



FOOTHILL COLLEGE

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Upgrade. Advance.

Focused Accreditation Midterm Report

Date of Submission:
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Certification of the Focused Accreditation Midterm Report

Date: September 1, 2008

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

From: Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022

RE: Statement on Report Preparation

This Focused Accreditation Midterm Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe that the Focused Accreditation Midterm Report reflects the nature and substance of this institution.

Signed:

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Foothill College Focused Accreditation Midterm Report

Foothill's Response and Progress to Team Recommendations and the Commission Action Letter

Team Recommendations	Institutional Response and Progress to Date
<p>1. The Commission recommends that the district develop and implement a plan to address the unfunded post-retirement liability. [Standard III.D.2.c]</p>	<p>1. The Governmental Accounting Standards Board (GASB), an independent, non-profit organization was formed in 1984 to establish standards for financial accounting and reporting for local and state governmental entities, issued a new requirement recently involving post-employment benefits.</p> <p>Beginning in 2007, GASB 45 is an accounting statement that requires Community College Districts to treat the unfunded post-employment benefit obligations on an accrual basis rather than on a pay-as-you-go cash basis. These new rules became effective in FY 2007-08 for districts with revenues of \$100 million or more, in FY 2008-09 for districts with revenues between \$10 million and \$100 million and in FY 2009-10 for those districts with revenues less than \$10 million. GASB requires participating districts to recognize and disclose the liability and supplementary information.</p> <p>The Foothill-De Anza Community College District (FHDA) has taken all the necessary steps to fully comply with this new requirement. FHDA has been an active participant in forming a statewide community college retiree benefits trust through the Community College League of California (CCLC). FHDA was also an early implementer of these standards. Based on the criteria noted above, FHDA was required to come into compliance with the GASB 45 requirements in FY 2007-08. FHDA joined the Joint Powers Authority (JPA) established by the CCLC and began making contributions in FY 2006-07.</p> <p>FHDA has commissioned two actuarial studies to refine its obligations. The most recent study identified the total liability as \$144,206,566. At the June 16, 2008 meeting of the Board of Trustees action was taken to transfer \$1,005,182 budgeted for fiscal year 2007-08 to the irrevocable trust in order to fully fund the Annual Required Contribution (ARC). Further action included direction that the budget for 2008-09 include a contribution of \$829,400 to fully fund the ARC for FY 2008-09. The \$829,400 funding contribution is calculated using a 3-year smoothing by averaging the funding obligation of fiscal year 2006-07 (\$975,905), 2007-08 (\$1,005,182), and the unfunded obligation reported on the Actuarial Study of Retiree Health</p>

Team Recommendations	Institutional Response and Progress to Date
<p>2. In order to fully meet the standard the team recommends that the institution revise its mission statement to include its intended student population.</p> <p>3. In order to assure the continued effectiveness of its ongoing planning and resource allocation processes, the college should establish clear written policies and procedures that define the flow of its planning protocol. Furthermore, these written policies should delineate the roles and responsibilities of the various planning groups. [Standard 1.B.6]</p> <p>4. 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 I.B.7]</p> <p>5. The team recommends that all instructional and non-instructional areas inclusive of student services and other administrative service areas further develop well-defined and measurable student learning outcomes and evaluate these outcomes to increase effectiveness. [Standard II.A.2.a]</p>	<p>Liabilities dated April 4, 2008 (\$507,042). Lastly, FHDA has made contributions totaling \$3,121,087 as of June 30, 2008.</p> <p>2. Revised mission and vision statements have been circulated among all constituencies and are expected to be adopted in Winter 2009. The proposed revisions address the importance of workforce development and lifelong learning to communities in Foothill's service area.</p> <p>3. The Foothill College Roundtable was reorganized effective Fall 2008 so that it more efficiently plays a policy role as the college's major participatory governance body. It approved a revised membership and set of operational guidelines for Educational Resources which is its subcommittee charged with reviewing program review data and recommending resource allocations. On Fall 2008 Opening Day, the Interim Vice President of Instruction unveiled a flow chart that clearly describes the elements, timelines, and decision points for resource allocation.</p> <p>4. Driven by a desire to achieve a high level of student satisfaction with our services, the campus contracted with an external evaluator to perform a student services survey. The data collected in the survey has become the catalyst for a revamp of our approach to the delivery of a range of services. Special focus group meetings have been held in each of the departments to discuss not only the "perception data" but to plan and implement corrective procedures.</p> <p>5. The Vice President of Student Development is embarking on a one year administrative development leave to research best practices in developing and assessing learning outcomes in student services and other non-instructional areas. Upon her return, ALL student services and non-instructional programs will fully participate in the program planning and review process.</p> <p>The process of understanding the applicability of student learning outcomes in the Student Services area was positively influenced by the aforementioned survey. The survey, with its focus on data, demonstrated that "outcomes" are already in place. The next step is to craft statements that contain measurements that will help us keep continuous focus on those outcomes with an eye toward improving student satisfaction.</p>

Foothill's Response and Progress Towards Self-Identified Issues by Theme

Foothill College's Accreditation Self-Study was organized by theme during its last visit, therefore, the midterm report is similarly organized and the self-identified issues are listed by theme.

Organization:	
Summary of Self-Identified Issues	Institutional Response and Progress to Date
<p>1. Increase and improve communication among the three constituency groups (faculty, staff and administrators) so that all employees better understand SLOs.</p> <p>2. Establish timetables for faculty training and implementation of learning outcomes at the course level.</p>	<p>1. The SOUL group (Scholarship of Universal Learning) met quarterly in 2006-07 and 2007-08 and gathered a broad spectrum of faculty, staff and students to explore burning issues and innovations in teaching and learning. This group will integrate the Student Learning Outcomes (SLO) Steering Committee responsibilities and will design an ongoing Convocation/SLO rollout process in the 2008-09 year.</p> <p>The addition of a Student Learning Outcomes coordinator position has improved communication regarding SLOs. A series of four voluntary convocations focused on understanding and developing SLOs were scheduled to begin in May 2008 and continue through the 2008-2009 academic year. At the urging of committed faculty, there will be a re-introduction of SLOs as simply one component of the accreditation process. It is believed that this re-introduction will deescalate some of the emotion associated with the "mandatory inclusion" of SLOs in every course. During Winter 2009, the President will be outlining a timeline for completion of our next accreditation report and will include language about the importance of SLOs if we are to continue to be a leader in innovation, teaching, and learning.</p> <p>2. The SLO Steering committee has designed a series of convocations and a parallel course of workshops that provide in-depth training in each element of the SLO assessment cycle. One convocation is planned for each academic quarter.</p> <p>The Spring 2008 Convocation was held in May and represented a "kick-off" to the idea of course-level SLO assessment. The Fall 2008 Convocation will again focus on assessment and the Winter 2009 Convocation will focus on strategies for reflection on data collected. In addition, the DARED program (Develop, Assess, Reflect, Enhance, and Document SLOs) provides the structure for faculty training in strategies in each area described in the acronym. The One Course One Outcome One Cycle project provides a structure for continued training in SLOs design.</p> <p>Due at the end of Winter quarter each academic year, every program will submit their program planning</p>

Organization:	
Summary of Self-Identified Issues	Institutional Response and Progress to Date
<p>3. Explore expanding expensive, but successful programs from serving small groups of students to serving large groups.</p> <p>4. Design a return-on-investment model for downstream revenue to determine if Foothill can “pay” for the expensive programs.</p> <p>5. Explore new outside funding sources for innovation in the scholarship of teaching and learning.</p>	<p>annual update with a Student Learning Outcomes Focus question that assists in developing stronger course level outcomes and assessment cycles for those courses. The goal is to eventually have all active courses with at least one successful student learning outcomes assessment cycle. The in depth five year program planning update will also include student learning outcomes foci at the course level.</p> <p>In 2008-09, the FRAMES critical thinking team will train faculty in integrating the institutional critical thinking outcome into their courses and assignments. The other three FRAMES teams will also do something similar when their development processes are completed.</p> <p>3. Foothill has a proven history of expanding smaller programs to serving larger numbers of students. Foothill’s Pass the Torch program, which provides a supplemental instruction approach to key gateway Mathematics courses, was continued and significantly expanded after the end of its original grant funding. The program is currently supported with \$300K+ of funding each year.</p> <p>Further examples include the Math My Way program, which represents a complete redesign of the two lowest-level developmental mathematics courses. New features include increased time on task, team teaching, dedicated tutoring, and counseling and adaptive learning support. This program was not piloted; rather, it was rolled out to all students at the lowest levels of developmental education.</p> <p>4. The Vice President of Instruction completed this project through his participation as an author on the Basic Skills Initiative’s Poppy Copy report. The Cost-Revenue model was developed, and demonstrated using Foothill’s Pass the Torch program, as well as three programs at other colleges. Plans are also in place to apply this model to Math My Way, when enough data has been collected for more accurate predictions.</p> <p>5. Foothill has been very active in securing outside funding, specifically in the last 3 years by securing a grant with the US Department of Education and co-grantee SRI, to study domain-specific assessments of deep learning. Proceeds from the work on this grant will also provide funding for innovation in SLO development at both course and institutional levels. Further, grants are in the process of being applied for and hopefully secured, including a multi-year NSF grant.</p>

Dialogue:	
Summary of Self-Identified Issues	Institutional Response and Progress to Date
<ol style="list-style-type: none"> 1. Develop and publish timelines for important discussions/decisions that call for or result in rapid change. 2. Increase effectiveness of communication between committee members and constituents. 3. Implement scheduling options that ensure greater student participation in all stages of the dialogue process. 4. Expand dialogue across campus constituencies concerning the evolution of assessment tools for measuring student learning outcomes. 5. Ensure that the college research agenda is balanced to include all facets of the college mission. 	<ol style="list-style-type: none"> 1. We are working to establish clarity in our decision-making process, through a major revision of our program planning process. An annual calendar of deadlines and major decision points (e.g., Educational Master Plan updates, program review updates, allocation of faculty positions) was published at the beginning of Fall 2008. 2. More materials are made available electronically and on the web to increase the ease with which committee members can share information. Committee members are also receiving more training about their duties and responsibilities to facilitate two-way communication. 3. Major meetings are scheduled with sensitivity to student and faculty schedules. We are also exploring asynchronous methods of involving students in campus dialogue. 4. We have done much in this area in the last three years, most specifically in 2007-08 with the hiring of our first faculty SLO Coordinator. Through her work on this domain, we have moved far, including holding our first campus-wide convocations on SLOs, and providing numerous other professional development features, development of an SLO website, and planning of the One Course One Outcome One Cycle project for 2008-09. 5. The updating of the Educational Master Plan is necessitating a wholesale review of the institutional research agenda. External expertise has been identified to assist with specialized research topics such as demographic trends and projections in support of expanding workforce and lifelong learning programs.

Institutional Integrity:	
Summary of Self-Identified Issues	Institutional Response and Progress to Date
<ol style="list-style-type: none"> 1. Working with the district's Educational Technology Services, improve ease of use of the Web site and the district's online registration system. 2. Conduct follow-up on district climate survey results addressing the issue of 	<ol style="list-style-type: none"> 1. The District is currently in the process of converting to a new administrative system, having completed the research and selection processes. The conversion will streamline many processes currently handled by homegrown technology, including online registration. The College website has also been enhanced to allow greater student ease of use and is going through further redesign as a result of faculty and staff feedback. 2. The campus worked diligently on following up with staff focus groups. District Human Resources provided

Institutional Integrity:	
Summary of Self-Identified Issues	Institutional Response and Progress to Date
<p>occasional/frequent disrespectful treatment.</p> <p>3. Conduct workshops for faculty to explore issues of academic freedom, open inquiry, and students' first amendment rights.</p> <p>4. Expand training for online and part-time faculty on academic honesty policy.</p> <p>5. Increase translations of recruitment materials to include other languages, particularly Chinese and Vietnamese.</p> <p>6. Improve referral and follow-up process for students referred to the Disability Resource Center.</p> <p>7. Monitor the Student Equity Plan and its outcomes during the 10-year period before the next plan is written.</p>	<p>conflict mediation workshops which addressed issues of conflict. Another campus climate survey will be conducted by Fall 2010.</p> <p>3. The Academic Senate in consultation with the Faculty Association (FA) developed an academic freedom statement that was added to the tenure handbook and extensive discussion of academic freedom has been occurring since Spring 2007 as a result of revising Board Policy 4185 on faculty authored textbooks. Workshops addressing open inquiry and students' first amendment rights will be held in Spring 2009.</p> <p>4. Foothill Global Access has provided online and part-time faculty with training on academic honesty via face-to-face workshops, individual consultation, and online tutorials. The College has continued to minimize and identify student plagiarism by subscribing to Turnitin anti-plagiarism services. In addition, faculty have been provided with student portfolio assessment tools as an alternative to high-stakes, objective assessment as another way to reduce the likelihood of student cheating.</p> <p>5. Foothill College has conducted research and identified its primary underserved population as Hispanic adults between the ages of 18-35. The outreach and marketing offices have created recruitment materials to reach the Hispanic population, and additional efforts are underway, including Hispanic parent orientation night, ESL recruitment Web pages and coordinated recruitment activities to the ESL populations in Mountain View. The college will continue to focus on serving its Hispanic population more effectively and will measure its effectiveness by monitoring the number of Hispanic students progressing through ESL to college-level English.</p> <p>6. The DRC has implemented a Faculty Referral Follow-up Form, which is sent to instructors who refer students after the student has met with the DRC coordinator or counselor. The form indicates the date DRC staff met with the student, eligibility for accommodations and/or any action taken for additional evaluation.</p> <p>7. In preparation for the submission of the student equity plan due in 2015, the Office of Institutional Research has completed much work in this arena. The campus looks very closely at cohort tracking data, which follows students from their inception through to goal attainment. This analysis always includes an investigation of any achievement gaps between distinct</p>

Institutional Integrity:	
Summary of Self-Identified Issues	Institutional Response and Progress to Date
	groups of students. The College will utilize the recommendations of the Basic Skills Committee, along with data gleaned from focus groups to monitor student performance.

Planning, Evaluation & Improvement:	
Summary of Self-Identified Issues	Institutional Response and Progress to Date
<ol style="list-style-type: none"> 1. Maintain balance between its transfer and vocational functions in the planning process via augmentation of career placement services. 2. Develop a system for assessing the 4Cs at the institutional level. 3. Evaluate the physical working environment to facilitate more collaborative learning. 4. Review, analyze, and, where appropriate, implement the Basic Skills Task Force recommendations. 	<ol style="list-style-type: none"> 1. The College has restructured a former vice president position with a technology emphasis to a vice president position with a stronger emphasis on career and workforce education. Both offices of career and career outreach are now more closely aligned with the activities of this new vice president of career and workforce. In addition, the college research agenda has evolved to be more balanced between the missions of transfer, developmental education, and vocational / career enhancement in the last three years. 2. The FRAMES (Foothill's Rubric Assessment Model for Evaluating SLOs) projects, a multi-disciplinary assessment of our four institutional SLOs, completed a full cycle in <u>Critical Thinking</u>, gathered artifacts and data in <u>Computation</u>, designed a rubric for <u>Communication</u>, and recruited volunteers for our <u>Global Consciousness</u> outcome. 3. Through the completion of Measure E and the passing and kickoff of Measure C, the campus physical environment has been markedly changed in the last 3 years. This evolution will continue in the near future, and the focus on providing adequate physical environments for innovative learning techniques such as collaborative learning has been at the forefront of planning. For example, the new Physical Sciences buildings will have breakout rooms for students. The Math My Way basic skills program has a new computer lab that facilitates learning among remedial students. All new language labs will have trapezoidal tables that facilitate collaboration of students in small groups. 4. The work of the original Basic Skills Task Force was thoroughly researched by the Office of Institutional Research and many of their recommendations were implemented. With the advent of the statewide Basic Skills Initiative, a new set of eyes provided self-reflection on Foothill's approach through the yearlong development of the campus' Self-Assessment in 2007-

Planning, Evaluation & Improvement:	
Summary of Self-Identified Issues	Institutional Response and Progress to Date
<p>5. Pursue evaluating the performance of distinct student groups through measures other than successful course completion.</p> <p>6. Ensure that the goals that are being established in the <i>Educational Master Plan</i> are realistic, achievable, and measurable.</p>	<p>08. The group that completed this task consisted of 30+ staff, faculty, and administrators. Many of the recommendations of this group will be undertaken in 2008-09, and the group will continue on as the Basic Skills Steering Committee.</p> <p>5. Much work has been completed by the Office of Institutional Research in this arena. The campus looks very closely at cohort tracking data, which follows students from their inception through to goal attainment. This analysis always includes an investigation of any achievement gaps between distinct groups of students. Focus groups have and will continue to also provide further insight into the student experience.</p> <p>6. The <i>Educational Master Plan 2010-2020</i> is in progress and will be completed by June 2009. All goals will have quantitative and qualitative metrics that provide evidence of progress to achieving the stated goals.</p>

Institutional Commitment:	
Summary of Self-Identified Issues	Institutional Response and Progress to Date
<p>1. Establish dialogue to help the community to understand the college's vision, mission, purpose, core values and operating principles.</p> <p>2. Ensure the mission statement appears consistently in all documents and publish the mission statement widely where people can easily find it.</p> <p>3. Develop and implement an inclusive process to review, adapt and recommit to the college mission.</p>	<p>1. Multiple venues are being utilized to engage all campus constituencies, as well as the larger external community in dialogue regarding Foothill's commitment to "Excellence through Inclusion," which is the agenda of the president who took office as of July 1, 2007. Internal venues include open office hours, town halls, constituency meetings, standing meetings, workshops, and informal gatherings. External venues include presentations to schools, service organizations, and businesses; radio, television, newspapers and blogs also engage community reaction to and participation in the college's agenda.</p> <p>2. The Marketing Department has ensured that the current mission statement is consistently, accurately, and widely published through a variety of print and online media.</p> <p>3. Revised mission and vision statements have been circulated among all constituencies and are expected to be adopted in Winter 2009. The proposed revisions address the importance of workforce development and lifelong learning to communities in Foothill's service area.</p>

Institutional Commitment:	
Summary of Self-Identified Issues	Institutional Response and Progress to Date
4. Ensure that all academic and student services divisions and programs have mission statements that focus on student learning as the ultimate goal.	4. As of Spring 2009, the revised program review process will request all academic and student services departments to adopt mission statements that focus on student learning as the ultimate goal.

Updates on Substantive Change Proposals in Progress, Pending or Planned

There are No substantive change proposals to report.