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**2016 Annual Report
REVIEW**

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

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Andrew LaManque, Ph.D.
3.	Phone number of person preparing report:	650-949-7179
4.	E-mail of person preparing report:	lamanqueandrew@fhda.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.foothill.edu/publications/archives/Catalog_2015-16.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.foothill.edu/president/accreditation.php
6.	Total unduplicated headcount enrollment:	Fall 2015: 13,528 Fall 2014: 13,277 Fall 2013: 13,347
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	13,352
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,346
9.	Number of courses offered via distance education:	Fall 2015: 182 Fall 2014: 185 Fall 2013: 170
10.	Number of programs which may be completed via distance education:	18
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 6,925 Fall 2014: 6,824 Fall 2013: 6,530
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0

13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a
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Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	57 %									
14b.	Successful student course completion rate for the fall 2015 semester:	77 %									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. <i>Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</i></p> <table border="1"> <tr> <td>a.</td><td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td><td>768</td></tr> <tr> <td>b.</td><td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td><td>495</td></tr> <tr> <td>c.</td><td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td><td>392</td></tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	768	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	495	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	392
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c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	392									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,087									
16b.	Number of students who received a degree in the 2014-2015 academic year:	744									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	538									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	849									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	1,133									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Art-General; Art History; IGETC-CSU; IGETC-UC									
19a.	Number of career-technical education (CTE) certificates and degrees:	48									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	12									
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	12									

19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	24																																																																														
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																																																																															
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22.	<p>Please list any other institution set standards at your college:</p> <table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard																									
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23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px;"> <p>The college continues to engage the campus community in dialogue about the institutional standards, as well as in the process of identifying and evaluating these standards. Opportunities for conversation begin with the program review process, where programs/units reflect on the previous cycle and prompted to discuss how they plan to strive for continuous improvement. For example, programs must identify whether the institutional standard for successful course completion is being met and if not, specific objectives aimed at addressing the gap. After engagement at the department and division levels, these narratives are reviewed by the Program Review Committee (PRC), which serves an integral role in the institutional planning process. The PRC provides feedback to each program/unit, and this information is also shared with the main participatory governance group; hence, this process strives to facilitate dialogue at all levels, focusing on whether the standards are being met and the process by which these standards are identified, reviewed and revised. The fluidity of this process is reflected in the annual updates of the institutional standards rates and figures, as well as continual reflection about the methodology applied to establish these standards.</p> </div>																												

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In completing the 2016 Annual Report, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer									
24.	<p>Courses</p> <table border="1"> <tr> <td>a.</td> <td>Total number of college courses:</td> <td>1861</td> </tr> <tr> <td>b.</td> <td>Number of college courses with ongoing assessment of learning outcomes</td> <td>1861</td> </tr> <tr> <td></td> <td>Auto-calculated field: percentage of total:</td> <td>100</td> </tr> </table>	a.	Total number of college courses:	1861	b.	Number of college courses with ongoing assessment of learning outcomes	1861		Auto-calculated field: percentage of total:	100	
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25.	<p>Programs</p> <table border="1"> <tr> <td>a.</td> <td>Total number of college programs (all certificates and degrees, and other programs as defined by college):</td> <td>96</td> </tr> <tr> <td>b.</td> <td>Number of college programs with ongoing assessment of learning outcomes</td> <td>96</td> </tr> </table>	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	96	b.	Number of college programs with ongoing assessment of learning outcomes	96				
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	Auto-calculated field: percentage of total:	100									
26.	<p>Student and Learning Support Activities</p> <table border="1"> <tr> <td>a.</td> <td>Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):</td> <td>20</td> </tr> <tr> <td>b.</td> <td>Number of student and learning support activities with ongoing assessment of learning outcomes:</td> <td>20</td> </tr> <tr> <td></td> <td>Auto-calculated field: percentage of total:</td> <td>100</td> </tr> </table>		a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	20	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	20		Auto-calculated field: percentage of total:	100
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b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	20									
	Auto-calculated field: percentage of total:	100									
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.foothill.edu/staff/irs/programplans/index.php									
28.	Number of courses identified as part of the general education (GE) program:	452									
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %									
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes									
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	452									
32.	Number of Institutional Student Learning Outcomes defined:	4									
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %									
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %									
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Foothill College has developed, documented and assessed the Institutional-Level Student Learning Outcomes (ILOs), otherwise known as the 4Cs: Communication, Computation, Creative Thinking and Community/Global Consciousness & Citizenship. Currently, all course, service area, administrative unit, and program-level student learning outcomes (SLOs) are being mapped to the ILOs and assessed on an annual basis. Each area of the College reflects on the ILOs in their program reviews, which are then posted on the College's public website, reviewed and discussed by the Program Review Committee (PRC) and used as support for all resource requests.</p> </div>										
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>											
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).</p>										

	<p>Foothill College requires each instructional program to complete an annual program review which includes a report of their course-level student learning outcome (CL-SLO) assessments and how they align with their program-level outcomes (PL-SLOs). The programs also identify objectives aligned with these assessments and any resource requests to support these objectives. These program reviews and SLO assessments and reflections have led to changes in curriculum at the course and program level. The creation of the SLO Committee has also helped facilitate discussion of student learning outcomes assessment, best practices and reflection across all functional areas (instructional, student services, administrative) and particularly, assessment of program-level student learning outcomes (PL-SLOs) and disaggregation of that data as part of the College's student equity initiatives.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).</p> <p>Communication strategies for sharing SLO assessments are built into the planning and implementation process. The annual SLO assessments are part of the program review, which are publicly posted and also reviewed (and discussed with the departments) by the Program Review Committee (PRC). An ongoing strategy for the 2015-16 year is the appointment of SLO Coordinators in each division, who are discipline experts with extensive experience in the SLO assessment process. Each division has one coordinator who meets with departments regularly to help faculty and staff craft effective and measurable SLOs, along with methods to assess them. All coordinators meet regularly with the Office of Instruction (as part of the SLO Committee) to review best practices and share strategies for furthering constructive dialogue throughout the year. The Office of Instruction publishes a quarterly newsletter, which has a regular update from an SLO Coordinator about successes in SLO assessment and other pertinent news. This sharing of information and regular dialogue has led to numerous changes in our curriculum that have increased student success, evidenced by the annual SLO assessment and reflection cycle.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).</p> <p>The dialogue and reporting of SLO assessments occurs between discipline faculty during department and divisional meetings, meetings with SLO coordinators, the divisional curriculum committees, and during the program review process. New contract language for 2015-2016 also requires (and compensates) adjunct faculty for their involvement in SLO assessment, reflection and discussion. This dialogue is shared with the College when the program reviews containing the SLO assessments reach the Program Review Committee (PRC). Departments and programs are asked to comment on their own effectiveness and practices with SLOs at the course, program and institutional level. The demonstration of dialogue in the program review is a specific criterion for review by the PRC. The comments made by PRC go back to the departments/programs, helping build dialogue about SLO assessment. All programs at Foothill College go through this process, including student services and administrative units. Institutional planning and resource allocation are impacted by this process because the ratings and comments from PRC are key pieces of information for the college-wide Planning & Resource Council (PaRC) and Operations & Planning Committee (OPC), as they prioritize all resource requests including budget, equipment, facilities, faculty, and staff requests.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).</p> <p>Psychology Department faculty members have increased the use of active and collaborative classroom exercises to facilitate learning and continuously connect classroom content to the SLOs. Instructors have included \\\"flipped classroom\\\" instruction as well as targeted interim assessments to assess progress towards learning outcomes between exams. Faculty members have also instituted new scaffolding techniques to help students better achieve</p>

CL-SLOs. Implementation of technological tools has also led to improved communication and connection between faculty and students. Biology Department faculty noted that individual course assignments are regularly reviewed and improved upon by the department faculty. Appropriateness of the SLOs themselves is also reviewed regularly. Recent examples of course-level changes include: (1) Majors course-level changes: Changes to meiosis covered in the BIOL 1A major course based on discussions with 1B/1C instructors; changes to research paper assignment in BIOL 11B (dedicated lab day, guided reading assignment, and review of a published paper), and (2) Changes to BIOL 10 SLOs: removing SLO about cardiovascular disease and cancer and adding two new SLOs on evolution/natural selection and the role of human activities in environmental problems

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 1 2013-2014: 1 2012-2013: 2
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Change in sites offering 50% or more of a program, certificate, or degree
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	2015-2016: Foothill will be moving the Middlefield Campus Center to a new location/facility in Fall 2016.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Center at Middlefield Campus
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

Go To Question #:  [REVIEW/EDIT](#)

The Annual Report must be certified as complete and accurate by the CEO (Dr. Kimberlee Messina). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

[Send e-mail Notification to CEO to certify report](#)

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