

Foothill College
Accreditation Midterm Report
Fall 2014

Submitted to:
Accrediting Commission
for Community & Junior Colleges
Western Association of Schools & Colleges

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Board of Trustees
Foothill-De Anza Community College District

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All colleges are required to file a Midterm Report in the third year after each comprehensive evaluation. Foothill College should submit the Midterm Report by October 15, 2014. Midterm Reports demonstrate that changes implemented to meet the Standards have been sustained, indicate resolution of any team recommendations made for improvement.

Recommendation 1: Institutionalize Integrated Planning

To fully meet the standards, the team recommends that the college institutionalize its new integrated planning model through a systematic cycle of evaluation, planning, resource allocation, implementation and re-evaluation. Evaluations should be informed by quantitative and qualitative data analysis in both instructional and noninstructional areas. Particular attention should be paid to communication and dialogue about both the process and its results throughout the college (I.B.2, I.B.3, I.B.5, I.B.6, I.B.7, IV.A.3, IV.A.5)

Overview

Foothill College's current planning model, first implemented in 2009-10, has become an institutionalized process for planning and resource prioritization. The Planning and Resource Council (PaRC)

[<http://www.foothill.edu/president/parc/index.php>] serves as the main shared governance body, with representatives from all campus constituents, Tc -0(g)6v82(:)6(3(e)6(4(u)-

As PaRC continues to serve as the centralized organization where planning and resource prioritization discussions occur, these conversations are documented

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Operations Planning Committee
<http://www.foothill.edu/president/operations.php>

Student Equity Workgroup
<http://www.foothill.edu/president/equity.php>

One result of this continuous conversation about how the institutional goals are being promoted by the existing core mission workgroups led to the creation of a new workgroup that supports student equity initiatives. Based on feedback and dialogue regarding student equity issues and concerns, the College began a process of examining internal and external data and these discussions were documented in multiple settings beyond PaRC, such as Academic Senate, Classified Senate and Administrative Council. These conversations led to the creation of a student equity task force, culminating in the creation of a student equity workgroup that was approved by PaRC in Fall 2013. This outcome demonstrates the responsiveness of the college's planning process that occurs through a process of evaluation, assessment, reflection and discussion. (EVIDENCE minutes) (Aug 27th minutes shows that it was taskforce into work group cite minutes from PaRC see Oct 2 PaRC minutes).

Along with their basic skills, transfer and workforce counterparts, these groups provide documentation and support at the college level to inform and advance the institutional goals and to promote institutional-level student learning outcomes (IL-SLOs). These workgroups can develop objectives that address an institutional goal in different ways. For example, to improve student outcomes (and close the achievement gap), the basic skills, transfer and student equity workgroups applied different approaches focusing on shortening the basic skills pathways; understanding and supporting the educational goals of underserved student groups; and documenting disproportionate impact along various student out

Resource Priorit

The dialogue resulting from presentations regarding the Student Success Scorecard, student demographic and outcomes data, and external scans provide context and currency to understand how students (demographics, goals, etc.) may be changing over time and considers whether the college has been responding to these changes. [CITE PaRC presentations from 2012 for Scorecard; 2012/13 for student demographic/outcomes and external scan PaRC

website? [http://www.foothill.edu/president/parc/minutes/parc2012 -13/parc120512/FH_students_revisit%20mission2012.pdf](http://www.foothill.edu/president/parc/minutes/parc2012-13/parc120512/FH_students_revisit%20mission2012.pdf)

[http://www.foothill.edu/president/parc/minutes/parc2012 -13/parc020613/External_Environ_2012v31.pdf](http://www.foothill.edu/president/parc/minutes/parc2012-13/parc020613/External_Environ_2012v31.pdf)

Note that these discussions do not only occur at PaRC, but also conversations from presentations made at Academic Senate, Classified Senate, ASFC College Council, Administrative Councils as well as at the division and department levels. [CITE Various IR presentations, such as CCSSE and also memos, such as ENGL enrollment data] CITE research project site

Another example where the College reviews data regularly in planning and evaluation is with the establishment and revisiting of the institutional set standards. Discussion occurs at PaRC to consider the recommendations (by IR) regarding the use of specific metrics and methodology to help establish the institutional-set standards. Programs and units are prompted to discuss these standards at targets related to their own goals, placing their efforts in context on a college level to help determine institutional effectiveness. This annual process serves as an evaluation process to ensure that these standards remain current, based on the most recent data and reflect how the College can better serve its students. Cite PaRC presentation for standards.

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.

Administrative Unit Outcomes(AUO)

The Administrative Unit Outcomes were expanded after the self study was submitted to include Deans and Vice Presidents.. AUO assessments were embedded in the program review and in the resource allocation cycle. Since 2012, all administrative units have had AUOs in place, and all have been assessed (Cite AU-SLO page). Administrative units completed the 2013-14 cycle of AUO assessment (TracDat AUSLO report).

Service Area Outcomes (SA)

By 2013-14, 100 percent of the college's service areas have identified SAs, and 98 percent have fully completed the 2012-2013 year of SLSLO assessment. This percentage is an increase from 95 percent in the 2011-2012 year. This increase coincides with a dedicated SLO coordinator for student services coming onboard for the first time in Fall 2013. This coordinator was integrated in the cohort of instructional SLO coordinators and held workshops for most service areas on campus. Service areas completed program reviews which included their outcomes assessments.

knowledgebase is updated weekly and we have had as many as 13,000 hits per month and currently average 6,800/per month. Students can find most every question they have about Foothill College online and also can escalate their question to a college employee if they do not receive the answer they need.

Student applications, registration, add/drop, payment and all other enrollment functions are provided to all students online, through CCCApply (https://secure.cccapply.org/applications/CCCApply/apply/Foothill_College.html) and My Portal in Banner. Foothill College contracted with TouchNet this year to provide online payment plans for college fees, and currently about 600 students are using this online option.

Functional online student services aligning with campus in-person programs include

- x eTranscripts, (transcript and enrollment verification requests for last academic year, 25,975 averaging 2,164/month) (<https://www.credentials-inc.com/tplus/?ALUMTRO001199>)
- x Financial Aid TV (unduplicated “hits” 5,695, averaging 475/month) (<http://www.foothill.edu/aid/videos.php>) and
- x Counseling (academic advising) which is scheduled through SARS Grid and can be in-person, by phone, chat or Skype (19,143 appointments made, averaging 1,595/month) (<http://www.foothill.edu/counseling/>).
- x Online Advising Forum (<http://www.foothill.edu/fga/advisingforums.php>).
- x The Disability Resource Center provides the accommodation process online (<http://www.surveygizmo.com/s3/1608971/Spring-14-Early-Summer-Student-Accommodation-RequestForm>) and DRC counselors can meet with students in-person, by phone, chat or Skype (2,137 accommodation requests submitted online for last academic year, averaging 534/month).
- x Psychological counselors are similarly available.
- x All academic advising is captured in Degree Works (<https://degreeworks.fhda.edu/IRISLink.cgi?SERVICE=SCRIPTER&SCRIPT=SD2WORKS>) an online student education planning tool that both students and counselors have access to and utilize to develop a course of study.
- x Foothill also adopted an online appointment system for placement testing and accommodated testing. Register Blast had 13,302 students make placement testing appointments through their online system (<http://www.registerblast.com/foothill/Home/Page/4>) and disabled students scheduled 2,040 accommodated over the last academic year.
- x Career services are provided through counselors, and online programs including EUREKA,

Internbound, (<https://www.internbound.com/>),
InternMatch, (<http://www.internmatch.com/>),
LearnUp, (<http://www.learnup.com/>),
Career Central Network
(<http://www.collegecentralnetwork.com/foothill/>),
Smart Hires (<https://www.smarthires.com/>) and
AfterCollege (www.aftercollege.com).

- x An extensive selection of free student success workshops are provided through a partnership with Innovative Educators' Student Lingo series (www.studentlingo.com/foothill). These college success workshops are viewed on average 268 times each month, for a total of 3,216 views last academic year.
- x We are currently partnering with Innovative Educators to develop an online orientation program that focuses on specific college populations and student needs. This will be operational by Fall 2014.

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Plans for Support Services at the New Education Center

Beginning in 2016 a new Education Center in Sunnyvale will replace the leased Middle Campus facilities. The new building will house a range of student services such as disability support, tutoring, counseling, and financial aid. Figure X below was shared with the Board of Trustees on May 5, 2014 to demonstrate the importance of student support services in the new building design.

Figure X

Equity Planning

Based on feedback and dialogue regarding student equity issues and concerns, the College began a process of examining internal and external data and these discussions were documented in multiple settings beyond PaRC, such as Academic Senate, Classified Senate and Administrative Council. These conversations led to the creation of a student equity task force, culminating in the creation of a student equity planning committee.

In May 2014 a group of 11 faculty and staff members attended the Center training institute on equity planning.

The data analysis undertaken by the Student Equity Workgroup (SEP) in 2013-14 revealed that for most indicators, there are significant achievement gaps that particularly affect African American, Latino, and Pacific Islander students. While there is much work to be done in all areas, the Student Equity Workgroup has decided to focus its most immediate attention on increasing course completion rates for these three ethnic groups and on collaborating with the Office of Research and related departments to better understand how to improve sequence completion rates in ESL and Basic Skills English and Math.

The Student Equity Workgroup has proposed that in the first three-year period from 2014-2015 through 2016-2017, the entire campus will work to achieve a three percent (3%) increase in course completion success rates for African American, Latino and Pacific Islander students. Other high priority goals in the SEP focus on additional research and collaboration that's needed to inform future goals and implementation efforts.

Planning Agendas Update

Standard I.B.7.

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

FH Planning Agenda

Foothill College will continue its efforts to improve assessment of its program reviews and the evaluation mechanisms used in improving instructional and non-instructional programs and services. The college intends to strengthen the assessment of its program reviews by updating the current program review template and adding this functional responsibility to a college governance committee such as the Operations and Planning Committee (O&P). This will ensure a rigorous assessment of program reviews, focused on enhancing student outcomes and promoting program improvement and relevance. Through this process institutional effectiveness can be increased with stronger linkages between program review and planning.

Update

To improve assessment of the program review process and its accompanying documents, the college continues to annually revise and update its program review template, based on feedback from the campus community. In addition to documentation about students served, student learning outcomes and program goals, this process also reflects a closer scrutiny into areas such as institutional standards (see 2013-14), student equity (see 2013-14), and online course success (for 2014--goals on above)

programs and units receiving a rating other than “green.” [CITE PRC charge] The remediation process is shared at PaRC with continuing discussion and recommendations for the program’s next cycle. The goal of this process is to ensure stronger linkages between program review and data/evidence-based planning as well as documentation of the dialogue and remediation efforts should there be program viability concerns. As such, the college is not only able to identify when programs or units are encountering challenges but can better document the planning efforts and initiatives undertaken to promote increased student outcomes.

An example of how this process has enhanced dialogue and reflection can be

Standard II.A.1.c.

The institution identifies student learning outcomes for courses, programs, certificates and degrees; assesses students' achievement of those outcomes; and uses assessment results to make improvements.

FH Planning Agenda

The academic senate, along with the Office of Instruction & Institutional Research, will continue to support and enhance the program assessments and a more formalized assessment cycle will be in place by Spring Quarter 2012.

Update

As of the 2012-13 planning cycle, Foothill College formalized the program review process to make student learning outcomes a prominent focus, especially as it relates to assessment, dialogue and reflection. With the establishment of the Program Review Committee (PRC), which conducts a review of all programs, services and units participating in a comprehensive program review cycle, a rubric was created, where some of the criteria reviewed included whether the SLO discussion is student-focused and how such dialogue is leading to any changes in course and program-level-SLOs. [CITE 2013-14 PRC rubric]

The implementation of TracDat provides a centralized repository to identify, create, assess and reflect on student learning outcomes (SLOs), which also allows the college to easily track and document how SLO cycle is occurring at the course and program levels.

Standard III.A.1.d.

The institution upholds a written code of professional ethics for all its personnel.

FH Planning Agenda

Adopt a written ethics policy for all college and district employees.

Update

Board policy related to “Standards of Ethical Conduct” was approved and adopted on June 20, 2011 [Cite Board Policy 3121 weblinkBoard website] All Foothill-

Standard III.C.1.b.

The institution provides quality training in the effective application of its information technology to students and personnel.

FH Planning Agenda

The campus will conduct a needs assessment in order to determine specific educational technology training needs. Upon completion of the needs assessment the campus will develop a training plan in coordination with ETS, to prioritize and address the areas of need on campus.

Update

A faculty and classified staff professional development survey was administered in Spring 2013, with specific focus on technology needs and interests. The faculty survey was administered in paper form at meetings for each division, and division deans were provided with a link to the online version of the survey so that they could invite those faculty who could not attend the Division meeting to complete the survey online. The staff survey was administered completely online.

The survey questions explored interest in Software Tools & Online Pedagogy, Foothill Software Tools, and Instructional Educational Technology. Software Tools

2010-2015 Technology Plan Update Spring 2014

The 2010-2015 Technology Plan Update outlines suggestions to ensure that technology assets are appropriately utilized by all members of the college community. Foothill College has multiple resources available for training its employees in the use of campus technology. These include district level training services, coordinated by the district Call Center, and college level training services, offered through the Foothill Global Access department, and the Krause Center for Innovation. Due to a partnership between Foothill College and Innovative Educators, faculty and staff can obtain technology training via the Internet using Go2Knowledge for free (see <https://www.go2knowledge.org/>). Go2Knowledge is an online (on-demand, 24/7) professional development trainings and workshops. In order to use the Etudes course management system, faculty must complete Etudes certification training conducted by Etudes, Inc. via the Internet or by FGA staff on campus. Foothill technology training to meet the needs of faculty, staff and students, also includes:

Distance Education: Foothill Global Access Training Services and Faculty Support

The FGA online learning program provides distance education faculty support with a variety of training opportunities. This includes formal training programs, workshops, conferences, and technical support. Training sessions focus on effective online teaching practices using the Etudes course management system. Faculty are taught how to utilize various CMS tools such as the discussion board, e-mail system, chat rooms, and the assignments tool to design online courses that foster interaction between faculty and students. Additional faculty development opportunities provided by FGA include skillbuilding in accessibility compliance, use of Course Studio in Banner, copyright/fair use, use of open educational resources and open textbooks; multimedia for teaching; Turnitin antiplagiarism software, use of smart classrooms, and Web 2.0 tools.

In 2007, FGA upgraded its online technical help desk support services for students to provide greater student identity security and followup. FGA received a President's Innovation Award grant in 2008 to implement a Pilot Student ePortfolio Project. Beginning in Winter of 2007, FGA has conducted face-to-face Etudes orientation sessions for students on campus each quarter.

In 2012 and 2013, Foothill College organized and hosted the Leveraging Technology in Support of Students, Faculty and Staff conference in partnership with Innovative Educators. Attendance at this conference was free for Foothill College faculty and staff.

District and Campus -Level Training Services and Programs

For technology functions such as email, phone systems, meeting software, and the Banner database system, which includes finance, human resources, student registration and records systems and related portal system, the district has a centralized training and support organization to support these systems. Since these systems support both Foothill and De Anza College, the ETS organization maintains a Call Center for channeling faculty and staff support for technology issues and also to coordinate individualized trainings.

To address the growing demand for training around the new Banner ERP system, in July of 2010, the central IT organization (ETS) hired a training specialist in to assess needs, develop a training plan and deliver technology training to employees and student employees. Initially, the training specialist focused on providing training to district employees on the new administrative information system (Banner).

ETS has provided training to staff and student employees in the configuration and operation of the new administrative information system (Banner). In addition, information is also available online regarding how to use various administrative systems used by the district including email, calendaring, antivirus software, and the district portal. More information can be found at:
http://ets.fhda.edu/call_center/.

The Krause Center for Innovation

Through its Krause Center for Innovation, Foothill College offers its staff and faculty an outstanding resource for professional development and training in numerous technology-related subjects. Through its FASTTech program of short technology classes, each quarter faculty and staff have access to a variety of one to two-day and online classes on subjects designed to improve the use of technology in the classroom, such as Google tools, iPads, and digital media. In addition, the Krause Center for Innovation serves the entire Bay Area region and beyond by offering professional development programs designed to improve K-12 classrooms designed to improve K-12 classrooms.

