooperating to maintain FHDA's reputation for quality and innovation. (IV.B.3.g)

Conclusions:

The Foothill-De Anza board of trustees is duly constituted and maintains ultimate authority for the operation of the district. The district and college operate in concert with aligned mission statements, board policies, and administrative policies that guide the appropriate actions of both entities. The board, chancellor, and president have clearly-defined delegated authority and maintain a focused, collegial approach to providing and maintaining strong educational quality and financial integrity.

Recommendation:

None.