

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 from October 17 through October 20, 2005**

**Ding-Jo H. Currie, Ph.D.
Chair**

SUMMARY OF THE EVALUATION REPORT

INSTITUTION: Foothill College
DATE OF VISIT: October 17-20, 2005
TEAM CHAIR: Ding-Jo H. Currie, Ph.D.
President, Coastline Community College

A nine member accreditation team visited Foothill College from October 17-20, 2005, to accomplish the following:

- Determine whether the institution continues to meet accreditation standards;
- Evaluate how well the college is achieving its stated purpose;
- Analyze how the college is meeting the commission standards;
- Provide recommendations for quality assurance and institutional improvement;
- Prepare recommendations for submission to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the college.

In preparation for the visit, the team chair attended chair training conducted by the ACCJC on August 31, 2005. The team chair and assistant made a pre-visit to the college on September 6, 2005, to review accommodations and logistics for the team visit. The chair and assistant also met with the college president and college staff, including the college accreditation team liaison.

The entire team also attended an all-day training session on September 15, 2005. The team studied the Commission Handbook for Evaluators, and was divided into six sub-teams; each assigned a specific standard or partial standard. Team members reviewed the college's self study report and associated documents provided by the college as evidence, and completed an assignment consisting of each members initial reactions upon reviewing the self study and related documents.

Two weeks prior to arriving on campus, team members prepared more detailed written reactions to the Foothill College self study based on their standards team assignments. In addition, team members submitted a list of more than 70 appointments with college employees and students to be scheduled by the college in preparation for the visit. The team members also submitted lists of documents they wished to review during the visit, in addition to those documents referenced in the self study.

During the three-day visit, the team met either individually or in groups with more than 100 college and district administrators, faculty, classified staff, students, administrators and governing board members. The team coordinated with the accreditation team visiting Foothill College's sister college, De Anza College, to conduct joint meetings with the District Chancellor and two members of the Board of Trustees. In addition, the team held two open forums during which they were available to hear from any member of the college community wishing to speak to them. Those interviewed were candid in providing input to

the team, and team members appreciated the college staff's flexibility and availability for interviews during the visit.

Foothill College's self study report is a well-written document that clearly demonstrates the entire college community's dedication to student learning and student success. The college chose to write the report using the ACCJC's "Theme" approach, rather than the more traditional "Standards" approach. Taking this approach was clearly a positive and educational experience for the college, allowing staff to take a broader view of how all wings of the college work together to fulfill its mission.

Because the team was charged with evaluating the college based on the ACCJC's four standards, the team had to extract from the self study report specific references to the four standards. The self study report did present the six themes in clearly marked sections, and included references to the standards covered in these themes through parenthetical references frequently inserted at the end of a paragraph. In addition, the indices provided a helpful list of the standards by number, identifying the page numbers that address each standard. Even with these excellent cross-references, team members found it difficult in some cases to find the evidence it needed in the document. In addition, evidence for some standards seemed to be left out of the self study report almost entirely, particularly Standard III (Resources). Overall, the team found evidence for all but Standard II to be fairly scant in the self study report.

Once the team arrived on campus and had the opportunity to interview faculty, staff and students as well as review additional college and district documentation, it found evidence related to all four standards. The college president and accreditation liaison officer cooperated fully with the team to provide as much evidence as possible. Other college and district staff members were also extremely cooperative and made every effort to provide the team with the evidence sought. Once this evidence was located and reviewed, the team found overwhelmingly that Foothill College meets all standards required by the Commission, and in some areas is worthy of commendation.

At the conclusion of the visit, the team found a college and district in motion consistently striving toward improving student success, program effectiveness, and efficiency. The college and district have made notable progress coming out of a severe budget deficit and beginning a more fiscally stable condition. The team found an institution with a healthy campus climate that fosters learning and innovation. There are a number of areas deserving of recognition. There are also a few concerns for which the team offered recommendations for Foothill College's continuous institutional improvement.

Commendations and Recommendations of the 2005 Team

The following three commendations and four recommendations are made as a result of the October 17-20, 2005 team visit:

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]

Commendation #2

The college is commended for its attention to student development and success, which is readily apparent in both the student services and instructional areas. The college should be particularly proud of its student leadership development program. [Standard IIA, II.B.1]

Commendation #3

The college is to be commended for taking a statewide leadership role to initiate the ETUDES (Easy-to-Use Distance Education Software) Consortium, and for its continued support to promote innovation and excellence in online learning. [Standard III.C.1.a]

RECOMMENDATIONS

Recommendation #1

In order to fully meet the standard, the team recommends that the institution revise its mission statement to include its intended student population. [Standard 1.A]

Recommendation #2

In order to assure the continued effectiveness of its ongoing planning and resource allocation processes, the college should establish clear written polices and procedures that demonstrate and formalize the flow of its planning protocol. Furthermore, these written policies should delineate the roles and responsibilities of the various college planning groups. [Standard 1.B.6]

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 I.B.7]

Recommendation #4

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]

ACCREDITATION EVALUATION REPORT FOR FOOTHILL COLLEGE

Comprehensive Evaluation Visit October 17-20, 2005

INTRODUCTION

Foothill College is a comprehensive California community college serving northern Santa Clara County, including the communities of Palo Alto, Los Altos Hills, Mountain View and across San Francisco Bay, Fremont and neighboring cities. It is the older of two colleges that make up the Foothill-De Anza Community College District. The District was established in 1957, and the Los Altos Hills Main Campus was completed and opened to students in September 1961. Today, Foothill serves 17,400 full-time equivalent day, evening, and online students. The college includes a 122-acre campus in Los Altos Hills. In addition, more than 4,000 students take classes at Foothill's several off-campus sites, including the Middlefield Campus. The Middlefield Campus is the college's main off-campus site, located at the Cubberley Community Center in nearby Palo Alto.

Foothill's enrollment has increased nearly 30 percent in the last 10 years. However, Fall 2004 student headcount enrollment decreased five percent compared to Fall 2003. The college reports that even though headcount had declined, they expected their FTES to increase by about one percent.

The change of pace at Foothill College is fast. In fact, since the self study was completed in June 2005, two long-time vice presidents have retired, five new administrators have joined the administrative team, eleven new full-time faculty members have joined the college, and five classified staff members whose positions were eliminated at De Anza College and Central Services have joined the Foothill staff.

Since the last accrediting team visit in October 1999, Foothill College has put a high priority on its students' success. The college launched into the new century with a commitment to improve student performance and eliminate achievement gaps between the collegewide average and underrepresented student segments.

Clearly, students are benefiting from this focus. Overall student retention has increased to an astounding 92 percent, and minority student retention has increased to 91 percent.

Foothill has achieved these impressive results in a climate of continual decline in available resources. Serious budget problems at the state level, beginning in 2002, have taken their toll. The college entered the 2003-04 academic year faced with a permanent budget reduction of \$4 million.

The most recent Foothill College accreditation self study process was initiated in the Winter Quarter 2003-04 and was completed June 1, 2005 with broad participation by the entire

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.

The team found a college that is actively involved and deeply committed to students, a 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 leadership for the college. Foothill College has demonstrated excellence in the area of evidence-based, broad-based planning and dialogue. In addition, the college demonstrates a best practice through the leadership of its president in creating this atmosphere while utilizing a mission-based, evidence-based decision-making approach to institutional improvement.

The college is progressive in the area of online learning management systems, and has taken a leadership role in developing and advancing online learning through the ETUDES (Easy-to-Use Distance Education Software) Consortium.

The self study report and available supporting documentation demonstrate that initial work in developing student learning outcomes has been excellent. Segments of Foothill College are actively engaged in significant and successful efforts to improve student learning, and the foundation has been laid for a comprehensive student learning outcomes program.

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 actual outcomes. The Roundtable, chaired by the Foothill College president, is a central planning body which directs planning agendas pertinent to its college mission. Further refining of the planning processes is evidenced in the creation of the Institutional Planning Committee (IPC), which oversees program review, reviews institutional data and creates reports used by the Educational Resources Committee for resource allocation. The current annual cycle of planning begins in the spring, continues with an annual fall planning retreat, and culminates with the fall opening day that communicates the annual plans to the campus-wide community. A formalized or documented process that clearly defines the flow, relationship and role of these planning efforts does not exist.

Recommendation 3.2

The college and district should further develop the research function to include methodologies for the assessment of student learning, with the goal of improving student success and strengthening the college's decision-making process.

In response to this recommendation, the Foothill-De Anza Community College District established in 2001 a district institutional research office with an executive director. According to the self study report, three researchers were hired to fully staff the new office in 2002, one focusing on Foothill College, another on De Anza College, and a third providing infrastructure support at the district office. The Foothill College researcher provides abundant quantitative and qualitative data, insight, and expertise to facilitate campus decision-making. For example, as a member of the Learning Outcomes Assessment Network (LOAN) and Basic Skills task force, the researcher is able to share in the conversation relating to student learning outcomes (SLOs) and provide insight into methods of statistical assessment. By using research conducted as a follow-up to these conversations, the college is able to modify its understanding of certain learning variables. During opening day

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

The College should evaluate the scheduling of classes at both the Foothill Campus and Middlefield Campus to make the most efficient use of existing classrooms and to increase educational opportunities by extending the days and hours when classes are offered.

Significant progress began on this recommendation in 1999 and continues to the time of the current self study. Foothill College evaluated scheduling at both the Foothill and Middlefield Campuses, implemented an Afternoon College Program, and increased the number and times of course offerings at Middlefield. Following additional analysis, the college piloted a partial morning block scheduling program in Fall 2004. Logistical problems with the partial block schedule led to the piloting of a full block scheduling format during the 2005-06 year. Concerns about the appropriateness of block scheduling will be addressed as the results of the pilot study are analyzed. Data shows that the Afternoon College courses were successful, although budgetary issues necessitated a campus-wide reduction in classes offered, impacting the afternoon program. Since the last self study, a greater balance between morning, afternoon, and evening classes exists at the Middlefield Campus.

Recommendation 4.2

The college should build upon and expand its current efforts to coordinate and articulate its curriculum with that of De Anza College to better serve students in achieving their educational goals.

According to the self study report, response to this recommendation has been problematic, with success in some areas and continuing issues in others. Challenges relating to the implementation of full articulation are clearly stated in the self study report, and exist at the district, college and department level. Areas of success are predicated on interdepartmental cooperation; where this does not exist, neither does appropriate articulation. Lack of coordination between the two assessment offices and differing instruments used for student assessment cause student confusion as well as placement score "shopping" between the two campuses. Registration issues preclude automatic registration by a student at one college after completing the prerequisite at the other college, although mechanisms exist for a chair or dean to approve placement. The self study report describes this as time consuming and it may "select out" students without the persistence to seek the appropriate assistance. The nature of the curriculum process and the different cultures at the two colleges indicate that articulation will not be accomplished by external direction or administrative fiat but by a steady and perhaps painstaking department by department process evolving over several years. Two new programs recently developed for both institutions share a district TOPS code and fully articulate. This could be a model for future efforts. Efforts should continue to make students aware of the differing requirements at each institution until such time as more appropriate and comprehensive articulation may be accomplished.

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 for program review was developed and initiated to establish a comprehensive self-assessment of student services. Following the 2002-03 student services program review, each service area developed specific program goals for follow up. The 2005-06 student services program review will assess the effectiveness of these goals and compare results of the surveys to the 2002-03 benchmark results.

Recommendation 7.1

The college should evaluate issues related to workload equity among the classified staff, particularly in the technical and clerical job families.

According to the 2005 self study, this recommendation arose in part due to a statewide financial crisis in the early 1990s that resulted in classified staff members experiencing layoffs or changes in assignments. This crisis had a negative effect on staff morale, and the general perception among classified staff that a return to pre-crisis staffing levels had not occurred since. Following the 1999 self study, Foothill College formed a committee to study this issue, and included several classified staff members as well as the Dean of Faculty and Staff. According to the Foothill College mid-term accreditation report, in 2001-02, "...fewer staff was serving more full and part-time faculty and almost the same number of students that were being served in 1990-91, when the size of the staff was larger." According to the self study report, the college experienced a net increase of from Fall 1991 to Fall 2004 of eight classified employees.

The college continues to examine how to best organize its operations and distribute workload. The district has centralized Educational Technology Services (ETS) and the number of technical staff has increased. According to the self study report the college made a concerted effort to avoid layoffs during the most recent budget crisis of the last few years, and the college was even able to absorb some displaced workers from De Anza College through attrition and other creative budget-reduction strategies.

Finally, the college conducted a climate survey to assess issues of staff diversity and equity in Summer 2003. Initial findings demonstrated that 80 percent of classified staff felt the college provided a strong and healthy working environment. While this was a noted improvement, the college has started several initiatives aimed at improving morale among the classified staff.

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 Colleges. The college is authorized to operate as an educational institution and to offer undergraduate education.

2. MISSION

The visiting team confirmed that Foothill College's mission statement clearly defines its broad educational purposes. It was last revised and adopted by the Foothill-De Anza Community College District Board of Trustees in August 2005. The college's mission statement is included in the catalog and is posted on the college's Web site. The mission is appropriate to a degree-granting institution of higher education and its Silicon Valley constituency, and defines the college's commitment to achieving student learning.

3. GOVERNING BOARD

The visiting team confirmed that Foothill College is governed by the Foothill-De Anza Community College District Board of Trustees, a functioning governing board responsible for the quality, integrity and financial stability of the college and for ensuring the college's mission is being carried out. The governing board is sufficient in size and composition to fulfill all board responsibilities, and the board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions.

4. CHIEF EXECUTIVE OFFICER

The visiting team confirmed that Foothill College has a chief executive officer appointed by the governing board whose primary responsibility is to the college.

5. ADMINISTRATIVE CAPACITY

The visiting team confirmed that Foothill College has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

6. OPERATIONAL STATUS

The visiting team confirmed that Foothill College is operational, with students actively pursuing its degree programs.

7. DEGREES

The visiting team confirmed that Foothill College offers 70 Associate Degrees and 39 certificate programs. In addition, 76.4 percent of all programs and educational offerings lead to associate degrees, certificates of achievement, or prepare students for transfer to a four-year university or college.

8. EDUCATIONAL PROGRAMS

The visiting team confirmed that Foothill College's degree programs are in line with the college's mission, based on recognized fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. Every course outline contains course objectives that are achieved through class content, assignments, and activities.

9. ACADEMIC CREDIT

The visiting team confirmed that Foothill College awards academic credits based on generally accepted practices in degree-granting institutions of higher education.

10. STUDENT LEARNING AND ACHIEVEMENT

The visiting team confirmed that Foothill College defines and publishes for each of its program the expected student learning and achievement outcomes. Every course outline includes learning objectives that are achieved and assessed by a variety of methods.

11. GENERAL EDUCATION

The visiting team confirmed that Foothill College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The institution's general education programs are consistent with levels of rigor and quality appropriate to higher education.

12. ACADEMIC FREEDOM

The visiting team confirmed that Foothill College faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study.

13. FACULTY

The visiting team confirmed that Foothill College employs 193 full-time contract faculty qualified to teach under state-mandated minimum qualifications. Faculty duties and responsibilities are clearly outlined in the college's Faculty Agreement.

14. STUDENT SERVICES

The visiting team confirmed that Foothill College provides comprehensive student services, accessible to all students which support student learning and development.

15. ADMISSIONS

The visiting team confirmed that Foothill College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

16. INFORMATION AND LEARNING RESOURCES

The visiting team confirmed that Foothill College provides specific long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs, in whatever format and wherever they are offered.

17. FINANCIAL RESOURCES

The visiting team confirmed that Foothill College documents a funding base, financial resources and plans for financial development adequate to support student learning programs and services to improve institutional effectiveness and to assure financial stability.

18. FINANCIAL ACCOUNTABILITY

The visiting team confirmed that Foothill College annually undergoes and makes available an external financial audit by a certified public accountant.

19. INSTITUTIONAL PLANNING AND EVALUATION

The visiting team confirmed that Foothill College systematically evaluates and makes public how well and in what ways it is accomplishing its purposes. Institutional planning and program evaluation, including instruction, student services, and administrative services, is focused to enhance student learning. Planning processes, however, need to be formalized, and institutional planning and evaluation should be expanded in all instructional and non-instructional areas.

20. PUBLIC INFORMATION

The visiting team confirmed that Foothill College publishes in its catalog and schedule and posts on its Web site precise and up-to-date information concerning the college's educational mission and general information; admission requirements; requirements for degree, certificate, graduation and transfer; and major policies affecting students.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The visiting team confirmed that Foothill College and the Foothill-De Anza Community College District Board of Trustees consistently adheres to the eligibility requirements, standards and policies of ACCJC. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the ACCJC to carry out accrediting responsibilities.

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 planning agenda 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 three to five years as part of the review of the Educational Master Plan. [Standard I.A.3]

Findings and Evidence

When individuals were interviewed during the accreditation visit regarding the mission statement, the common response was that the intended population is implicit in that the statement alludes to lower-division education which refers to transfers and general education students, and the mention of California economy references transfer students. However, upon careful reading one has to make extraordinary effort to arrive at this conclusion, which seems to miss the intent of the Standard. [Standard I.A.1]

The college's Educational Master Plan, with the college's most recent version of the mission statement, had college wide participation and was reviewed and approved by the Board of Trustees. [Standard I.A.2]

While the college does not have a formal review process for its mission statement, it frequently reviews it at the recommendation of the College Roundtable. The Educational Resources Committee seeks campus-wide input and discussion on the mission statement before making a recommendation to the Roundtable. From the

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

While the college is clearly a mission-driven institution, the written mission statement does not reflect its actual practices and priorities, especially in the area of its intended population. The college could improve the mission statement by looking at its actual practices and making sure that the statement addresses the college's purposes, student learning, and intended student population. In addition, the college may wish to formalize a periodic mission review process.

Recommendations

Recommendation #1

In order to fully meet the standard, the team recommends that the institution revise its mission statement to include its intended student population. [Standard I.A]

B: Improving Institutional Effectiveness

General Observations

Foothill College clearly demonstrates its commitment to continuous improvement in institutional effectiveness, particularly in the areas of student learning outcomes and evidence-based, broad-based planning and dialogue. One of the outstanding qualities of this college is the pervasive climate of trust, collegiality, and collaboration. In addition, the college demonstrates a best practice through the leadership of its president in creating this atmosphere while utilizing a mission-based, evidence-based, decision-making approach to institutional improvement.

The self study report lacks supporting documentation of how its assessments results are communicated and utilized in planning.

Findings and Evidence

Foothill College has a planning process that is dynamic, somewhat abstract, but effective. This is primarily due to the catalyst leadership of its president, who closely monitors and drives the planning process. The president uses both formal and informal environmental scans to assess the campus climate. In regard to the accreditation standards, the weakness of this process seems to be in the continued assurance that these planning processes will continue, given that there is not a formalized, codified document that articulates the integrated ways in which planning takes place and is evaluated on campus. [Standard I.B.1]

Faculty members involved in the College Curriculum Committee are discussing the ways in which student learning outcomes (SLOs) will eventually be a part of every approved course outline and syllabus. This committee introduced the Program Portfolio Worksheet as part of program review in 2003 as a tool to help integrate SLOs into the college. The academic senate utilizes several of its committees to foster learning outcomes, e.g. College Curriculum, Institutional Planning, and Learning Outcomes Assessment. Dialogue about SLOs has evolved at administrative retreats, faculty orientations, Opening Day presentations, College Hour presentations, College Roundtable, division meetings, in-service presentations, etc. [Standard I.B.1]

The college establishes goals and objectives on a regular, usually annual, basis. Every year, beginning with the president, each college administrator sets goals and objectives covering his/her areas of responsibility. The goals are evaluated regularly and the results shared with appropriate entities. Goals and objectives are also set at the program review level in both the instructional and non-instructional areas. The recently revised Educational Master Plan set goals and objectives for a ten year period with short term plans for interim steps. In addition, the EMP delineates for each goal a method of measurement and evaluation with plans for improvement. [Standard I.B.2]

The visiting team found ample evidence that the college assesses its progress towards achieving its stated goals. Program reviews are conducted on a three-year cycle. In addition, research is conducted on success rates, transfer, and basic skills transition to higher level courses. The college conducts a re-evaluation process to determine what skills and attributes a graduate should possess and articulates these into SLOs. Objectives such as these are measured at the program, course, and individual levels and the results used for program improvement and sometimes discontinuation. An example of the discontinuation of the Radiation Therapy Technology Program demonstrates the results of research, analysis, and decision making for institutional effectiveness. [Standard I.B.3]

There are many examples of broad-based participatory planning on campus which has led to institutional improvement. Through numerous broad-based participation groups, the college has processes in place for replacing retiring full-time faculty, planning implementation for instructional equipment, and the development and improvement of curriculum. [Standard I.B.4]

Quantitative and qualitative research has been used to analyze academic departments on several variables for efficiency. The results of this research were shared through dialogue with administrators and faculty. In addition, the college conducted a qualitative study to look at the efficiency of online learning, and several assistance programs such as Puente, Mfumo, and Pass the Torch. However, the report lacked evidence for how and to whom the results of these research projects are communicated. [Standard I.B.5]

In regard to planning, the Academic Senate, Administrative Council, Budget Task 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 I.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 takes place. The overarching questions are how does planning take place, where does it begin, where does it end, and how is the planning process evaluated? While there are regular evaluations of the outcomes of specific goals and objectives, there is no formalized processes to evaluate the planning process itself. [Standard I.B.6]

The institution regularly reviews instructional programs, student support services, and library learning support by conducting program reviews every three years to measure, assess, and improve student learning outcomes. The college pilot tested a 4-Cs outcomes in a pre/post test environment, the results were used to aid faculty in creating rubrics and evaluate artifacts that demonstrated achievement of the 4-Cs across the curriculum. The shared governance structure is designed with feedback loops from all aspects and functions of the campus. Subsequently, the college uses this feedback for evaluating its effectiveness, how to increase student success, and ways to better serve students. [Standard I.B.7]

Conclusions

Foothill College has a planning process that is dynamic, somewhat abstract, but effective. This is primarily due to the catalyst leadership of its president who closely monitors and drives the planning process. The president uses both formal and informal environmental scans to assess the campus climate. In regard to the accreditation standards, the weakness of this process is in the lack of assurance that these planning processes will continue, given that there is no formalized, codified document that articulates the integrated ways in which planning takes place and is evaluated on campus.

The college could better assure the continuation of its outstanding planning processes by formalizing and demonstrating the flow of its planning inputs and outcomes. The college needs to further implement a systematic and formal process for reevaluating its planning processes.

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 mission statement to include its intended student population. [Standard 1.A]

Recommendation #2

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 college planning groups. [Standard 1.B.6]

Recommendation #3

In order to increase effectiveness, the team recommends that the college expand and fully complete all program review as an evaluation requirement for all student support programs and other non instructional areas. [Standard I.B.7]

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

A: Instructional Programs

General Observations

The Foothill College self study report clearly demonstrates that the college offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment or transfer to other higher education institutions.

Supporting evidence and documentation demonstrate the continuing high quality of Foothill College's educational programs. The dominant theme in this standard is concern for student learning and student success in all educational programs. The concept of the defined four core competencies, the 4-Cs (Communication, Computation, Creative, Critical & Analytical Thinking and Community/Global Consciousness & Responsibility) reflect Foothill's understanding of the 21st century skills needed by their graduates to succeed. These are the defined core competencies expected in each course and from every student graduating with a degree or completing a certificate. In addition, a 5th C Discipline Content is defined as the knowledge, skills and abilities (KSA's) specific to a discipline or career. These concepts set a firm foundation for the establishment of a comprehensive student learning outcomes program at Foothill College. [Standard II.A.1.a]

The team was impressed with the culture of evidence which permeates the institution's documents in this standard and it is clear that significant research exists to support future planning and initiatives. Administrators hold joint responsibility for instructional and student service programs, a model designed to ensure that support services receive the appropriate attention with regard to planning, staff and resource allocation. Innovative programs such as Pass the Torch, Puente and Mfumo provide support for at-risk groups and have continued despite loss of support of special state funding. [Standard I.A.1.a]

Findings and Evidence

The self study and available supporting documentation demonstrate Foothill is actively engaged in significant and successful efforts to develop, implement, measure, and improve college student learning outcomes.

From basic skills to honors classes, Foothill College identifies and develops courses and programs designed to meet the variety of educational needs of a diverse student population. Extensive demographic and other research data are systematically collected and analyzed to determine student learning as well as local employer needs. [Standard II.A.1.a]

In 1997, Foothill College began discussions on what are now known as student learning outcomes, eventually embarking on a student centered learning project known as the 21st Century Learning Outcomes Project. From this came the “4 Cs” mentioned above as well as a plan to develop and implement expected learning outcomes at all levels of the curriculum. The college academic senate continues to support student learning outcomes. However, only about 20 percent of instructional programs have implemented student learning outcomes, with a few courses completing the full student learning outcome cycle, including evaluation. More programs and courses need to develop well-defined and measurable student learning outcomes and evaluate these outcomes to increase effectiveness. [Standards II.A.1.a, I.A.2.b, II.A.2.f]

In addition, the college has developed a number of programs aimed at enhancing success with targeted student populations, and building learning communities to enhance student success and learning outcomes. [Standards II.A.1.a, II.A.2.d]

The college is progressive in the area of online learning management systems, and has taken a leadership role in developing and advancing online learning through the ETUDES (Easy-to-Use Distance Education Software) Consortium. By offering courses and supporting online learning, the college is meeting the needs and learning styles of its diverse student population. [Standards II.A.1.b, II.A.2.d]

The college engages in significant research and uses demographic and other data in its planning processes. Considerable institutional and demographic data on these topics exists and significant, if not universal, buy-in exists at the college. [Standards II.A.1.c, II.A.2.a, II.A.2.b]

Dialogue is one of the major self study themes and is designed to support the “culture of evidence” described at Foothill. Starting with the College Round Table and progressing through meetings, emails, presentations, etc. this process is often focused on specific topics such as basic skills, distance education, learning outcomes and program review. Evaluation of programs is ongoing and the planning agendas are generally sound. [Standards II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f]

In addition, the college has a systematic approach to reviewing instructional programs with regard to their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. [Standard II.A.2.e]

College publications, both print and online, provide clear and accurate information to students as defined in this standard. [Standards II.A.3, II.A.6.c]

Many occupational programs are developing capstone projects or program portfolios which their students must complete to qualify for a certificate or degree. [Standard II.A.5]

The college has made considerable efforts to articulate new courses and programs not only with four year institutions to which its students tend to transfer (California State University and University of California), but also with its sister college, De Anza, to facilitate seamless transfer of credits for students. [Standard II.A.6.a]

Conclusions

Based on the information contained in the self study report, the extensive documentation provided to the team in advance of the visit and on-site, and on the observations of the team during the visit, Foothill College's instructional programs meet the requirements of Standard IIA. Of particular note is the college's early (1997) involvement in the 21st Century Learning Outcomes Project which the team found to be a successful ongoing campus wide student learning outcomes project which the team found to be exemplary.

Commendation

Commendation #2

The college is commended for its attention to student development and success, which is readily apparent in both the student services and instructional areas. The college should be particularly proud of its student leadership development program. [Standard IIA, II.B.1]

Recommendation

Recommendation #4

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. [Standards II.A.1.a, II.A.2.b, II.A.2.f, II.B.XX]

B. Student Support Services

General Observations

Foothill College is progressive in recognizing the importance of factoring "the student" into all aspects of its academic, student support, and administrative services operations. Its commitment to students is evident in its organizational structure, governance methods, and support programs. There exists a strong faculty interest in planning and decision-making with college administration.

The college's strong and genuine commitment to providing students needed support to transition effectively into and through college is demonstrated by a wide range of quality student support services and programs. The college is clearly student-centered and committed to student learning and success.

Findings and Evidence

Foothill College assures the quality of student support services in a variety of ways. The college regularly reports the results of this evaluation to its students and the public. Through this process it assures current and prospective students that it delivers quality programs and services [Standard II.B.1.]

The college assures quality through its program review process. Student support programs and services are evaluated using this tool. The general goal of the process is to assess the quality of the program or service through rigorous review of achievement data, learning outcomes, and other information [Standard II.B.1.]

The college assures quality by involving students in decision making. The college has a well-organized and active student association. Students of the association represent their fellow students on many of the college's planning and decision-making committees. (Standard II.B.1.).

The college demonstrates that these services support student learning and enhance achievement of the college's mission. The college's data collection and analysis capability has improved significantly in recent years utilizing a number of surveys and its results to help better understand, and respond to student learning needs [Standard II.B.1.]

The college's commitment to the needs of students is quite apparent at both the Foothill Campus and Middlefield Campus. The Middlefield Campus is much smaller and serves a different clientele with a somewhat specialized array of intensive programs, yet the College is able to offer a great many quality support services including registration, counseling, financial aid, a bookstore, a learning resource center, computer support, and a weight room. While all support services are not at the same scale or level at Middlefield, the college fulfills its commitment and responsibility to its students. [Standard II.B.1.]

The college regularly publishes a catalog for current and prospective students. A review of college catalog, schedule of classes, and web site confirmed that information published is precise, accurate, and current with respect to general information, requirements, and major policies affecting students. [Standard II.B.2.a] To fully address Standard II, the college needs to include a statement about academic freedom in its catalog. [Standard II.B.2.a]

In addition to its catalog, the college uses other means to inform students, faculty, and the public. The Heights, for example, is a direct-mail newsletter published periodically. The college's Web site, newspaper advertisements, and program brochures are other sources of information. Additionally, it publishes a direct email newsletter, eNotes, which goes to faculty, staff, and students and communicates important information. [Standards II.B.2.a, II.B.2.b, II.B.2.c.]

The college researches and identifies the learning support needs of its students. It produces considerable data describing its student population in dimensions, including age, gender, ethnicity, location, and educational goals. This descriptive data, combined with many other data elements critical to knowing its students better, helps the college identify learning support needs [Standard II.B.3.]

The college developed many special student-centered programs such as Learning Communities, mentoring, and career counseling that are designed to meet the needs of particular populations. All of these programs report that interactions with students result in better student learning, retention, and graduation. [Standard II.B.3.]

The college provides appropriate services include its well developed infrastructure for supporting students with disabilities, the Interactive Learning Model (ILM) that helps students better understand their own learning styles, and the college's Basic Skill Task Force, which is committed to more fully understanding and responding to the learning needs of low functioning students. [Standard II.B.3.]

The college seeks to assure students equitable access by providing services aimed at meeting the needs of every student, as well as regular reviews of its policies. Student services programs address student equity, in part, by using student demographic data about enrollment trends and course completion and success figures. Goals and activities are developed to address inequities in student success rates where they occur. The college has a Student Equity Plan, which describes programs and services that reach low-achieving or underserved populations as well as the general population. [Standard II.B.3.a.]. The block scheduling, which is a new experiment at the college, needs ongoing monitoring to determine its effectiveness in providing students accessibility and flexibility. [Standard II.B.3.b]

Through student activities programs, among others, students are encouraged to join clubs and in other ways engage in campus and community life. The four core competencies that underlie instructional programs include helping students develop their intellectual curiosity and aesthetic awareness. (Standard II.B.3.b)

The college designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success. While Puente, for example, accomplishes a great deal through its classroom-based learning communities, some of its students also receive out-of-class support from Pass the Torch. The Student Success Center, as another example, offers information and support that enables students to more easily access admissions, registration, and financial aid services. [Standard II.B.3.c]

The college designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. The College Curriculum Committee, for example, reaffirmed its commitment to keeping the cultural diversity requirement in each course outline of record. [Standard II.B.3.d.]

The college regularly evaluates admissions and placement instruments and practices. Admissions and Records is a service area included in the "Student Development and Activities Program Review." Admissions was evaluated using the matriculation and related surveys that comprised this review process. The college's placement instrument is regularly assessed by math and English faculty who depend on the instrument to accurately place students. Differences exist between Foothill and De Anza in the cut-off scores that determine student placement. These differences create confusion and are a source of student frustration. It is expected that the two campuses will continue working together to resolve the issue. [Standard II.B.3.e.]

The college follows board policy and district guidelines with respect to maintaining student records, including provisions for backup. The college protects the privacy rights of students and has a policy with respect to directory information [Standard II.B.3.f.]

The college evaluates student support services on a triennial schedule to measure performance in meeting identified student needs. All student service areas were reviewed in 2002-2003 to establish benchmarks for the numerous student service programs. These reviews were used along with a collection of four distinct surveys to provide supporting data for decision making with respect to program development, enhancement and resource allocations. In 2004, Student Services piloted four special programs with clear instructional elements for the analysis, planning and development of student learning outcomes (SLOs). Student Services plans to extend the effort to other program areas this year, although none had been decided at the time of this visit. [Standard II.B.4]

Student Services credits its strengths as a result of the restructuring of management that paired instruction and student services programs. The program review process drives Budget Task Force decisions by justifying the needs of service operations or students. [Standard II.B.4.]

Conclusion

The college has developed and consistently supported a considerable array of student support programs. The faculty and staff associated with these programs are well-educated, properly trained, and committed to student success. The effect on students is clear: they thrive in this environment. The student support services programs participate in program review and use data to assess conditions and evaluate performance. As they improve this process, results will become more meaningful and thus provide better information with which to plan improvements and compete for college resources. Thus, the college meets this standard.

Commendation

See Commendation #2 under Standard II.A.

Recommendations

None

C. Library and Learning Support Services**General Observations**

Foothill College's library and other learning support services for students are sufficient to support the institution's instructional programs. A number of services are available to support student learning, including a virtual reference service and numerous computer labs. The many labs receive frequent student use and provide students with access to general and discipline-specific computer programs. A survey will be developed next spring by the librarians to confirm the extent to which the Open Media Lab is used, by whom, and with what effect on student success.

The Campus Technology Plan report describes the accomplishments of the Library and Learning Resources Division in terms of Public Services, Circulation, Technical Services, Systems Administration, and Library facilities. Plans include the purchase of additional hardware, software, and other resources for the library and the many labs. Additional teaching facilities will be available after the Student Campus Center construction is completed.

Findings and Evidence

Instructional programs are adequately supported with a broad library collection, library instruction (general orientations and customized tours for individual instructors), reference materials, technical services, circulation and reserve processes, and automated procedures. Survey data confirm that student needs are being met, in spite of budget cut-backs. [Standards II.C.1 II.C.2]

Faculty plays an active role in providing the librarians with information on needed references. Librarians serve as specific departmental liaisons, and the adequacy of library materials is confirmed when courses receive Curriculum Committee approval. [Standard II.C.1.a]

The "Freshman Experience" is a pilot learning community that pairs a counseling course with a basic skills course (math or English). Librarians plan to link LIBR 71 (Research Paper Search – 1 unit) with a History 17A section as a way to support faculty in teaching research skills. This innovative approach aims to exploit the positive effect of the cohort experience in increasing student engagement in the learning process. [Standard II.C.1.a]

Library and Media Center materials are selected that support the "4 Cs and discipline content" SLOs. The self study report indicates that faculty has requested additional databases for student research. These would be helpful in supporting online as well as traditional and hybrid courses. Additional workshops, including pre/post testing of student information literacy, could be useful. [Standards II.C.1.a, II.C.2]

Online students and faculty have access to extensive training through Foothill Global Access and the ETUDES webpage and links to services. Students also can take a one-unit "Introduction to Online Learning" course. Training also is available on ways to access databases and digital library repositories through the Sakai project. A visit to the Middlefield Campus confirmed that students can access online databases from a distance. [Standards II.C.1.b, II.C.1.c]

Library facilities are well maintained and well lit, providing comfortable study space for students. A monthly art exhibit makes an already architecturally attractive building more inviting. [Standard II.C.1.d]

Services have been evaluated through recent surveys confirming the positive impact of learning support services on student success. Librarians plan to implement a survey in the spring 2006. The data collected is expected to shed light on the degree to which the materials, services, and hours of operation meet the increasing needs of students and the impact of cutbacks in materials and personnel. The data should also provide guidance in terms of ways to support both information literacy and existing courses and programs. [Standard II.C.2]

Conclusions

The library and the many connected support services provide high quality services to students and faculty in support of the mission of the college and its instructional programs. The self study report, survey documents, and on site observations of the team confirm the commitment of faculty and staff to effective implementation of the Library and Support Services programs.

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 process is completed, the Vice Chancellor of Human Resources and Equal Opportunity reviews the entire process. [Standards III.A.1.a, III.A.1.c, III.A.3.a]

Recruitment personnel are committed to diversity. English is the secondary language for approximately one third of the students. In order to assist the faculty to better

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 include a Foothill 101 class, College Hour, Learning in New Media Classrooms 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]

Foothill absorbed five positions that were identified for lay-off at De Anza College. Human Resources provided training and mentoring for the relocated employees and counseling for their new co-workers. [Standards III.A.1.b, III.A.2]

The college created a climate survey to assess issues of staff diversity and equity, and conducted its first survey in Summer 2003. While initial findings demonstrated a strong and healthy working environment, one area of concern was a feeling among 20 percent of the classified staff that they were not respected in the workplace. To address these concerns, human resources developed a plan that provided for focus groups and one-day off-campus seminars. The results of the focus groups and seminars are being used to design training programs. So far, the college has not developed any specific activities to improve the situation for some who felt the disrespect. The college may want to consider some staff development workshops to address the concern. [Standard III.A.1.b]

Conclusions

The college hires well-qualified personnel with suitable training. Job descriptions are available for each position. The Vice Chancellor of Human Resources trains all hiring committee members prior to serving on the hiring committee and has developed and distributed a hiring procedure manual covering all areas of hiring. Employee personnel records are safeguarded and are protected against unauthorized removal from storage locations. The college is active in staff and professional development stressing technology in the classroom. The college is slowly making progress on diversity hiring.

B: Physical Resources

The college's efforts to highlight and celebrate the many ethnicities and associated heritages present in its student body is reflected in its facilities, as well. It has started a tradition of creating "heritage rooms" styled to represent a particular heritage, and has invited interested groups on campus to propose ideas for such rooms. The Chinese Heritage Room, just completed, is an indication of the college's attempt to heighten cultural awareness and appreciation using cultural themes.

The Krause Center for Innovation is another example of the college using facilities to enhance student learning and improve overall institutional effectiveness. This state-

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

The executive director of Facilities and Operations at the District Central Services office has responsibility for plant services at the college. All plant services report to Central Services, are budgeted in the district office budget and assigned to the campus. The executive director also is responsible for surveying and evaluating the infrastructure needs and preparing scheduled maintenance plans. There is close coordination between the college and the district on college needs. [Standards III.B.1.a, III.B.2.a, III.2.b]

The voters passed a general obligation bond measure, Measure E, in 2000. Measure E provided for facilities renovation and new construction. The projects included in the bond were the result of an infrastructure survey and projects identified in the Educational Master Plan. Once the list of projects was compiled, the college prioritized the list and the chancellor's advisory council (chancellor, college presidents, vice chancellors and the executive director) agreed on the projects to be included in the bond. College user groups were instrumental in the design phase of the projects. (Standards III.B.1.a, III.B.2.a, III.2.b)

The college has made progress toward completing the projects in Measure E. Renovation of the Space Science Center into the Krause Center for Innovation and was completed in 2002. Renovation of classrooms and offices is now completed, and in 2005 the college broke ground on both the Science and Technology Complex and expansion of the Campus Center. The college director of facilities has day to day responsibility for the bond projects. [Standard III.B.1.a]

The Foothill-De Anza Community College District Police Department has a chief, sergeants, dispatchers, records personnel and sworn officers. The department has assigned officers to the Foothill campus and a station is located on the campus. When the Campus Center is complete, the police department will move into it. The college has a contract with the Santa Clara County police communications system allowing college police personnel to monitor the sheriff's activities and to request immediate assistance if needed. The FHDA chief coordinates with the chiefs from the San Jose-Evergreen and West Valley-Mission college districts; the districts are working on a mutual aid agreement. The department is currently renegotiating the mandated MOU with the sheriff's department. The Middlefield Campus relies on the Palo Alto Police Department for its security needs. [Standard III.B.1.b]

The college's organizational structure places the responsibility for room scheduling with the vice president for educational resources and instruction. This has resulted in a more focused approach to space utilization and a greater knowledge of the use of facilities when moving departments and classes for construction purposes.

Movement of classes is based on the college's instructional needs. [Standards III.B.1.a, III.B.2.a, III.2.b]

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 is driven by program review. [Standards III.B.1.a, III.B.2.b]

Conclusions

The college provides a safe, friendly learning environment focused on student success. The passage of Measure E has provided the funding needed to upgrade the college's infrastructure, create modern learning spaces to enhance the instructional offerings and build student centers that will enrich the college experience for its students. The college community was actively involved in the prioritization of the projects included in Measure E. Assumption of the responsibility for classroom scheduling by the vice president of educational services and instruction has allowed the college to address room utilization in the area that prepares the space inventory.

C: Technology Resources

General Observations

To access information on technology resources in the self study report, the cross reference in the appendix was of value. The self study report described the college's emphasis and direction toward employing technology to enhance student success and improve institutional effectiveness. The college is especially committed to using technology to provide new learning opportunities for students.

Findings and Evidence

Technical support for computer and telephones is budgeted and supervised by Central Services. A Central Services supervisor and technicians are assigned and stationed at the campus and provide service to the campus. In addition, Central Services maintains a call center for immediate assistance and provides both email and telephone for more time-consuming technical support. The college has instructional associates and lab technicians that support day-to-day maintenance of applications and coordinate with the Central Services staff. [Standard III.C.1.a]

The college completed a strategic plan for technology in May and is now awaiting its approval by the chancellor's advisory committee. The district is proposing a second bond measure that will, if passed, fund technology replacement equipment. This is the existing plan for funding replacement technology equipment. [Standards III.C.2, III.C.1.c]

The college has developed and distributed specifications for ordering computers, including specifications for Macintosh and PC computers. [Standard III.C.1.d]

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 database that will help validate student learning outcomes. The Academic Senate 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 and learning tool. Today, more than 50 other colleges are now using the software for conducting online courses. The college provides ETUDES working luncheons for faculty members quarterly as an occasion to promote innovation and excellence in online teaching. [Standard III.C]

Conclusions

The college provides strong support for the existing computer systems and technology used by faculty, staff and students. Foothill College is a leader in the advancement of technology in education, in the community and in the state, and has provided an atmosphere that encourages continued technological advancement. While the district is planning a second bond measure to fund replacement upgrades of installed technology, the college needs to review options and determine a course of action if replacement is needed before passage of the proposed bond measure, or in case the voters fail to pass it.

Commendation

Commendation #3

The college is to be commended for taking a statewide leadership role to initiate the ETUDES (Easy-to-Use Distance Education Software) Consortium, and for its continued support to promote innovation and excellence in online learning. [Standard III.C.1.a]

D: Financial Resources

General Observations

The Foothill College self study report lacked sufficient detail to evaluate whether the college met this standard. However, once the team was able to conduct interviews on

campus and at the district, and was able to review available documentation, descriptions of district and college financial procedures were clear and verification was possible.

Since the last accreditation visit, the Foothill-De Anza Community College District chancellor and its two college presidents worked hard to bring a districtwide budget from a deficit situation into balance. Foothill College's conservative fiscal management has been instrumental in achieving an ending balance to last year's budget, even while the college absorbed some district staff members who otherwise would have been laid off from De Anza or the district office.

Findings and Evidence

Planning for district budget allocation begins with an assessment of the ability of each college to generate full time equivalent students (FTES). The president meets with the chancellor, vice chancellors and the De Anza College president to set FTES goals. Each president sets the goals for his or her college. The district office determines the level of faculty needed to attain the goals while maintaining productivity and the appropriate ratio between full-time and part-time faculty. These recommendations are forwarded to the Budget Advisory Committee and then to the Chancellor's Advisory Committee. When there have been reductions to the budget, the chancellor, vice chancellors and college presidents have met and agreed to the depth of the Central Services budget reductions, focusing on the need to protect enrollment. The college has developed additional sources of revenue through the Foundation, Bookstore, Celebrity Forum Programs, Grants, Community Education, cell phone tower rentals, vending machines and donations from vocational groups. [Standards III.D.1.b, III.D.2.e, III.D.1.b]

The district budget allocation model is a verbal process that is accepted by the college. The self study report stated that the college received 40 percent of the FTES-based funding earned by the district. According to the vice chancellor for business services, the FTES split applies only to the college's discretionary budget. The budget is prepared in two parts:

- The **A component** of the budget contains salaries, utilities, and other long term commitments. The A component of the budget is budgeted by the district office and is used as budgeted.
- The **B component** of the budget is called the discretionary component. It is allocated to the college based on historical data and growth comparisons with De Anza College.

Discretionary funds from the previous year are allocated to the same departments. Departments keep any ending balances from the previous year. Additional funds in the B budget, block grant allocations, and state lottery income are awarded using a proposal system. Proposals are submitted to the vice president for educational resources and instruction. A matrix of proposals is submitted to the College Roundtable. Proposals

rely on program review data to justify their needs. The president retains final approval on allocation of funds. [Standards III.D.1.a, III.D.1.b]

The district budget allocation model should become a written document and should be disseminated to all appropriate college constituencies. [Standards III.D.1.b, III.D.1.d] Budgets for business services, plant services and technology services are included in the Central Services budget, with personnel assigned on the college campus. Legal expenses, retiree benefits, election costs, categorical program matches, long term debt, insurance, leases, and union activity salaries are budgeted in the districtwide budget. [Standards III.D.1.d, III.D.2.c, III.D.2.f]

The District Budget Committee consists of representatives from the unions, the senates, faculty, the management team and campus. They meet monthly and are updated on the state of the budget. The board is also updated monthly. Budget information is available to the college through hard copy and electronic monthly budget reports, as well as online. The budget office provides training for the college on the budget. [Standard III.D.2.b]

The college contracts annually with an independent auditor for the mandated annual audit. In each of the past audits findings there have been either no exceptions or minor exceptions. The audit is presented to the Board along with the any corrective actions taken. There is a Budget Audit Committee comprised of two Board members and three community members. All three community members are CPAs. Although Measure E was passed prior to the passage of Proposition 39, all bond expenditures (including change orders) are brought to the Budget Audit Committee. [Standard III.D.2.a]

The college employs a budget analyst who provides a monthly review of all expenditures. This, along with the computer encumbrance system, controls spending. The college exercises an oversight function with all special funds. [Standard III.D.2]

Conclusions

The college distributes its funds with integrity and openness through a series of governance committees. Final approval rests with the president. The college has developed partnerships and developed outside sources of income. The budget process is integrated with planning using program review as the main source of data. The district has provisions for long term debt, future obligations, risk management, cash flow and contracts. The district provides budget information regularly; the information can be accessed online in real time.

To avoid misconceptions regarding the Budget Allocation Model, the team suggests that the currently accepted verbal process should be incorporated into a written document and distributed to the appropriate college constituencies.

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 presidents oversee an aspect of instructional services in addition to administrative or student services responsibilities. This organizational structure is designed to enhance dialogue and the sharing of information among the various areas of the college. The college has a mission-based governance model in that committees and recommending bodies are organized around the mission of the college.

Foothill College encourages and supports the involvement of the faculty and staff through their respective senates and campus committees in prioritizing and recommending campus policies and procedures. New faculty members are immersed in the culture and climate of the college immediately through participation in the leadership retreat held prior to the start of each academic year. Students are involved in the recommendation, planning and decision making process through the Associated Students at Foothill College (ASFC), and are included in several shared governance groups or committees.

The current college president has been instrumental in creating an inclusive environment that allows all faculty, staff and students to participate in college planning and college initiatives, and have their voices heard. The president has had a distinguished career at Foothill, beginning almost 30 years ago as a member of the faculty. Her services to the college, and the obvious support she has enjoyed from faculty, staff and students, have helped create a leadership environment in which all constituents feel empowered and encouraged to take initiative and recommend improvements.

Findings and Evidence

The college president has created a climate of empowerment, involvement, and innovation through the Foothill 101 presentation to newly hired faculty and administrators. Her Opening Day presentation sets the campus "theme" for the new academic year. Campus administrators are then given a "charge" by the president that coincides with the theme and becomes part of the evaluation process. Planning sessions in late spring or summer, which include the academic senate president and key administrative personnel, develop and prepare each year's theme. A leadership retreat is held just prior to the start of the new fall quarter. Attended by representatives from the College Roundtable, academic and classified senates, newly hired faculty and administrators, and AFSC student leadership, the retreat finalizes the theme for the coming year. Data from the previous academic year is used to evaluate college performance in meeting previous goals. The Opening Day theme

drives campus dialogue and decision making for the new academic year. [Standard IV.A.1]

The president's cabinet is the leadership team charged with making the primary decisions for the campus. Cabinet decisions and recommendations to the president are arrived at by consensus. The Foothill College Roundtable meets regularly and has mission-based representation from all constituencies of the campus including faculty via the academic senate, classified staff and students. Roundtable members are appointed by the college president in consultation with the presidents of the academic and classified senates and the AFSC. Membership lasts for three years and is not repeatable. The college administration relies on the college curriculum committee and the Institutional Planning Committee for recommendations concerning student learning programs, course curriculum, and program review data as it supports the educational master plan. The Institutional Planning Committee is co-chaired by the vice president for institutional research and instruction, together with a faculty member appointed by the academic senate. [Standard IV.A.2]

The college has implemented several bodies to make decisions and offer recommendations. These include the president's cabinet, the College Roundtable, the Educational Resources Committee, the dean's council and committees of the Academic Senate (College Curriculum Committee, Institutional Planning Committee, and the Learning Outcomes Assessment Network). The College Roundtable agenda includes an open hearing where non-members can address concerns, issues, and other matters of interest. The Educational Resources Committee, a subcommittee of the College Roundtable, formulates recommendations to the Roundtable in the areas of faculty hiring priorities and funding allocations. The college also has several instructional divisions whose members evaluate the inclusion and implementation of student learning outcomes in courses and programs. [Standard IV.A.3]

Foothill College complies with the Accrediting Commission standards, policies, and guidelines for public disclosure. The college's response to previous recommendations and timelines of implementation demonstrate its commitment to improvement and quality. The president holds meetings with the Community Advisory Council during the fall and spring quarters to inform the community of changes and events on campus and to gain feedback regarding information and publications distributed to community leaders and the community at large. [Standard IV.A.4]

The Foothill College Roundtable guidelines are evaluated every three years per committee policy; changes to the guidelines are implemented and communicated to college constituencies through the shared governance process. [Standard IV.A.5]

Conclusion

The college has sufficient dialogue through college committees and planning processes to allow all college constituencies to participate in decision making and support student learning and student outcomes. The current administrative and leadership structure effectively provides support and supervisory methods of continuous evaluation and improvement.

B: Board and Administrative Organization

General Observations

The district and college have clearly identified the role of the board of trustees for setting policies, the role of the chancellor as chief administrative officer of the district, and the role of the college president as the administrator charged with daily operation of the institution. The district's Mission, Values, Directions and Strategies document delineates the roles and responsibilities of the district and colleges in meeting the mission and goals in order to improve student learning. The Central Services staff, college administration, campus governance groups, and the board of trustees play significant roles in reviewing and revising the district's Educational Master Plan.

Members of the visiting team attended the board meeting held during the week of the visit and observed the board members in action. The board connects to the community by inviting community leaders to provide current reports on issues and legislation that may affect the college. Meetings are open to the public. The Board invites members of the public to make comments freely during its meetings.

Findings and Evidence

The Foothill-De Anza Board of Trustees policy and procedures manual assures the quality, integrity, and effectiveness of student learning programs and services and establishes procedures to maintain the financial stability of the district. The district was recently given an Aa1 bond rating by one rating organization and an AA rating by another firm as it contemplates seeking voter approval for a new bond measure. The board includes student representatives – one from each of the colleges - who have the opportunity to cast advisory votes on items on the agenda. The board regularly reviews proposed changes to the district's mission statement and communicates approved changes to the college community through its district shared governance process. Board policies are reviewed regularly on a scheduled calendar and are approved through the college shared governance process. [Standards IV.B.1.a, IV.B.1.b, IV.B.1.c]

The board bylaws specify the composition of the board, election cycle, duties, responsibilities, and procedures and are regularly evaluated and revised through the shared governance process. Board members are elected at-large and serve four year

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. Board development occurs on a regular basis through board study sessions, retreats 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 approved evaluation instrument, and is clearly defined. Results are communicated to college communities via the board agenda and minutes. The board code of ethics describes board roles and responsibilities. The board should develop procedures for dealing with behavior that violates its ethics code. The board is involved in the accreditation self study process for the campus by reviewing, providing input, and formally approving the self study document for the college. During the course of the self study process the board was regularly updated on the progress of the college as it prepared for the visiting team. [Standards IV.B.1.g, IV.B.1.h, IV.B.1.i]

The board has well-defined policies for the selection and evaluation of the chancellor of the district. The board delegates authority and responsibility to the chancellor to implement board policies and holds the chancellor accountable for the operation of the district. The board delegates to the chancellor the responsibility for the selection and evaluation of the college president. The board receives input and recommendations from the chancellor, vice chancellors, presidents and appropriate staff through the chancellor's board agenda supplement and during staff presentations at board meetings. The board solicits public comment from concerned staff, students, citizens, and the press. [Standard IV.B.1.j]

At the beginning of the academic year the president presents the college's annual theme at the Opening Day activity. During this presentation, college staff and committees are tasked with creating strategies to address the theme and meet goals for the year. The college's organizational structure is self-described as "flat" to ensure that all decision makers are close to the processes that provide for effective student learning and assessment. Each of the vice presidents is assigned instructional responsibilities in addition to areas such as student services, research, administrative services, and technology. The director of marketing and public relations reports directly to the president, an arrangement which provides for direct access to policy decisions and ensures dissemination to the college community and the public at large. Program review data is used by the Educational Resources Committee to determine the need for new faculty and staff positions and other allocations prior to final recommendations to the College Roundtable, the president's cabinet and on to the college president. Recently, a Fund-Raising Vision 2015 was presented to the Foothill Foundation by the chancellor as an outline of the funding requests from the college tied to student learning. Two board members serve as members of the foundation board and act as a liaison to the board of trustees. The college president

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 business services office has implemented program reviews in some areas to evaluate 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 to assist with the decision making process. District Vice Chancellors meet regularly with college shared governance groups to maintain clear communication. The district publishes an annual report of its services to provide information to the district as a whole on meeting its goals and to provide a foundation for improvement. [Standard IV.B.3.f]

The district has created an Audit and Finance Committee to select an accounting firm to provide an audit of the district's accounting practices and financial control processes. The district maintains a 5 percent reserve and is able to meet economic uncertainties. The district may want to consider implementing a formal allocation model to clearly communicate the process for funding for the colleges. Currently the district utilizes a historical model based on previous FTES generated by the college. Foothill College has been able to maintain a reserve by being fiscally conservative to meet the economic uncertainties experienced throughout the district. [(Standard IV.B.3.g]

Conclusions

The board and chancellor have worked to create a sound governance structure that supports college mission and goals. Even through difficult budgetary periods the district has maintained an adequate reserve to support district and college operations.

