PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted a focused site visit to Foothill College September 30 - October 1, 2024. The Commission acted on the accredited status of the institution during its January 2025 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Brenda Thames
Team Chair

Table of Contents

Foothill College
Peer Review Team Roster
TEAM ISER REVIEW

CHAIRS

Dr. Brenda Thames, Team Chair*
El Camino College
Superintendent|President

Dr. Ashanti Hands, Vice Chair
San Diego Mesa College
President

ACADEMIC MEMBERS

Mr. Antonio Alarcón
Southwestern College
Dean Languages & Literature

Dr. Kelli Goya
Kapiolani Community College
Associate Professor; Title III Project Director

Dr. Tiffany Sarkisian
Fresno City College
Communication Arts Instructor & Program Review Coordinator

ADMINISTRATIVE MEMBERS

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Ms. Brianna Hays
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Ms. Primavera Monarrez
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Mr. Michael Strong
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Vice President of Administrative Services

ACCJC STAFF LIAISON

Dr. Kevin Bontenbal*
ACCJC
Vice President

* Note: Served on the Foothill-De Anza Community College District review team.

Foothill College
Peer Review Team Roster
FOCUSED SITE VISIT

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Summary of Focused Site Visit

INSTITUTION: Foothill College

DATES OF VISIT: Monday, September 30, 2024 – Tuesday, October 1, 2024

TEAM CHAIR: Dr. Brenda Thames

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In March 2024, the team conducted the Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team would pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are attached to this report.

A four-member peer review team conducted a Focused Site Visit to Foothill College on Monday, September 30, 2024, and Tuesday, October 1, 2024, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on Monday, April 9, 2024, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 60 faculty, administrators, classified staff and students in formal meetings, group interviews, and individual interviews. The team chair met with one trustee from the District. The team held one open forum, which was well attended, and provided the College community and others the opportunity to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, provided recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the
Peer Review Team Report

Commendations

None

Recommendations to Meet Standards:

Recommendation 1: In order to meet the Standards, the team recommends the college implement a procedure to regularly assess learning outcomes for all its courses, programs, certificates and degrees. (I.B.2, II.A.3)

Recommendations to Improve Quality:

None

District Commendations:

None

District Recommendations to Meet Standards:

None

District Recommendations to Improve Quality:

District Recommendation 1: In order to increase effectiveness, the team recommends the District build on existing efforts to develop a policy review process that meets both District participatory governance expectations, while addressing the need to expedite a comprehensive review of District policies. (IV.C.7)

Introduction

Founded in 1957, Foothill College is one of two accredited institutions in the Foothill-De Anza Community College District. The College emerged from the post-World War II era, during a time of growth when urban centers and suburbs grew rapidly. Neighboring school superintendents and Board members came together to support the formation of a junior college. Backed by community support and with the passage of a $10.4million bond, the first Board of Trustees purchased a 122-rolling acre site in Los Altos Hills as the permanent location of Foothill College.

Dr. Calvin Flint, the first superintendent and president of the new district was quoted as saying, "The College must convey an atmosphere of its being friendly, personalized, and informal. Offices of faculty, counselors, and administrators must be readily accessible to students." Ernest J. Kump and Matsen and Hurd were engaged as architects and planners to design a campus from the ground up. By the time Foothill formally opened in 1961, the campus was the recipient of multiple architectural accolades and design awards from around the nation. Even with the addition of new buildings, the campus continues to be nestled in a bucolic suburban setting.

Located 40 miles south of San Francisco and 20 miles north of San Jose in the heart of California's Silicon Valley, Foothill College prides itself in serving students and the surrounding community. Along with its sister college, De Anza, the Foothill-De Anza Community College District service area encompasses the Santa Clara County communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, along with parts of Sunnyvale, Saratoga, and west San Jose representing more than 400,000 residents. From the first graduating class of 37 students in 1960, Foothill conferred more than 2,200 certificates and degrees in 2021-2022. The College has grown to serve more than 23,000 students in 2021-2022 and employed more than 600 administrators, classified staff, full and part-time faculty in fall 2022.

As of spring 2023, Foothill College offers one Bachelor's in Science (BS) degree, 30 Associate Degrees for Transfer (ADT), 26 Associate in Arts (AA) degrees, 28 Associate in Science (AS) degrees, 86 credit certificate programs, and 10 non-credit certificate programs. The College began convening the Dental Hygiene baccalaureate in 2017-2018 as one of the pilot institutions participating in the California community colleges' baccalaureate degree program that began in 2016. Fully online programs can be completed for 22 ADTs, 23 AA degrees, five AS degrees, and 59 credit certificates. Foothill maintains a strong Career and Technical Education (CTE) presence, supporting multiple programs in apprenticeship trades and in the allied health sector.

Foothill continues to be regarded as a successful and innovative community college in the United States. As one of the first California community colleges to offer online education, Foothill was effectively resourced to pivot to a fully virtual instructional format in March 2020 when the shelter-in-place directive occurred. Online course success rates remained stable during this time. Foothill also maintains a 50,000 square-foot education facility in Sunnyvale near Moffett Business Park. The Sunnyvale Center focuses on CTE and houses programs such as

Emergency Medical Technician and Paramedics. Ongoing improvement efforts in program review, student learning outcomes processes, and the participatory governance structure recognize that College facilitation of student learning and achievement cannot be static.

Another innovation enhancing student learning is Foothill's annual Research and Service Leadership Symposium (RSLS) that provides students an extended opportunity to develop research and creative arts projects, participate in community-based activities, and share their newfound knowledge, insights, and experiences with the College community. Students submit a proposal or project description and, if accepted, they engage with a campus mentor who facilitates the student's and project's development, provides subject expertise and experience, and coaches students through challenges. All project experiences are shared in a professional conference setting through student presentations, poster sessions, performances, and discussions. This symposium event, now in its sixth year, is a full-day celebration, involving a keynote speaker, an awards ceremony, and opening/closing ceremonies. During the shelter-in-place period, the RSLS successfully pivoted online and is now scheduled as a hybrid event. The May 18, 2023, program opened with Dr. Camilla Hawthorne, Associate Professor of Sociology and Critical Race and Ethnic Studies, UC Santa Cruz.

The College's focus on sustainability emphasizes resource stewardship. This commitment is demonstrated through the construction of the Physical Sciences and Engineering Center (PSEC) and Sunnyvale Center, which were recognized with a LEED silver rating and LEED gold rating respectively. Charging stations for electric vehicles are available, and as of 2018, no single-use plastic water bottles are sold on campus. Student research and subsequent advocacy led to water being sold in box containers or aluminum bottles. Water fountains and fill stations are available for reusable water bottles.

Foothill continues its ongoing efforts to lessen disparities among its student population groups. Building on the California Community Colleges Chancellor's Office's mandated student equity plan template, the institution extended its equity effort and vision in a sustainable, systemic approach, one aimed at dismantling structural, cultural, and individual systems of oppression to create a community where success is not predictable by race. After a yearlong campus effort, Foothill's Strategic Vision for Equity documents this vision, which identifies 13 issues and 55 goals to move this work forward in a collaborative and interconnected manner. The Collective Impact Model frames this 13-55 implementation effort, and units from across the campus and at all levels of the institution identify equity action projects for implementation and assessment.

The District also benefits from ongoing community support. In March 2020, voters passed an $898 million general obligation measure (Measure G) to upgrade and repair facilities, equipment, and sites. Beginning in November 2022, the District adopted trustee area elections, where voters in five areas of roughly equal population size elected their own trustee. Two area trustees were elected under this new model, while the three remaining at-large trustee positions will be up for area elections in fall 2024.

The College welcomed its eighth president in April 2023 and, with their leadership, the institution continues its strategic planning during this initial post-pandemic period with emphasis on growth in enrollment, continuing integration of Guided Pathways efforts, implementation of CA AB 1705 (ensuring gateway transfer-level English and math enrollment), and ongoing implementation of its Strategic Vision for Equity.

Foothill's forward-looking perspective is met with acknowledgment that its success is on land located within the Puichon Thámien Ancestral Muwekma Ohlone Territory. The College's land acknowledgment is as follows:

Horše túuxi! (Hor-sheh troo-hee)

Foothill College recognizes that it is located on the ethnohistoric territory of the ancestral and traditional land of the Puichon Thámien Ohlone-speaking People, and the successors of the historic sovereign Verona Band of Alameda County, presently identified as the Muwekma Ohlone Tribe of the San Francisco Bay Area. This land was and continues to be of great importance to the Muwekma Ohlone Tribe and other familial descendants of the Verona Band. We recognize that every member of the greater Foothill College/Los Altos Hills community has, and continues to benefit from, the use and occupation of this land, since the institution's founding in 1957. Consistent with our values of community, inclusion, and diversity, we have a responsibility to acknowledge and make known through various enterprises Foothill College's relationship to Native peoples. As members of the Foothill College/Los Altos Hills community, it is vitally important that we not only recognize the history of the land on which we live, work, and learn, but also, we recognize that the previously federally recognized Muwekma Ohlone Tribal People are alive and flourishing members of the Foothill College/Los Altos Hills and broader Bay Area communities today. Aho!

The team was impressed by several notable and effective practices observed through the ISER Review and during the Focused Site Visit. Foothill College demonstrates a culture of inclusivity, collaboration, collegiality, and continuous improvement. For example, Classified Senate is invited and included in Academic Senate meetings as well as a member of the Mission Informed Planning Council (MIPC). Additionally, collaboration with DeAnza College colleagues over the summer reinforced a commitment for faculty supporting district-wide efforts towards a comprehensive Regular and Substantive Interaction (RSI) plan and practices. It's clear the campus supports the growth and development of students as well as faculty, classified professionals, and administration.

Examples of this impressive work include the College's dedication to focusing on the online equity affirmation practices and implementing them in all online offerings and by institutionalizing RSI training for all online faculty and division deans. The professional learning opportunities provided in summer 2024, through FLEX activities, convocation, and self-selected communities of practice to support ongoing growth and learning will make an impact in online learning for students. The dedication to supporting improvements in teaching and learning,

culturally responsive teaching, RSI, and linguistic justice is also impressive. Additionally, the College's commitment to offering Peer Online Course Review (POCR) for faculty is noteworthy.

Other examples of effective practices are apparent on campus and in online environments. Embedding affinity groups in and around STEM spaces (e.g. Puente and Umoja near MESA and STEM centers) and The Science and Learning Institute will support closing access and completion equity gaps in STEM fields. Also, by promoting the use of labor-based grading (contract grading) in more class sections college-wide, equity-based practices will be more utilized across the College.

Eligibility Requirements

1. Authority

The team confirmed that Foothill College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

On March 16, 2015, Foothill College was selected and approved by the Board of Governors of the California Community Colleges to offer a Bachelor of Science degree in Dental Hygiene.

The College meets the ER.

2. Operational Status

The team confirmed that the College is operational and provided educational services to 23,000 students during the 2021-2022 academic year. Most of these students are pursuing goals that relate to attainment of a degree, certificate, or transfer.

The College meets the ER.

3. Degrees

The team confirmed that the majority of courses offered at Foothill College led to a degree, certificate, or transfer. A majority of Foothill's students are enrolled in courses leading to transfer and/or a degree or certificate.

The College meets the ER.

4. Chief Executive Officer

The team confirmed that the Foothill-De Anza Community College District Chancellor, employed by its Governing Board and in accordance with Board Policy Regulations, has delegated full responsibility to the College President to implement and administer delegated district and system policies without interference and holds the College President accountable for the operation of the college.

The College meets the ER.

5. Financial Accountability

The team confirmed that Foothill College engages a qualified external auditor, on behalf of Foothill – De Anza Community College District, to conduct audits of all financial records. This includes an assessment of compliance with Title IV federal requirements. All audits are certified, and all explanations of findings are documented appropriately. Audit reports are made available to the public.

The College meets the ER.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College meets Commission requirements pertaining to Public Notification of a Peer Review Team Visit and Third-Party Comment. Foothill College appropriately conveys information related to its accreditation status and encourages the public to submit comments about the College by completing the third-party comment form available on the college accreditation webpage.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College meets Commission requirements pertaining to Standards of Performance with Respect to Student Achievement. Foothill College establishes Institution-Set Standards for student achievement and regularly assesses its progress towards these standards. These metrics are publicly available, and discussions around these standards are a regular feature of participatory governance meetings. The institution collaborates towards setting standard goals and targets, ensuring a collective effort towards student success. The institution effectively uses assessment data to support student learning and achievement. Data are disaggregated, disseminated, and used for strategic planning. The program review process serves as a platform for continuous data-driven improvement, with course success rates prompting reflection and recognition of best practices as well as action plans for improvement when necessary. The college engages in continuous, broad-based, systematic evaluation and planning. Integration of program review, planning, and resource allocation processes leads to improvement of institutional effectiveness and academic quality.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission *Policy on Credit Hour, Clock Hour, and Academic Year*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College meets Commission requirements pertaining to Credits, Program Length, and Tuition for a college operating under credit hours and degree program lengths for a 12-week quarter.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College meets Commission requirements pertaining to Transfer Policies. Foothill College has established policies and procedures for transfer. Policies pertaining to transfer were in the catalog, transfer center, and on the website.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*.
X	The institution ensures, through the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*, regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the

	Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative:

The College meets Commission requirements pertaining to Distance Education and Correspondence Education. Foothill College has a policy that defines and provides guidance for Regular and Substantive Interaction (RSI). In the sample of online courses submitted for review more than 85% demonstrated evidence of RSI, in alignment with the Commission's policy. Initiatives such as Faculty-Supporting-Faculty demonstrate a "collective step together to support students" through work with summer cohorts, a six-hour RSI training during Fall Convocation, and a community of practice involving self-selected peer cohorts. The college's professional development plan, MOUs, training administrators in RSI, and additional compensation for faculty (including part time) serve as evidence that RSI fits within Foothill College's mission by recognizing RSI is part of "a culturally responsive teaching practice". Online faculty are evaluated on their integration of RSI in their online course(s).

Onsite and remote services are assessed through regular program review, survey results, and in alignment with industry standards. The College also takes responsibility for and assures the security of services provided through contractual arrangements. The College supports student learning and achievement by providing library and other learning support services to students. The Learning Resource Center (LRC) includes library and tutoring for all students at the main campus, Sunnyvale Center, and virtually.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints*

	Against Institutions.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College meets Commission requirements pertaining to Student Complaints. Foothill College has policy and procedures for student complaints (Board Policy 5500 and Administrative Procedures 5520 and 5530). The College Catalog details the complaint process, and the Team verified that the Student Affairs and Activities Office appropriately processes and stores student complaint files utilizing a third-party reporting system called Maxient. The College maintains information regarding associations, agencies, and governmental bodies that accredit, approve, and/or license specific programs on its website. The website also includes a link to file a third-party complaint.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College meets Commission requirements pertaining to Institutional Disclosure and Advertising and Recruitment Materials. Foothill College provides a print and online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures. The catalog contains detailed information on admissions, student tuition, fees, degrees, certificates, graduation, academic regulations, and other important policies and procedures, providing a comprehensive resource for current and prospective students to make informed decisions about their education. Foothill College complies with Eligibility Requirements, Accreditation Standards, and Commission policies. The college's accreditation status is clearly displayed on its website, demonstrating its compliance with accreditation standards and policies through action letters and approvals from the Accrediting Commission. The institution discloses all necessary information and responds promptly to Commission requirements, ensuring transparency and accountability in its accrediting responsibilities.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Accredited Organizations* and the *Policy on Institutional*

	Compliance with Title IV.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College meets Commission requirements pertaining to Title IV Compliance. Foothill College complies with Federal requirements by adhering to all Board-approved policies and procedures related to the responsible allocation of funds. In the 2021-2022 fiscal year, independent auditors LLP (CLA) found no issues with the District's financial statements; that report was presented to the Board of Trustees and publicly posted. The Financial Aid office monitors student loan default rates with Student Connections. Foothill College has a "low" default rate, evidenced in 2019 at 3.7%. Board Policy 3140 requires that all purchasing transactions be in writing and approved by the Board. Administrative Procedure 3140 provides guidance on independent contracts, contract duration, and required records and audits.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:
Foothill College demonstrates its commitment to students through the mission statement of the college. The mission statement, which articulates the educational opportunities available as well as a deep commitment to equity, is based on identified student and community needs. Through extensive, integrated, cyclical program review, planning, and resource allocation processes, the College aligns its programs, services, and resources to support the mission and the communities it serves. The mission is reviewed on a regular cycle, updated, approved by the Board of Trustees, and communicated widely.

Foothill College's mission is clearly defined, emphasizing continuous learning, undergraduate education, and student equity. College leadership in collaboration with faculty, classified professionals, students, and administrators have demonstrated a focus on the mission. The institution uses data extensively to make informed decisions aligned with its mission. Programs and services are closely aligned with the mission and supported by participatory governance. The College's commitment to its mission is also evidenced in published documents and the website.   Overall, Foothill College demonstrates a strong commitment to its mission, ensuring that the mission guides each element of the institution's operations and decision-making processes.

Findings and Evidence:
The mission of Foothill College describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and achievement. The mission emphasizes continuous learning opportunities, undergraduate courses for career and technical education, and general education. It also highlights the College's commitment to student equity and the improvement of learning outcomes for all populations. The Dental Hygiene baccalaureate program aligns with this mission by empowering students to achieve their goals as members of the workforce, particularly in improving the community's oral health status. Foothill College's mission is clear in defining the College's educational purpose, intended student population, and in explaining the College's values. (I.A.1)

Foothill College utilizes data extensively to assess institutional effectiveness and impact in relation to the stated mission of the college and achieving its goals. The Institutional Research and Planning (IRP) Office oversees on-demand dashboards that display student achievement data, providing insights into student success, enrollment, and demographics. The College uses

application software such as Precision Campus and the Faculty Inquiry Tool to provide access to student success, enrollment, and student demographic data down to the course level. The College regularly analyzes enrollment and scheduling data, and posts reports and evaluations on the website. The institution also uses program-level data trends in program reviews and new program development, ensuring alignment with the mission and that the College is effectively meeting the educational needs of students and the community. (I.A.2)

The programs and services at Foothill College are aligned with its mission, guiding institutional decision-making, planning, and resource allocation. Programs are focused on providing students with relevant knowledge and skills. Holistic support services are designed to facilitate student success and well-being. The College's participatory governance structure, particularly the Mission Informed Planning Council (MIPC), involves all constituencies in decision-making to advance institutional goals for student learning, support, and achievement. The Strategic Vision for Equity, derived through this process, further aligns institutional goals with the mission by focusing on building a well-educated population in a democratic and just society. The 13-55 implementation plan extends the mission statement as it attempts to actualize the College mission. Programs and services are regularly evaluated to ensure that they remain aligned with the mission and goals. (I.A.3)

Foothill College articulates its mission in a widely published statement approved by the governing board. The mission statement undergoes regular review and updates as necessary through a participatory governance process involving the entire campus community. The College updated the mission statement in fall 2023. The current mission statement was approved by the Mission Informed Planning Council (MIPC), Nov. 17, 2023, and approved by The Board of Trustees, Dec. 11, 2023 (I.A.4)

Conclusion:
The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:
Overall, Foothill College demonstrates a comprehensive and proactive approach to ensuring academic quality and institutional effectiveness.   The College recognizes that processes related to the regular evaluation of learning outcomes must be improved. The College disaggregates data to assess and address equity gaps among subpopulations; regularly evaluates policies and practices; and integrates program review, planning, and resource allocation into a comprehensive process. The College demonstrates a commitment to ensuring academic quality and institutional effectiveness through sustained college-wide dialogue about student learning and success. This includes open and transparent communication regarding the struggle to

institutionalize systematic student learning outcomes processes. There is a shared understanding of strengths and opportunities for improvement related to outcomes assessment.

In other areas, continuous, broad-based planning and evaluation processes are evident, ensuring alignment with the College's mission and promoting a culture of continuous improvement. Overall, Foothill College demonstrates a sustained, substantive, and collegial dialogue around equity, instructional quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College's efforts in program review, evaluation, and subsequent resource allocation enhance its progress and improvements towards its short and long-term goals as described in its mission statement.

Findings and Evidence:
Foothill College demonstrates a strong commitment to academic quality, equity, institutional effectiveness, and continuous improvement of student learning and achievement through sustained, substantive, and collegial dialogue. The institution's participatory governance structure, including the Academic Senate and Classified Senate, facilitates ongoing discussions about student learning, equity, and academic quality. Various structured processes, such as the program review process, the Strategic Vision for Equity implementation effort, and the Career and Academic Pathways (CAPs) initiative provide opportunities for evaluation, reflection, and planning for continuous improvement. The program review process allows for a comprehensive evaluation of goals and objectives, with data analysis at various levels ensuring that institutional targets are met. The Equity, Diversity, and Inclusion Office spearheads efforts to promote student achievement and equity, while faculty-led workshops and the establishment of new positions like the Faculty-Supporting-Faculty team underscore the institution's dedication to continuous improvement. (I.B.1)

The faculty have experienced frustration and stalled efforts to implement what they define as "authentic and meaningful" systematic processes to assesses student learning outcomes, comprehensively, in all instructional programs and student support services. In some instructional areas such as allied health programs learning outcomes are regularly updated and evaluated through various processes, including course outlines, curriculum processes, and program reviews. Faculty and instructional leaders play a crucial role in defining and assessing these outcomes, ensuring an iterative cycle of development and assessment. Some student support services also have defined outcomes, which are documented and assessed within the program review framework.

The team was unable to substantiate that student learning outcomes for courses were regularly and systematically assessed across the institution. However, in advancing the recognition of the importance of outcomes assessment the college has undertaken a concerted effort to re-engage faculty in learning outcome assessment in a motivating way that aligns with the equity

focused culture and mission of Foothill College. Although the College does not currently have firmly established, codified, operational, institutional practices to regularly identify and assess learning outcomes the College is moving forward with conceptualizing and developing a new learning outcome process. Faculty have engaged in the discussions and the initial phases of foundational work to institutionalize outcomes assessment through multiple mechanisms including flex/opening day workshops, division and department meetings, department chair meetings, Senate meetings, curriculum committee, Mission Informed Planning Council, Institutional Effectiveness sub-committee, and Communities of Practice with Faculty Supporting Faculty coordinators.

Work began during Fall 2024 Flex/PD Day with each department mapping out a schedule for assessment of SLOs based on curriculum review cycles. SLO/ PLO assessment in courses with larger student course success challenges and/or larger equity gaps were prioritized. As this work continues emphasis will be placed on:

- Developing and implementing skill building and faculty professional learning around creating measurable learning outcomes and crafting equitable and effective assessments

- Growing and supporting the use of communities of practice to support pedagogical reflection and action for continuous improvement of student learning and achievement

- Building a sustainable process that integrates learning outcome reflections and reflections on regular and substantive interaction, program review, and other reflections on teaching and learning

- Finalizing Foothill's ILOs and have maps of PLOs to ILOs, SLOs to PLOs. (I.B.2)

Foothill College has established institution-set standards for student achievement and regularly assesses progress towards these standards. These metrics are publicly available, and discussions around these standards are a regular feature of participatory governance meetings. Through participatory governance processes the College uses data to collaboratively set standard goals and targets, ensuring a collective effort towards student success. The Dental Hygiene program exemplifies this commitment through alignment with accreditation standards and state regulations, ensuring a high level of depth and rigor in the program curriculum that results in noteworthy student success outcomes. (I.B.3)

The institution effectively uses data to support student learning and achievement. Data are disaggregated, disseminated, and used for strategic planning. Key planning documents like the Strategic Vision for Equity and Educational Master Plan highlight performance metrics that guide college activities. The program review process serves as a platform for continuous data-driven improvement, with course success rates prompting reflections and action plans for improvement. The implementation of AB 705 and the discontinuation of stretch course

sequences are examples of data-driven decisions that aim to improve student achievement and success rates for all population groups. (I.B.4)

Foothill College assesses the accomplishment of its mission through a robust program review process. Programs undergo a comprehensive review every five years and an annual review in alternate years, allowing for continuous evaluation and improvement. The program review process assesses program effectiveness through data analysis, evaluation of program outcomes, and achievement of stated program goals. The process includes dissemination of reports that include recognition of achievements and recommendations for improvement as necessary. The College has established review cycles and timelines for programs as well as service areas. The institution has made improvements to this process, such as shifting to a spring to winter timeline (the previous cycle was fall to spring) and revising the feedback process to enhance effectiveness. The College's utilizes program review to reflect on practices and to continuously improve institutional effectiveness. (I.B.5)

Foothill College utilizes disaggregated data to identify and support disproportionately impacted students. This data allows the College to analyze outcomes and achievement for subpopulations of students and develop strategies to address performance gaps. The program review process prioritizes the disaggregation of data and the use disaggregated data to develop plans and identify resources needed to address achievement inequities. Resources are then allocated to increase student success. This is evident in instructional as well as student service areas. For example, Counseling services have been adjusted based on data and student feedback to improve access. (I.B.6)

The College evaluates its policies and practices, including instructional programs, student services, resource management, institutional planning and evaluation, and governance processes to ensure effectiveness. Program review and resource allocation processes are integrated and lead to improvement and effectiveness efforts. External consultants have been engaged to assess and facilitate improvement in participatory governance processes. (I.B.7)

Foothill College communicates assessment and evaluation reports broadly. Results are shared at multiple levels in various college wide forums. The Institutional Research and Planning Office plays a key role in documenting and sharing assessment and evaluation information through presentations to Academic Senate, Mission Informed Planning Council, flex/PD Day, etc. The 13-55 implementation effort promotes campus-wide conversations about institutional and structural inequities. Data and analysis are used to generate feedback, discussion, and recommendations for improvement as well as to identify institutional priorities.   (I.B.8)

The College engages in continuous, broad-based, systematic evaluation and planning to achieve institutional goals. The planning calendar provides direction for short and long-range planning needs. The Mission Informed Planning Council supports systematic evaluation and planning.

Integration of program review, planning, and resource allocation processes leads to improvement of institutional effectiveness and academic quality. (I.B.9)

Conclusion:
The College meets the Standard except for I.B.2.

Recommendation 1: In order to meet the Standards, the team recommends the college implement a procedure to regularly assess learning outcomes for all its courses, programs, certificates and degrees. (I.B.2, II.A.3)

I.C. Institutional Integrity

General Observations:
Foothill College demonstrates a strong commitment to institutional integrity and provides documentation of its mission, programs, services, and learning outcomes in some areas. The College ensures that faculty maintain professional standards and objectivity in presenting information. Clear policies and procedures are in place to communicate codes of conduct without imposing specific beliefs. Where applicable, the College complies with accreditation standards and fosters honest, transparent relationships with external agencies. Decision-making processes are inclusive and data-driven, aligned with the institution's mission. Overall, Foothill College prioritizes high-quality education and student achievement over other objectives, reinforcing its commitment to student success and equitable outcomes.

Findings and Evidence:
Foothill College assures the clarity, accuracy, and integrity of information provided to students, prospective students, personnel, and all other stakeholders through printed and digital materials. These publications, including newsletters, emails, social media posts, Clery Act Reports, and customized program brochures, serve as the primary means through which the institution gives accurate information to students and the public. Current information about the College's accreditation status is accessible on a dedicated accreditation webpage that is regularly updated with any reporting requirements and communication from the Accrediting Commission of Community and Junior Colleges (ACCJC), as well as in the College Catalog. The College Curriculum Committee (CCC) regularly reviews educational program requirements to ensure alignment with the College's mission statement, and all syllabi containing learning outcomes are accessible to current students. Various offices on campus follow a schedule to ensure timely production and publication of the academic catalog and update. In addition, there is a regular review process for the College website, further demonstrating the institution's commitment to providing accurate and timely information to its stakeholders. (I.C.1)

Foothill College provides an online catalog for students and prospective students with precise,

accurate, and current information on all facts, requirements, policies, and procedures. The academic catalog is available online with an option to print, and it undergoes a thorough review and update process annually. The College ensures that all information in the catalog is accurate and current, assigning responsibilities to individuals based on areas of expertise. The catalog contains detailed information on admissions, student tuition, fees, degrees, certificates, graduation, academic regulations, and other important policies and procedures, providing a comprehensive resource for current and prospective students to make informed decisions about their education. (I.C.2)

Foothill College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies. The Institutional Research and Planning Office (IRP) hosts student success dashboards with publicly available data on student learning and achievement. IRP maintains and updates College and program-level assessment and evaluation findings, ensuring transparency and accountability in the institution's educational outcomes. Job placement and licensure pass rates data, among other student achievement metrics, are also publicly available, demonstrating the institution's commitment to providing accurate and meaningful information to its stakeholders. (I.C.3)

Foothill College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The institution's academic catalog serves as the primary source of information about its educational programs, providing detailed descriptions of program requirements, expected learning outcomes, and career opportunities. The College also presents certificate and degree information through Career and Academic Pathways (CAPs), organized by discipline groupings, which display degrees, certificates, and program maps to help students navigate their academic pathways. Additionally, the Dental Hygiene program maintains its own website with detailed information on program requirements, accreditors, and program compliance, demonstrating the institution's commitment to transparency and clarity in describing its educational offerings. (I.C.4)

Foothill College regularly reviews its institutional policies, procedures, and publications to ensure integrity in all representations of its mission, programs, and services. The College has adopted a comprehensive planning cycle where its mission statement and planning documents are reviewed and revised with input from all stakeholders. Various policies, including the educational master plan, facilities master plan, and technology plan, are reviewed and updated at specified intervals. The Marketing and Public Relations Office conducts an annual catalog review process to confirm updates and changes in policies and procedures, ensuring that public-facing information about the College is accurate and up to date. Overall, Foothill College demonstrates a commitment to maintaining the integrity of its institutional policies and publications through regular review and revision processes. (I.C.5)

Foothill College accurately informs current and prospective students regarding the total cost of

education, including tuition, fees, and other required expenses. The Cashier's Office and Financial Aid Office websites provide clear information on the total cost of attendance for resident and non-resident students, and a net price calculator is available for students to estimate their costs. The academic catalog also contains and fully presents information about tuition, fees, and other expenses. In addition, course materials costs, such as textbooks and instructional materials, are listed on the College bookstore website, ensuring students have access to accurate and transparent information about their education cost. (I.C.6)

To assure institutional and academic integrity, Foothill College uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. The institution's commitment to intellectual freedom is documented in various publications, including the faculty tenure handbook, student handbook, and academic catalog, demonstrating a commitment to creating an environment that supports academic freedom and responsibility. (I.C.7)

Foothill College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty. Board Policies and Administrative Procedures detail behaviors and expectations for all constituencies, and students are provided with information about academic honesty and the consequences of dishonesty in the student handbook and academic catalog. The institution also employs technology, such as single sign-on processes and plagiarism detection software, to authenticate student identities and ensure academic integrity in online learning environments. Overall, Foothill College demonstrates a commitment to promoting honesty, responsibility, and academic integrity through clear policies and procedures that apply to all members of the institution. (I.C.8)

Faculty at Foothill College are expected to distinguish between personal beliefs and professionally accepted views within their disciplines. This expectation is supported by Board Policy, which promotes academic freedom while also emphasizing the importance of presenting data and information objectively. Course outlines, which are approved by the Curriculum Committee, ensure that content reflects professionally accepted views. Faculty are evaluated through the J1 Administration and Peer Evaluation Form, which includes a professionalism section that assesses their ability to maintain professional standards and accept criticism. These evaluation processes and policies help ensure that faculty maintain objectivity and professionalism in their teaching. (I.C.9)

Foothill College upholds a code of conduct for all staff, faculty, administrators, and students, as outlined in Board Policies and the student code of conduct. These policies are readily accessible

in the academic catalog and other relevant handbooks, providing clear notice of expectations regarding mutual respect, a drug-free workplace, violence prevention, and policies against harassment and discrimination. The College's commitment to these policies is reflected in its regular review processes and efforts to maintain currency in the faculty handbook, demonstrating its dedication to integrity and equity in education. (I.C.10)

Foothill College ensures that any operations in foreign locations conform to the Standards and policies of the Accrediting Commission for all students. The institution must obtain authorization from the Commission to operate in such locations, ensuring that educational quality is maintained even in international settings. (I.C.11)

Foothill College complies with Eligibility Requirements, Accreditation Standards, and Commission policies. The College's accreditation status is clearly displayed on its website, demonstrating its compliance with accreditation standards and policies through action letters and approvals from the Accrediting Commission. The institution discloses all necessary information and responds promptly to Commission requirements, ensuring transparency and accountability in its accrediting responsibilities. (I.C.12)

Foothill College maintains honesty, integrity, and professionalism in its relationships with external agencies, including the Accrediting Commission. The College communicates openly with accrediting bodies about required reporting and reviews, with dedicated webpages providing information on accreditation status and processes. The institution also demonstrates integrity through its program accreditations, ensuring that information about accredited programs is accurate and publicly available. (I.C.13)

Foothill College prioritizes high-quality education, student achievement, and learning over financial gains or other objectives. The College's mission and vision statements emphasize the importance of education and equity in student outcomes. Board Policies and Administrative Procedures further reinforce this commitment by directing employees to prioritize student achievement and learning over personal gain or external interests. The College's planning and decision-making processes focus on continuous improvement in student learning and achievement, ensuring that its commitment to education remains paramount. (I.C.14)

Conclusion:
The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:
Foothill College provides instructional programs through two campuses, the main campus in Los Altos Hills and the Sunnyvale Center. The College also provides instructional programs online. Through a clearly defined five-year program review cycle and curriculum process, the College ensures that students receive a quality education resulting in attainment of student learning outcomes, degrees, certificates, employment and/or transfer. The College has struggled to effectively institutionalize a systematic process to regularly assess student learning outcomes collegewide (SLOs) to ensure learning is taking place. SLO work has been occurring regularly in some allied health programs and other departments. SLO work has been rebranded in an effort to support and reinvigorate a campus commitment to inquiry. The College is working diligently and with purposeful intent to develop and implement a systematic process to assess learning outcomes on a regular basis.

Foothill College offers one baccalaureate program, Dental Hygiene. The Dental Hygiene faculty ensure the program's courses maintain the rigor and standards of both lower division and upper division work. Like other instructional programs, Dental Hygiene participates in and follows College processes related to program review, curriculum, and SLO assessment.

Findings and Evidence:
Foothill College uses rigorous program approval and program review processes to ensure offerings by the college are in fields of study consistent with the institution's mission and appropriate to higher education. The College offers a diverse range of modalities, programs, and services for the main campus in Los Altos Hills, the Sunnyvale Center, and online. The College evaluates programs, including certificate, associate degree, and a baccalaureate degree in Dental Hygiene through the College Curriculum Committee (CCC) and data dashboards available to all faculty, classified professionals, and administrators. (II.A.1)

Faculty regularly engage in ensuring that content and methods of instruction meet generally accepted academic and professional standards through a decentralized curriculum review and approval process. In exercising collective ownership over design and improvement of the learning experience, faculty conduct comprehensive program reviews every five years and annual reviews using disaggregated programmatic data that inform action plans. Faculty have opportunities to engage in professional development activities addressing a broad range of topics (i.e. POCR, social justice). (II.A.2)

Student learning outcomes are included in the course outline of records and syllabi. SLO resources are hosted on Canvas, which is replacing Trac-Dat. Faculty have expressed extreme

dissatisfaction with using Trac-Dat for the student learning outcomes assessment process. Faculty are evaluated on their participation in SLO processes, as it is a criterion on the faculty evaluation form. Additionally, participating in the SLO process, as per the contract, is required. The team was unable to substantiate that student learning outcomes for courses were regularly and systematically assessed across the institution.

The College understands the importance of assessing learning outcomes and has launched a concerted effort to re-engage faculty in learning outcome assessment in a motivating way that aligns with the equity focused culture and mission of Foothill College. Faculty have engaged in the discussions and the initial phases of foundational work to institutionalize an outcomes assessment process through multiple mechanisms including flex/opening day workshops, division and department meetings, department chair meetings, Senate meetings, curriculum committee, Mission Informed Planning Council Institutional Effectiveness sub-committee, and Communities of Practice with Faculty Supporting Faculty coordinators. Each department has begun mapping out a schedule for assessment of SLOs based on curriculum review cycles. Next steps during the current academic year include:

- Professional development and faculty skill building focused on creating measurable learning outcomes and crafting equitable and effective assessments
- Growing and supporting the use of communities of practice to support pedagogical reflection and action for continuous improvement of student learning and outcomes assessment.
- Building a sustainable process that integrates learning outcome assessment and reflections as well as reflections on regular and substantive interaction, program review, and other reflections on teaching and learning
- Finalizing Foothill's ILOs and mapping of PLOs to ILOs, SLOs to PLOs. (II.A.3)

As evidenced by information contained in the college catalog and Course Outlines of Record, Foothill College identifies and distinguishes pre-collegiate courses from college-level courses through course number sequencing and catalog descriptions. A review of the college catalog revealed clear pathways from pre-collegiate courses to college-level courses, including course titles that include clear language about bridging to college-level courses. The College offers ample support services, including supplemental instruction, tutoring, and credit and non-credit corequisite support courses to ensure the success of students from pre-collegiate courses to college-level courses. (II.A.4)

Foothill College follows a quarter system, in which degrees and programs follow practices common to American higher education. Board policies and administrative procedures specify the general education requirements, residency requirements, and applicable coursework for programs of study. Administrative Procedure 4020 describes the curriculum development, review, and approval process as well as credit hour calculations based on the quarter system. Associate degrees at Foothill College require a minimum of 90 units in alignment with state requirements. Course Outlines of Record provide evidence of rigor and transferability of

courses. As demonstrated in the Dental Hygiene program map and college catalog, the College's bachelor's degree program requires 198.5 quarter units. The program requirements also follow the Commission on Dental Accreditation curricular mandates. (II.A.5, ER 12)

Foothill College schedules courses in a manner that allows students to complete certificate and degree programs within a time period consistent with established expectations in higher education. The College's course schedule is structured around three 12-week terms (fall, winter, and spring), with a shortened six-week summer term. The College has developed an annual class schedule which covers three quarters and is working toward developing a two-year class schedule. Course scheduling decisions are made by reviewing and analyzing enrollment data to ensure students are provided with optimized pathways to completion. Course scheduling actions and activities are implemented by the Scheduling Committee and area deans. Information about the courses needed for certificate and degree program completion is accessible through the Program Mapper software, Career and Academic Pathways webpages, and discussed with students by college counselors. (II.A.6)

The College uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students. A focus on achieving equitable outcomes is embedded these pedagogical and operational practices. This was evident in the 55 goals detailed in Foothill College's Strategic Vision for Equity 2021-2025. The Academic Senate engaged in discussions about evaluating and assessing RSI. The team was impressed with the College's work on RSI, specifically the Faculty-Supporting-Faculty initiative; summer cohorts, six (6) hour RSI training during convocation; and a community of practice involving self-selected peer cohorts. (II.A.7)

Foothill College has vetted the methods for multiple measures placement, credit by examination, Advanced Placement and the College Level Examination Program. The College validates the effectiveness of these methods through their Institutional Research and Planning (IRP) office by documentation, RP Group research, and local data. The College has processes in place to grant credit for prior learning and assessment. This effort is overseen by the Testing and Assessment Center. Validation efforts are led by the IRP Office to ensure disproportionate impact is documented. Deans and discipline faculty develop subsequent improvement plans. (II.A.8)

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. This was evident in the mapping of Program Level Outcomes (PLOs) to career and academic pathways as well as in Course Outlines of Record and communicated on program webpages. Units of credit are awarded in accordance with Administrative Procedure 4020, which outlines the curriculum development and approval processes as well as minimum credit hour requirements and clock hour equivalents that adhere to federal regulations. The college catalog provides appropriate information pertaining to the award of academic credit. (II.A.9, ER 10)

Foothill College has established policies and procedures for awarding and accepting credit toward degrees, certificates, and transfer. The College states transfer-of-credit policies in the catalog and through the Transcript Evaluations webpage. The College validates transferability of courses through its curriculum and articulation processes and documents applicable course transfer information in Course Outlines of Record. As demonstrated by its articulation and transcript evaluation processes, Course Outlines of Record are assessed for comparability in learning outcomes. The College's Articulation Officer serves on the Curriculum Committee and reviews Course Outlines of Record for transferability, initiating articulation agreements when appropriate.

Transfer of credit information is also shared through the Transfer Center and Counseling Department. The College publishes admissions requirements and transfer of credit policies and procedures for the bachelor's degree program in Dental Hygiene on the program webpage. Transfer of general education credit for the associate degree to bachelor's degree pathway is evaluated by a transcript evaluator and program-specific credits are reviewed by the program admissions committee which consists of full-time Dental Hygiene faculty. (II.A.10)

Foothill College's GE pattern also serves as the Institution Learning Outcomes. As such, the ILOs are directly related to appropriate program level outcomes in communication competency, information competency, quantitative competency, analytic inquiry, ethical reasoning, and ability to engage in diverse perspectives. Additionally, the College assessed their ILOs through a RISC survey in 2021 and 2023. Student Learning Outcomes for the Dental Hygiene Bachelor's Degree program are appropriate to the level and the program-type. (II.A.11)

The structure of curriculum development and oversight processes ensures that all degree programs comply with California Education Code (Title 5) and the college's philosophy of general education for degrees. General education components align with institutional learning outcomes and are determined by subject matter experts. Subject matter areas include Communication and Analytical Thinking, English, Humanities, Lifelong Learning, Natural Sciences, Social and Behavioral Sciences, and United States Cultures and Communities. The College Curriculum Committee (CCC) exercises oversight of the course approval processes. These processes ensure that courses approved as general education are aligned with the institution's GE philosophy, curriculum pattern, and review process. General Education Reciprocity removes a barrier for students who have already completed an associate degree at another California college, so they do not have to repeat duplicate coursework. The college is already planning for implementation of California General Education Transfer Curriculum (Cal-GETC) for the fall of 2025. (II.A.12)

Foothill College degree programs follow administrative policy (AP 4100) and California Education Code (Title 5) which provide direction on the inclusion of a focused study in at least one area of inquiry in alignment with the Intersegmental General Education Transfer Curriculum (IGETC) and the Transfer Model Curriculum in close consultation with the College's articulation officer. The Dental Hygiene baccalaureate program requires focused study through a minimum of 27 units of lower division courses and 27 units of upper division courses. The

learning outcomes and competencies ensure the specialized courses maintain currency. The program requirements also follow the Commission on Dental Accreditation curricular mandates. Every program has defined Student Learning outcomes and unit requirements aligned with Title 5 and local Board Policies. (II.A.13)

Foothill College has several career technical education programs. Eleven (11) of these programs include licensure examination for industry certification. Nine (9) of these programs are accredited by allied health programmatic accreditation bodies. As demonstrated by career technical education program advisory committee minutes, the College has a process in place to ensure career technical certificate and degree programs and graduates meet employment standards and the needs of industry. As evidenced by the College's above-standard licensure examination pass rates, career technical education programs adequately prepare graduates for certification and employment. The College's bachelor's degree program in Dental Hygiene includes a licensure examination, on which Foothill College students consistently perform above institution-set standards. Job placement rates for Dental Hygiene graduates have also consistently exceeded institution-set standards. (II.A.14)

The Team reviewed documents related to eliminated or significantly changed programs. Board Policy 6015 requires collegial collaboration in the event of eliminated or changed programs. Students are allowed substitute courses or waivers to ensure program completion with minimal interruption. (II.A.15)

The College regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs. The College provided evidence of the evaluation process as documented in the program reviews of two instructional programs and two CTE programs. Survey data was gathered from writers and readers as part of the continuous improvement processes embedded in program review. (II.A.16)

Conclusions:

The College meets the Standards except for II.A.3.

Recommendation 1: In order to meet the Standards, the team recommends the college implement a procedure to regularly assess learning outcomes for all its courses, programs, certificates and degrees. (I.B.2, II.A.3)

II.B. Library and Learning Support Services

General Observations:
Foothill College provides library and learning support services that align with its mission to offer "…services that empower students to achieve their goals…". Computer labs, tutoring services, and the library services comprise the Learning Resource Center Division. The College updates

and replaces equipment based on regularly scheduled maintenance. Onsite and remote services are assessed through regular program review, survey results, and in alignment with industry standards. The College also takes responsibility for and assures the security of services provided through contractual arrangements.

<u>Findings and Evidence:</u>
The College supports student learning and achievement by providing library and other learning support services to students. The Learning Resource Center (LRC) includes library and tutoring for all students at the main campus, Sunnyvale Center, and virtually. Students, faculty, and staff have access to over 85,000 print books, 500,000 electronic books, 50,000 periodicals, 52 online databases, and 94 library research guides. There are more than 11,100 reserve materials, including textbooks, available for student use. The tutorial programs are staffed by peer (Pass the Torch) and faculty tutors. EOPS offers learning support, as EOPS students are required to participate in two hours of peer-to-peer tutoring each week. Dental Hygiene baccalaureate faculty and students are offered tailored research instruction through the library and there are more than 200 periodicals in the dentistry collection. There is also a dedicated library faculty liaison for the Health Sciences and Horticulture Division ensuring available books and periodicals are sufficient in quantity and currency. Library and other learning support services are sufficient in quantity, currency, depth, and variety. (II.B.1)

Board Policy 6170 and the Library Collection Development Policy indicate that the College relies on the expertise of instructional faculty and librarians to select and maintain educational equipment and materials to support student learning. The library facility includes 45 networked computers, a multimedia classroom with 50 Mac computers, individual and group study areas with seating to accommodate 498 people, ten group study areas, six break-out study areas, printing kiosk, and electrical outlets near all seating areas. The District's Educational Technology Services maintain and update library technology. (II.B.2)

The College uses a variety of assessment methods to evaluate the library and learning support services to assure their adequacy in meeting identified student needs. The Library, Pass the Torch, and the Writing and Language Center complete program reviews to evaluate adequacy in meeting student needs. Recently, student learning outcomes for LIBR 10 were revised in the COR to better align with information literacy standards within higher education. The College gathers outcome data from the Library Annual Student Survey. Pass the Torch tutees are surveyed, and the program coordinator meets regularly with faculty to discuss student learning and make program improvements. (II.B.3)

The College collaborates with other institutions for library and learning support services, and all MOUs are saved and stored on a secure server. The systems librarian oversees the contracts for the Community College Library Consortium and Ex Libris. After hours tutoring is contracted with NetTutor; available days, subjects, and times are revisited each quarter by the Learning Resource Center. The College regularly evaluates services provided by third-party contractors. (II.B.4)

Conclusions:
The College meets the Standard.

II.C. Student Support Services

General Observations:
Foothill College evaluates the quality of various student support services to demonstrate that they support student learning and enhance the accomplishment of the institution's mission. The College uses its Program Review process to review student services and support offerings to ensure quality and the meeting of student needs. The Student Services programs at Foothill College are comprehensive in nature. The College provides counseling and/or academic advising programs to support student development and success. The College offers co-curricular and athletic programs that support the mission by contributing to the social and cultural dimensions of student life. Assessment/placement processes are guided by board policies and administrative policies and help students successfully complete their educational journey.

Findings and Evidence:
The team verified that Foothill College offers comprehensive student support services that align with its Strategic Vision for Equity 13-55 implementation effort, which supports the College's mission. Student support services participate in program review. Student support services identify areas for improvement, create interventions, assess, and update progress yearly. Units conduct their own assessments, but also utilize data gathered through national and regional assessments (RISC, The Real College Survey Report, and Healthy Minds). (II.C.1.)

The team noted the College identifies and assesses outcomes for its learning support services. Student support units participate in the five-year program review process. During the first year of the cycle, units complete a comprehensive review. Annual reviews are completed each year thereafter. The institution uses assessment data to continuously improve student support programs and services. For example, the Institution's Puente program used data to identify a strategy to improve retention issues. (II.C.2.)

The team found that the College strives to provide equitable access to all students by offering appropriate, comprehensive and reliable services regardless of service location or delivery methods and provides information on those services to current and prospective students. A review of the evidence and website showed that the College provides support and services in in-person formats, online support through the use of a chatbot, online chats, and online drop-in through the Student Technology Support Hub. (II.C.3)

The team reviewed evidence that Foothill College provides co-curricular and athletic programs that support its missions and contribute to the educational experience of students. Foothill College emphasizes that learning takes place outside of the classroom setting with celebrating

cultural and honoring cultural diversity through a series of cultural, community, and collaborative heritage month activities. Other examples include student leadership opportunities through the Associated Students of Foothill College (ASFC) and College Hour which spotlights a variety of student activities on a certain day of the week within a specific time period.   The team reviewed evidence the athletic programs are in compliance with the California Community College Athletic Association Constitution and Bylaws be providing an example of an Athlete Student Education Plan, a weekly team eligibility report and a Student Athlete Checklist for new students. (II.C.4)

The team noted Foothill College provides counseling and courses to support student development and success as well as prepares faculty and other personnel responsible for the counseling and advising functions. Counseling and advising programs at the College orient students to ensure they understand the requirements related to their program of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation, and transfer polices. Evaluation of these services includes regular surveys provided to students. The team applauds efforts made in incorporating the feedback from the surveys in making changes to the counseling appointment to offering Quick Questions services in 15-minute increments and other on-demand appointment options. (II.C.5)

Foothill College has adopted and adheres to policies consistent with its mission of serving students as an open-access institution, per Administrative Policy 5010 Admissions. Admissions policies are posted on the College's website and are noted in the college catalog. The College's degree and certificate programs are grouped into Career and Academic Pathways. Program maps are housed in the Program Mapper platform and posted on the college website to clearly communicate pathways to degrees and certificates. Counselors guide students through the development of educational plans to ensure students have a path to complete their degree, certificate, and transfer goals. The College's allied health programs, including the Bachelor's Degree in Dental Hygiene program, post additional admissions policies and processes on the program website as applicable. (II.C.6)

The College regularly evaluates admissions processes through its internal program review processes, which include a disaggregation of student applicants by demographics. In alignment with statewide policy changes such as AB 705, the College also evaluates its placement processes for math and English to ensure maximum "throughput" or advancement of students through transfer-level math and English courses. (II.C.7)

Through established policies and procedures, Foothill College maintains student records permanently, securely, and confidentially. The College has policies in place, such as Administrative Policy 3410 Guidelines for Classification, Retention, and Destruction of Records that guide the storage and maintenance of records. The College also has established policies that guide the release of student information in alignment with Family Educational Rights and Privacy Act guidelines (Administrative Procedure 5050 Disclosure of Student Records). The Admissions and Records Offices provide access to students to request transcripts through the

Parchment online platform. College policies related to the maintenance and disclosure of student records are posted on the College's Admissions and Records webpage and in the college catalog. (II.C.8)

Conclusions:
The College meets the standard.

Standard III

Resources

III.A. Human Resources

General Observations:
The College effectively uses its human resources to achieve its mission and to improve academic quality and institutional effectiveness. District board policies and procedures for hiring practices ensure all employees meet minimum qualifications for employment. The College is committed to diversity, equity, and transparency in its hiring processes, materials, and personnel training. Performance evaluation procedures are established and included in bargaining agreements and administrative regulations. The District Human Resources Office has a well-established and updated system of written human resource policies, procedures, and job descriptions that are foundational to the consistent hiring practices, prioritization of positions, professional development training, and support for all personnel. The College offers a robust professional development program for all employees.

Findings and Evidence:

The College and the District adheres to hiring regulations, procedures, and protocols to ensure they meet the needs of a diverse student body, meet minimum qualifications, have appropriate degrees and experience, and provide support in student learning programs and services. The policies and procedures are comprehensive, transparent and include Board Policies and Administrative Procedures 2715, 3121, 3260, 4100, 4130, 4135, 4145, 7211. The College's employment practices are overseen by the District's Office of Human Resources.

Hiring procedures for all employees are in accordance with the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook published by the California Community Colleges Chancellor Office. The District Human Resources (HR) Office supervises the hiring process and provides training for employees. Reviews of hiring policies and procedures are conducted with the District Diversity and Equity Advisory Committee, Human Resources Advisory Committee, and the Chancellor's Advisory Council.

Job classifications and descriptions, hiring manuals, and salary schedules are all publicly available and maintained on the Employment and Careers page of the District Employment HR website. A review of faculty job announcements indicates the college job descriptions directly relate to the institutional mission and goals, accurately reflecting position duties and authority. (III.A.1)

District Administrative Procedure 4130 demonstrates the College commitment to hiring qualified faculty with knowledge of subject matter and requisite skills for the service to be performed. The College employs search committees of faculty, staff and administrators to identify selection criteria and evaluate academic and professional qualifications, including

reference checks. The District HR Office verifies transcripts to ensure minimum qualifications are met before finalizing faculty employment. Faculty job descriptions include responsibilities for curriculum and assessment of learning. (III.A.2)

The qualifications of administrators and employees responsible for educational programs and services are reviewed in the recruitment process by search committees composed of faculty, classified staff, and administrators, which adheres to California state minimum job qualifications and District policy and procedure. Guidance about duties and responsibilities is outlined in the Administrators in California Community Colleges Handbook. Faculty working in learning communities or other programs on reassigned time are interviewed by search committees based on a job description, ensuring that candidates possess the necessary qualifications. (III.A.3)

The College follows state policy and requires candidates to hold degrees that are accredited by U.S. accrediting agencies. The District HR Office oversees the screening of applicants' degrees according to Board Policy on equivalency. Job postings with degree requirements state that applicants must submit official transcripts to verify their qualifications before being offered employment. Applicants who do not meet the minimum qualifications through degrees or applicants with degrees from non-U.S. institutions may apply for equivalency following District equivalency policies and procedures. (III.A.4)

The College has established written criteria for evaluating all personnel through district evaluation procedures authorized by Board Policy 4145. Employee contract agreements for faculty and staff and the Administrator's Handbook for administrators provide evaluation processes for performance and improvement at stated intervals, including actions taken following evaluations that are formal, timely, and documented. (III.A.5)

The Foothill-DeAnza District exceeds its full-time faculty obligations. Faculty position requests are made annually through a program review process, using resource allocation guidelines, criteria, and procedures to prioritize requests for new faculty. All faculty positions are expected to contribute to the college's equity goals. The Faculty Prioritization Committee composed of the Vice President of Instruction & Institutional Research, Vice President of Student Services, Associate Vice President of Instruction, Associate Vice President of Workforce, Deans, and Mission Informed Planning Council representatives review and prioritize requests using a prioritization rubric. (III.A.7)

The College follows Board Policies related to employment and professional development. These policies apply to all employees, including part-time faculty. The District Human Resources Office

and the Human Resources Advisory Committee provide employment information and resources to all employees. The College identifies adjunct faculty as receiving service credits, which falls under the Part-Time Faculty section of the Faculty Association (FA) Agreement. The FA agreement includes procedures for part-time evaluations. New part-time faculty receive an orientation that covers key processes and procedures. The College provides numerous opportunities for part-time faculty to participate in the life of the institution through professional development opportunities, shared governance, Academic Senate, department and division meetings, and to serve on the College's Mission Informed Planning Council. (III.A.8)

The College ensures a sufficient number of staff with appropriate qualifications by employing the College's Resource Allocation Guidelines, including criteria and procedures to replace or request new classified staff positions. Position requests are brought to the President's Cabinet to be reviewed and discussed in relation to the unit's staffing levels and the need to improve service and efficiency. Approved positions to be filled or newly created follow HR hiring policy and procedures. (III.A.9)

The College utilizes Resource Allocation Guidelines approved and adopted by the Mission Informed Planning Council to determine administrator positions. The guidelines include guiding principles and procedures to fill vacant positions or to create new ones. A review of the guidelines indicate as of June 2023, there are 19 administrative positions at the College. Upon further review of the College Administrative Organizational Structure, the number of administrators at the College is sufficient. The College ensures continuity and effective administrative leadership and services that support the college mission and purposes through the Foothill-De Anza Community College Administrative Employment Policy and Hiring Procedures. In addition, the Administrator Handbook, which provides guidelines for administrators' responsibilities, outlines Administrative Professional Development Leave to develop or improve or enhance an administrator's professional competencies. (III.A.10)

The Foothill-DeAnza District Human Resources Office provides policies and procedures for personnel through its accessible human resources policies webpage. Policies are maintained in the Board Policy and Administrative Procedures Manual and available in hard and electronic copy via the District website. The Human Resources Advisory Committee provides employees opportunities to provide input to Human Resources for continued improvement in services and programs for employees. (III.A.11)

The College is committed to promoting equity and diversity through its Board Policy and Administrative Procedures policies and practices. The District Diversity and Equity Advisory Committee provides input and recommendations on policies and procedures related to equity

and diversity issues and is credited for adding an equity and diversity prompt to the district's employment application. The District Equal Employment Opportunity Plan provides steps to address underrepresentation in applicants and its workforce, including critical analysis of applicant and hiring data. The HR Hiring for Equity Training Materials web page provides information and training on hiring for equity, implicit bias, and diversity specific workplace Issues. (III.A.12)

The College upholds a written code of professional ethics for all employees through its District Board Policies on ethical standards. Consequences for violations of these ethical standards are stated in District Board policies and Administrative Procedure Manual. Codes of conduct for ethical behavior are outlined in the Administrator and Tenure Review handbooks. (III.A.13)

The College provides significant professional development opportunities for all employees. These opportunities are consistent with the College mission and based on evolving pedagogy, technology, and learning needs. Activities for all employees occur during District Opening Day and Flex Day. Professional development days are organized through the coordination of the Equity, Diversity, and Inclusion Office, the College President and District Chancellor Offices, and Academic and Classified Senates. The District Office provides incentives for professional development for all employees, including annual funding for faculty and classified staff attendance to conferences and workshops, professional development growth awards with incentives, and professional development leaves. The College hired a faculty professional development coordinator who annually conducts a needs assessment. Participants' feedback is requested annually to improve professional development offerings. (III.A.14)

The College maintains the security and confidentiality of personnel records through adherence to Board Policy 4150 and 3260 and Administrative Procedures related to personnel files and the retention and destruction of records. Employees have access to their records in accordance with the law. (III.A.15)

Conclusions:
The College meets the Standard.

III.B. Physical Resources

General Observations:
Foothill College is located in Los Altos Hills and operates a 50,000 square foot center in Sunnyvale, which opened in 2016. The team found that the college's physical resources were safe, well-maintained, and that they are sufficient to serve the learning needs of students. Facilities planning is linked to the college's Educational Master Plan, as well as program review.

Findings and Evidence:

The college showed that it assures safe and sufficient facilities and has demonstrated an integration of resource management in alignment with the district's Educational Master Plan through their Technology Plan, Strategic Vision for Equity, and Sustainability Master Plan. Facilities have been updated, repaired, and constructed through the funding of two local bonds and the use of their maintenance work order system. The institution's physical resources are inspected and repaired on a regular basis. Campus safety and security are assured through the District's police department, established emergency procedures, and safety plans. (III.B.1)

The college assures effective utilization and quality of its assets to support its programs and services by ensuring facilities, equipment, facilities are adequate to meet the needs of the community. The College assures effective facility support programs and services by using participatory governance to review facility-related program review requests and provide facilities and sustainability updates regularly throughout the college. (III.B.2)

The team reviewed how the college regularly plans and evaluates its facilities and equipment through regular inspections and work requests. A thorough facility condition assessment was completed in 2021 and included all facilities at both Foothill College and Sunnyvale Center. A five-year construction plan was completed taking into consideration space utilization and facility needs. The data accumulated in these studies was used to inform the 2021 Facility Master Plan. (III.B.3)

The team was impressed with the clarity of the Board's four key priorities guiding the development of the 2021 Facility Master Plan. These priorities provided a firm purpose and support institutional improvement goals. Capital plans are linked to institutional needs and goals in the Facility Master Plan. The college considers total cost of ownership in its long-range capital planning as evidenced in their Facility Condition Assessments. (III.B.4)

Conclusions:
The College meets the Standard.

III.C. Technology Resources

General Observations:
The College is committed to meeting the diverse technology needs of its employees and students. Education Technology Services (ETS) supports the technology systems of all users,

including Information Technology (IT) services and infrastructure to support the needs of the College. District and College Technology Plans guide the decisions about the use and distribution of technology resources.

Findings and Evidence: The District and the College assure technology resources are appropriate and adequate to support the College's management and operational functions, academic programs, teaching and learning, and support services. Board Policy 3250 guides the rights and responsibilities of technology users for all employees and students. Administrative Procedure 3260 provides guidance on the responsibilities of various roles to ensure information security. ETS, a central services organization, provides services to support the academic and administrative needs of students, faculty and staff. The Technology Committee, a participatory governance group at the College, is responsible for the technology planning. An Online Learning web page found on the campus website provides links to appropriate online support and services. Additionally, an online Student Technology Support Hub assists students with technology questions related to online learning, including links to tutorials, technology needs request, and online support via chat and email. Online learning is structured and delivered by Infrastructure (Canvas), which includes a security and back-up system. (III.C.1)

The District and the College continuously plan for and replaces technology to ensure its technological infrastructure has the capacity to adequately support its mission, operations, programs, and services. The District Technology Plan, a three-year plan updated annually, has been structured to support the College Technology Plan. The Educational Technology Advisory Committee (ETAC), a District participatory governance group, assures the alignment between college and district technology goals. ETAC reviews modifications to the District Technology Plan and makes specific recommendations to the Chancellor's Advisory Council on the use of technology throughout the district.

The College Technology Committee works with ETS to ensure continuous planning and replacement of technology. ETS Prioritization meetings are held bi-monthly with college personnel to assess and monitor technology resources at the College. The annual resource allocation process at the College requires programs to demonstrate how the requested technology will support and improve their program. Survey results collected from college employees and students are used to understand the use of technology for learning and achievement and to identify areas for improvement. (III.C.2)

The District Educational Technology Services supports the College to ensure that technology resources at all locations where it offers courses, programs, and services are implemented and maintained in order to provide reliable access, safety and security. The District Technology Plan outlines six goals with specific actions to be carried out by ETS to assure reliable access, safety, and security. ETS maintains client services at the College and a help desk accessible online via the ETS website. Board Policy 3260 provides guidance on the protection of personal information in electronic form on employees and students. (III.C.3)

The College provides appropriate training on the use of technology to faculty, staff, students, and administrators. Technology training is provided through workshops and on designated professional development days. The District provides on-demand training and professional development to college employees. The results from technology surveys are used to inform technology planning, training, and distribution of technology resources. The District also provides access to a wide array of training and professional development resources through the statewide Chancellor's Office Vision Resource Center which is integrated into the Employee Training section of the District's MyPortal site. All administrators and classified staff complete ongoing required cybersecurity training. The College Online Learning Office provides faculty with online learning support and resources on the College website. A Student Technology Support Hub accessible online at the College website offers online learning and technology support to students. (III.C.4)

The College has established policies and procedures that guide the appropriate use of technology in the teaching and learning processes. The District provides standards for employee computer equipment and accessories on the ETS website. The District Educational Technology Advisory Committee (ETAC) is responsible for overseeing and assessing policies on appropriate technology use. (III.C.5)

Conclusions:
The College meets the Standard.

III.D. Financial Resources

General Observations:
As one of the two colleges in the Foothill-De Anza Community College District (FHDA), Foothill College's financial resources are overseen, supported, and directed by the District office. The FHDA resource allocation process supports the College's plans and obtains feedback and support for financial planning through participatory governance. Audits, financial reporting, and financial presentations ensure accountability and transparency. Long-term liabilities and contracts are managed in accordance with well-established policies. FHDA maintains a reserve slightly above the state requirements. Foothill College has sufficient financial capacity to support and sustain instructional and student programs and strives to improve upon them.

Findings and Evidence:
Upon review of the College's budget and resource allocation process detailed in their Resource Allocation Guidelines, the team found the procedural processes transparent and sufficient to support and sustain student learning programs and improve institutional effectiveness. Its detailed outline communicates clearly the process established and promotes financial integrity through transparency and communication. The budgeting process supports the development,

maintenance, and allocation of resources responsive to needs and to external economic conditions. Distribution of resources at the college level is integrated with the college's planning process and participatory governance structures. (III.D.1)

The team reviewed Foothill's detailed process of institutional planning and is integrated with budget planning and is outlined in their Resource Allocation Process. The institution has policies and procedures to ensure sound financial practices and fiscal stability. Financial information is clearly disseminated throughout the institution. Through the program review processes, the team concluded that the institution's mission goals, and strategic directions are integrated as the foundation for financial planning and supports institutional planning. (III.D.2)

The College follows its established Resource Allocation Guidelines and policies for financial planning and budget development. Participatory governance has a clearly defined role, and all constituencies have opportunities for input through the District Budget Advisory Committee, the Chancellor's Advisory Council, the College's Financial Allocation Team, and through public and Senate discussions. (III.D.3)

The team reviewed how the College provides regular budget reports and information with administrators and committees to assist in institutional planning. Progress budgets and budget reports are reviewed to assure expenditure requirements. Additional evidence indicated the College evaluates, plans, and assesses partnerships to further its mission. (III.D.4)

The College's Finance and Administrative Services Office provides regular budget reports, financial information, and analyses to appropriate managers on a monthly basis to assist with financial decision making. The team reviewed how this was done through quarterly fiscal reports, the District audit report, and on the college's annual budget report webpage. The team reviewed the College's control structure and mechanisms contained in the District's purchasing policies, accounting policies, and administrative procedures, which require the proper pre-approvals and review of expenditures. Results from the annual audits for both the Bond programs and internal financial system are used to evaluate internal controls and identify areas for improvement. The District Budget Advisory Committee's and Board of Trustees' minutes illustrate review of the audit reports and corrective action plans. (III.D.5)

Review of financial documents as contained in the annual budget as well as the District's audit report suggest that the financial documents and budget are credible and accurate, reflects appropriate allocation, and use of financial resources to support student learning programs and services. (III.D.6)

The team reviewed the 2021-22 audit and verified that the District financial statements had no audit findings. In addition, independent audits were conducted for each of their bond measures and concluded that expenditures were made for authorized purposes. Audit reports are presented annually at an open Board meeting and posted on FHDA's website to ensure transparency and accountability. (III.D.7)

Results from the annual audits for both the Bond programs and internal financial system are used to evaluate internal controls and identify areas for improvement. The District Budget Advisory Committee's and Board of Trustees' minutes illustrate review of the audit reports and corrective action plans for findings. In the 2022 fiscal year audit, two findings were identified. In response, Foothill College created, responded and shared their corrective action plans to resolve the findings and improve the college reporting systems. (III.D.8)

Cash flow and cash reserves for the College are maintained as a District. FHDA keeps a general fund reserve above the prior State required minimum of 5% as shown in the District's Annual Financial and Budget Report 2021-22. Moreover, the College acknowledges the change in the State requirement from a 5% reserve to a minimum reserve of two months' operating expenses. The ISER indicates "the District is in process of developing plans to meet this updated recommendation." In addition, the College illustrated that it carried over 13.7% in discretionary reserves to support immediate College needs. Based upon the evidence presented, the College has sufficient cash flow and reserves to maintain stability, to support strategies for appropriate risk management and to implement contingency plans that meet financial emergencies and unforeseen occurrences. (III.D.9)

The District Grants Office, the Citizen's Bond Oversight Committee, the Foundation Board of Directors, and the Financial Aid Office oversee the finances for their respective responsibilities as evidenced by independent audit reports and established procedures. The College takes appropriate action when an audit concern is discovered as they did when an audit uncovered an area of non-compliance in Financial Aid with a Title V regulation. The evidence provided showed the College made appropriate corrections to ensure improved oversight going forward. Contract procedures are well defined. (III.D.10)

FHDA's budget model allows the College to maintain a reserve from carryover budget savings and supplement the College's needs in addition to the reserve held as a District. In recent years, the College has experienced enrollment decline, which continues to negatively impact funding. The College's reserves have been used to mitigate impacts to scheduled classes. The District uses a multi-year budget forecast which projects future funding based upon enrollment trends and State projections. This forecast considers long-term budgets when planning short-term needs. (III.D.11)

FHDA completed a full actuarial study in fiscal year 2021-22 per appropriate accounting standards. This study calculated FHDA's total liability as $101.7M. The District allocates appropriate resources for the payment of future obligations and liabilities by contributing $1.5M annually to the CalPERS California Employers' Retiree Benefit Trust, which holds a balance of $30.2M as shown in FHDA's 2022-23 adopted budget presentation. (III.D.12)

The team reviewed the District's adopted budget, debt service section and verified that the budget plan outlines long-term liabilities, and the funds required to meet the obligations. (III.D.13).

FHDA and Foothill College ensure all funds are used with integrity in a manner consistent with the intended purpose of the funding source. The construction bond has an established Citizen's Bond Oversight Committee (CBOC) to monitor and verify funds are used for their intended purpose. The Foundation is responsible for ensuring donations are used for their intended purpose. Separate independent audits are performed annually for District funds, Foundation funds, and bond funds. The audits confirm funds are spent appropriately. These audit reports were shared publicly to the Board of Trustees, the CBOC, and in public quarterly bond measure reports. (III.D.14)

Foothill College monitors and manages student loan default rates by monitoring trends in the annual ACCJC Annual Fiscal Report. The college uses Student Connections to monitor the default rates and uses the data provided to inform phone, email, and letter campaigns to further reduce the rate as shown in their Cohort Default Rate Communication. In the 2022 fiscal year audit, Foothill College received an audit finding where it was found in non-compliance with Title IV; this was a repeat finding from audits performed for both fiscal years 2020 and 2021. In response, Foothill College acted and responded to the U.S. Department of Education and shared their corrective action plans to resolve the findings and improve the college reporting systems. (III.D.15)

Foothill College in cooperation with the FHDA District processes contractual agreements. Contract approval policies and processes are established in Board policy 3140, Administrative Procedures 3140 and 3143, and in FHDA's Purchase Payment Grid. The narrative and corresponding evidence provided demonstrate appropriate oversight at the District and College level to maintain the integrity and quality of its programs. (III.D.16)

Conclusions:
The College meets the standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:
Foothill College is committed to participatory governance and decision-making that is inclusive and engages all campus constituent groups to support and advance institutional excellence. The College's participatory governance structure was recently evaluated and subsequently redesigned. The College articulates the role of different governance committees and constituent groups in decision-making. Process, structures, and roles are documented and communicated. Board policies and administrative procedures codify the roles and responsibilities of constituent groups in decision-making and document the College's ongoing commitment to participatory governance.

Findings and Evidence:
As evidenced by recent improvements to the College's program review process and governance structures, college leaders create and encourage innovation to enhance effectiveness of institutional processes and outcomes. Governance group meeting minutes reveal that College's governance structure provides opportunities for robust discussions on institutional matters and initiatives, such as budget reductions, dual enrollment, and strategic planning. The College's new governance structure features a central participatory governance body, the Mission Informed Planning Council (MIPC), which includes representatives from each of the College's constituent groups. (IV.A.1)

Foothill College has established policies and procedures that clearly delineate the roles of faculty, staff, students, and administrators in decision-making processes. As demonstrated by the College's governance group compositions, students have a defined and substantial role in college decision-making that will have a substantive impact on the student experience. The College's governance handbook and Mission Informed Planning Council agenda request form describe the process by which individuals can bring ideas forward for governance group discussion. (IV.A.2)

Through established policies and procedures, including Board Policy/Administrative Procedure 2410, Foothill College codifies the role of faculty and administrators in institutional governance, policies, planning, and budget. Faculty have a substantive role in college committees as representatives of the Academic Senate serve in leadership roles for the Faculty Prioritization, Scheduling, and Online Learning Committees. In addition, both part-time and full-time faculty have roles on the College's main participatory governance committee, the Mission Informed Planning Council. Faculty and administrative roles in policies, planning, and budget are further

described and communicated through the College's Governance Operating Procedures and Resource Allocation Guidelines. (IV.A.3)

Through established policies and procedures, including Board Policy/Administrative Procedure 2410, Foothill College codifies the role of faculty and administrators in curriculum and student learning programs and services. Faculty, through the Academic Senate, have the primary role in making recommendations to the governing board on policies related to academic and professional matters, including curriculum and program development, degree and certificate requirements, grading policies, standards for student preparation and success, and policies for faculty professional development per Board Policy 2223. The College employs a division-level curriculum committee structure that reports to the College Curriculum Committee; these structures carry out the review, approval, and deactivation of curriculum on behalf of the Academic Senate. The College's Dental Hygiene bachelor's degree program includes a full-time faculty member as the program director, and curriculum proposals are vetted through the division-level curriculum committee. (IV.A.4)

Foothill College has an established structure for board and institutional governance and decision-making processes, the foundation of which is outlined in Board Policy and Administrative Procedure 2410. The College's governance structure centers on the Mission Informed Planning Council, which includes representation from all college constituent groups. The College's governance structure is inclusive, as demonstrated by the Mission Informed Planning Council, which is co-lead by a Steering Committee comprised of the College President, Academic Senate President, Classified Senate President, and Student Government President. Roles of each constituent group are further delineated in the Mission Informed Planning Council's operating procedures. Timely action has been taken by the Mission Informed Planning Council (or its predecessor) on initiatives and critical issues, such as the college's strategic objectives, facilities priorities, resource prioritization, college-wide initiatives and budget reductions. (IV.A.5)

College processes for decision-making are documented on its Mission Informed Planning Council webpage, which includes guiding principles and operating procedures for college governance. College outcomes of decision-making processes area outlined in committee meeting minutes and the College's Parliament newsletter as well as campus-wide messages from the College President. In addition, documentation on critical processes, such as resource allocation and faculty hiring priorities, is posted on the Mission Informed Planning Council webpage. (IV.A.6)

Foothill College recently completed a comprehensive evaluation of governance and decision-making processes and procedures to ensure quality and effectiveness. The College subsequently underwent a significant governance redesign informed by an externally conducted evaluation. The result of this evaluation was a governance structure centered on the Mission Informed Planning Council as the primary vehicle for dialog and recommendations related to strategic initiatives, resource prioritization, planning, and governance. The College engages in ongoing dialog to assess and improve governance structures and processes. Based

on recent discussions in the Mission Informed Planning Council, two new committees were proposed in order to improve overall effectiveness in governance. The College is in the process of codifying a more formal governance evaluation process to ensure continuous quality improvement. (IV.A.7)

Conclusions:
The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:
Foothill College is one of two accredited colleges in the Foothill-De Anza Community College District. Through District Board Policies and Administrative Procedures, the District's Chancellor delegates operational authority to the President of Foothill College to provide institutional leadership in establishing the College's mission, vision, values, organizational structure, planning agenda, budget development, staffing needs, academic programs, and services. Dr. Kristina Whalen Ph.D. serves as the eighth President and Chief Executive Officer (CEO) of Foothill College. The College has provided documented evidence that Dr. Whalen maintains regular and effective communication with faculty, staff, administration, students and the broader community through the College's participatory governance structure, digital and print media, and personal interaction.

Findings and Evidence:
The President serves as the Chief Executive Officer (CEO) of the institution and retains primary responsibility for the quality of the institution as evidenced in Board Policy 3200, Administrative Procedure 3250 and the Foothill-De Anza Community College District –Foothill Functional Map which, together, outline the role of the President in this multi-college district. The President's role is further delineated in the President's Position Description and reinforced through established governance roles and responsibilities. The President provides effective planning and leadership through the implementation of a board-based, comprehensive, integrated system of planning that engages a diverse spectrum of the campus community. (IV.B.1)

Through the Administrative Organizational Structure and the Administrative Comprehensive Evaluation Form the President delegates authority to administrators and others consistent with their individual roles and responsibilities. The President plans, oversees, and evaluates organizational structures utilizing existing processes and systems to ensure that the institution has capacity to meet its mission and provide quality instruction and services to students. (IV.B.2)

As evidenced in the College's planning documents, the President establishes the strategic direction for the College with support of executive staff and retains final decision -making authority for the College including decisions regarding intuitional planning and resource

allocation. The Mission Informed Planning Council (MIPC) operates as the central component of the College's participatory governance structure. The President serves as one of the Chairs of the MIPC.   (IV.B.3)

The President provides primary leadership for accreditation, ensuring that the institution meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies. In accordance with Board Policy and Administrative Procedure 3200, through appropriate delegation, the President has appointed an Accreditation Liaison Officer to provide coordination, facilitation, and retain responsibility for assuring compliance with accreditation requirements. This includes but is not limited to ensuring that self-evaluation processes all related reports are appropriately completed and filed as well as facilitating the Accreditation Steering Committee. The President ensures that resources are provided to support the accreditation processes. Evidence confirms that regular reports are provided to college constituent groups such as MIPC, Academic Senate, and the Associated Students of Foothill College. (IV.B.4)

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. The President is an active participant on the Chancellor's Cabinet and the Chancellor's Advisory Council (CAC). As outlined in Board Policy and Administrative Procedure 2410 and verified by evidence presented by the College, both Cabinet and CAC are critical components of processes to review and update policies, procedures, mission, goals, and planning processes.

In accordance with Board Policy 3000 the President establishes processes to ensure sound fiscal management. The College mission and strategic priorities inform decisions regarding resource allocation. As confirmed through evidence provided in support of Standard III College resource allocation processes are facilitated through the participatory governance structure. MIPC reviews budget requests and makes prioritized recommendations on resource allocations to the President for final determination. The President receives recommendations for categorical resource expenditures from the appropriate Vice President or designee. Evidence provided also confirms that the President regularly consults and confers with the Vice President of Finances & Administrative Services, Executive Cabinet, MIPC and other appropriate college governance/constituent groups, etc. on budget development processes as well as detailed analysis of revenues and expenditures. (IV.B.5)

The President works and communicates effectively with the communities served by the College through a variety of modalities. Regular communication regarding events, planning, budget, accreditation, governance, etc. is facilitated through webpages, reports, publications, meeting minutes, planning documents, etc. As one of the Chairs of the MIPC the President ensures that all governance bodies and constituencies are informed about college priorities, challenges, changes, initiatives, activities, etc. In addition, the President engages in listening sessions to gather feedback from the campus community. Evidence presented confirms weekly

communiques as well as semiannual and annual addresses to the College and communities served by the College. (IV.B.6)

Conclusions:
The College meets the Standard.

IV.C. Governing Board

General Observations:
The Foothill-De Anza Community College District has a five-member board of trustees, publicly elected by voters in one of five geographic areas that fall within the district boundaries. The Board also includes two student trustees, one each from De Anza and Foothill Colleges. Student trustees are elected annually by their respective student bodies. The Chancellor reports directly to the Board of Trustees, and the Board delegates appropriate authority to the Chancellor to implement and administer Board policies.

The governing board ensures academic quality, integrity, effective student learning programs, and financial stability through codified policies in the Board Policy and Administrative Procedure Manual. The Board adheres to a code of ethics and has transitioned to area-based trustee representation. Policies for selecting and evaluating the District chancellor and College president are clear, and the Board includes community members in significant committees while upholding conflict of interest and transparency practices. Board policies and administrative procedures, public meeting minutes, and professional development, including new member orientation and training, ensure the Board's alignment with its mission and responsibilities.

Findings and Evidence:
The Foothill-De Anza Community College District's Board operates under established policies and administrative procedures (IV-C-1-01 Board Manual), and policies clearly outline the Board's duties and responsibilities. Board Policy 2200 outlines the Board's philosophy, mission, roles and responsibilities. Board Policy 2200 explicitly states that the governing board "carries out the philosophy, mission and priorities of the Foothill-De Anza Community College District." This statement is supported by established policy and practice of Board engagement in ensuring the academic quality, integrity, and effectiveness of student learning programs and services. Practices to ensure fiscal responsibility are outlined in a myriad of Board Policies including 3000 and 3112. Evidence of compliance with key fiscal processes included a review of Tentative and Adopted Budget presentations. BP 2223 outlines a clear consultation process for academic and professional matters (IV.C.1, ER 7).

The governing board has adopted policies that acknowledge that it acts as a collective body and speaks with one voice (BP 2715). The Board's self-evaluation reveals that trustees are adhering to this principle. Board Policies 2200 and 2715 establish expectations and a code of ethics for

the Foothill-De Anza Community College Board of Trustees for members to "work together on behalf of [their] community in a spirit of cooperation and collaboration." This commitment is evident in their resolution to shift from at-large to area-based trustee representation. Despite debate and a non-unanimous final vote on the trustee map plan, all trustees supported the collective decision post-vote (IV.C.2).

The Board has clear policies, procedures and processes for selecting and evaluating the District chancellor and College presidents. Board Policy 2431-*Chancellor Selection* and related administrative procedures reflect that the Board adheres to a clearly defined process for selecting the Chancellor. The Chancellor is evaluated (BP 2435) on criteria based on job description, performance goals and objectives developed jointly between the Board and Chancellor (IV.C.3).

Board Policies 2712-*Conflicts Code,* 2715-*Board Ethics*, 2716-*Political Activity* and 2720-*Trustee Activity* define the Board's role and responsibilities in protecting the public interest and affirm that the Board is an independent policy-making body that reflects the public interest in the educational quality of the College and District. Trustees disclose potential conflicts, adhere to a policy prohibiting financial interests in Board contracts, and annually file a Statement of Economic Interest. These practices demonstrate the Board's commitment to transparency and accountability (IV.C.4, ER 7).

The Foothill-De Anza Community College District Board has policies on program development, fiscal management, and budget preparation to ensure educational quality and financial stability. Board Policy 4020-*Program Development* provides guidance on program, curriculum and course development. Other policies (BP 3100-*Budget Preparation and* BP 3112-*Financial Reports)* address the preparation of the District budget and outline how it reports on its financial condition. These policies combined with publicly accessible Board meeting minutes, documented discussions on student achievement and resources, and consultations with legal experts demonstrate the Board's responsibility for educational quality, legal matters, and financial integrity (IV.C.5).

Foothill-De Anza Community College District Board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures are posted online for the public (IV.C.6).

Board policies and procedures are published and available to the public on the District website. Other policies address board membership (BP 2010), elections (BP 2100), mission and responsibilities (BP 2200), meeting schedule (BP 2310), voting requirements (BP 2330), agendas (BP 2340) and minutes (BP2360). Comprehensive review of policy has slowed resulting in extensive lapses of time between reviews, however, the District has developed and begun to implement a plan to address the issue. The team encourages the District to build on existing efforts to develop a policy review process that meets both District participatory governance expectations, while addressing the need to expedite a comprehensive review of District policies (IV.C.7).

The Board regularly reviews key indicators of student learning and achievement. Progress on achievement is reviewed with college and district leaders during the Board's annual summer retreat. In addition, the governing board ensures the institution meets its student success goals by regularly reviewing key indicators of student learning and achievement, as well as institutional plans for improving academic quality. For instance, at the Board of Trustees retreat, they receive progress reports on various student metrics, and the chancellor seeks Board approval for institutional plans, which involves examining multiyear trends and student achievement data. Additionally, the Board consistently dedicates time to review and discuss student performance data and college improvement plans. The Board also reviews and approves major planning documents (BP 3250-*Institutional Planning).* The current District Strategic Plan was approved by the Board in 2023 (IV.C.8).

The governing board has a continuous program for development, including new member orientation.   As outlined in BP 2740-*Board Education*, the Board is committed to effective new trustee orientation and ongoing development. For example, every year, two trustees participate in a yearlong trustee fellowship and trustee fellowship intersession project in collaboration with the California Community Colleges Chancellor's Office, the Aspen Institute College Excellence Program, and the Foundation for California Community Colleges. Board members also participate in regularly scheduled study sessions, conferences, workshops, and webinars on effective trusteeship, alongside mandatory sexual harassment and ethics training. Additionally, trustees participate in annual retreats, provide reports on attended workshops, and engage in professional development opportunities offered by the Colleges and District. Board continuity is maintained through staggered terms of office (IV.C.9).

BP 2745 defines a clear process for an annual Board self-evaluation. The Evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board has a consistent record of conducting its annual evaluation, as well as acting on the results of those assessments. The Board reviews findings during retreats and results are utilized to improve Board performance, academic quality and institutional effectiveness. Findings are also utilized to inform the annual development and adoption of Board priorities. Results of the annual self-evaluation are shared with the public during the July regular meeting, and prior to the adoption of Board priorities in August.   In odd years the Evaluation process includes feedback from the Chancellor's Advisory Council and members of the public through the Citizen's Bond Oversight Committee, Audit and Finance Committee, and the Foundation Board of Directors. In 2121 the Board also began to incorporate impressions from the student trustees (IV.C.10).

Board Policy 2715 *Board Ethics* clearly outlines the standards expected of Trustees. Board members are prohibited from having employment or financial interests in the District and must disclose all potential conflicts of interest. In addition, Board Policies 2010 and 2710 as well as Administrative Procedure 2710 provide guidelines regarding conflicts of interest. These policies

and administrative procedure provide measures for dealing with misconduct and/or behaviors as well as appropriate consequences for violations.   Trustees routinely file annual statements of economic interest and are prohibited from having employment or personal financial interest in the district (IV.C.11).

BP 2430-*Delegating Authority* delegates executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action to the Chancellor without Board interference and holds the Chancellor accountable for the operation of the district and colleges respectively. The Chancellor subsequently delegates powers and duties for the administration of each College to the campus presidents. The Chancellor and campus presidents are held accountable for the operations of the District through regularly scheduled performance evaluations in accordance with Board Policies 2430, 2435, 4145, and Administrative Procedure 2434 (IV.C.12).

Through the implementation of Board Policy 3200 the Board is informed about Commission policies, Eligibility Requirements, Accreditation Standards and processes, and the accredited status of the college. The team reviewed evidence that confirms that Trustees are provided with the Commission's Guide to Accreditation for Governing Boards and a Board Liaison for Accreditation is appointed annually during the Board's Organizational Meeting. Accreditation information and resources are reviewed as part of Trustee orientation processes and the Board holds a special meeting to receive training from the ACCJC regarding the roles and responsibilities of the Governing Board related to accreditation (IV.C.13).

Conclusions:
The College meets the Standard.

District Recommendation 1: In order to increase effectiveness, the team recommends the District build on existing efforts to develop a policy review process that meets both District participatory governance expectations, while addressing the need to expedite a comprehensive review of District policies. (IV.C.7)

IV.D. Multi-College Districts or Systems

General Observations:
The Foothill-De Anza Community College District is a multi-college district comprised of two accredited colleges that are supported by a District Office. The Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district and assures support for the effective operations of the colleges. The team reviewed evidence that confirms regular meetings and communications with the Executive Leadership Team comprised of the college presidents, vice chancellors, senior advisor to the chancellor, Foundation executive director, International Student Programs executive director, and the

Communications and Public Affairs Coordinator. The team reviewed evidence, including but not limited to a District Organization Chart and the Foothill-De Anza Community College District – Foothill College Functional Map which provides a delineation of District and College responsibilities.

Findings and Evidence:
Board Policy 3100 defines the Chancellor's responsibility to establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District. Administrative Procedure 3100 outlines the general organizational structure of the District and defines the responsibilities of the presidents and vice chancellors to establish organizational charts that delineate lines of management and supervisory responsibility with their organizational units. The Foothill-De Anza Community College District – Foothill College Functional Map further delineates District and College Functions. The team reviewed evidence that confirms that the Chancellor and, through delegated authority, the College Presidents communicate expectations for educational excellence and integrity. The Chancellor and, through delegated authority, the College Presidents ensure support for effective operations through regular communication, meetings, and events conducted in a variety of formats. (IV.D.1)

Board Policy 2430 establishes the chancellor as the chief executive officer of the District. The Chancellor has established organizational charts, function maps, documents, etc. that communicate the operational responsibilities and functions of the district from those of the colleges. This delineation in practice is consistently adhered to. The Chancellor delegates full responsibility and authority to the College presidents to implement and administer delegated policies and administrative procedures. The College presidents are accountable for the operation of the Colleges.

Through Central Services, which include the Chancellor's Office, Business Services, Human Resources, and Educational Technology Services, the Chancellor ensures that the colleges receive effective and adequate services and support to achieve their respective missions. These centralized services minimize costs, ensure consistency, and avoid the duplication of efforts. The Chancellor has established a District Resource Allocation Cycle which facilitates the engagement and participation of constituent groups in discussions, deliberations, and decision making about resource prioritization and distribution. The resource allocation process is regularly reviewed by the District Budget Advisory Committee, Chancellor's Cabinet, and the participatory governance bodies of the two Colleges.

District wide participatory governance groups facilitate communication between the District and the Colleges providing forums for expressing concerns about Central Services that support the Colleges and act as a feedback mechanism to provide assessment of the effectiveness of District functions. Central Services are also assessed through a variety of surveys and reports. Each administrative unit is also evaluated through administrative unit reviews that include an

assessment of support provided for the missions of the District and Colleges as well as progress toward meeting goals and objectives outlined in the District Strategic Plan. External auditors conduct an annual financial audit of District funds, accounts, etc.   The Citizens' Bond Oversight Committee provides independent monitoring and assessments of the District's bond program and communicates findings through an annual report. (IV.D.2)

Board Policies 2200, 3000, 3100 and 3112 delegate authority for the responsibility for management, stewardship and effective control of district resources and expenditures to the Chancellor. In addition, these policies outline processes for budget preparation, management, and resource allocation.   The District Budget Advisory Committee (DBAC) regularly reviews and discusses resource allocation policies, processes, priorities, etc. Committee members are constituent representatives that facilitate communication and status reports back to constituent groups. Periodic reports are also provided to the Chancellor's Advisory Council. These organizational structures and processes ensure the allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the Colleges and District. (IV.D.3)

Board Policy 2430 establishes the Chancellor as the chief executive officer of the District. The Chancellor delegates full responsibility and authority to implement and administer district policies without interference. The Chancellor holds the campus Presidents accountable for the operations of the Colleges through regular and ongoing assessment and evaluation of the performance of the duties and responsibilities outlined in their employment agreements. Periodically, the Chancellor also solicits feedback and impressions on the performance of the campus presidents from faculty, administrators, classified staff, students, and community members. (IV.D.4)

District planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. Board Policy and Administrative Procedure 3225 addresses the regular assessment of the District's institutional effectiveness and directs each college president to develop, adopt, and publicly post goals that address accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines. The District has established strategic, integrated, planning cycle and processes for resources, facilities and technology to continually improve student learning, achievement, and institutional effectiveness in alignment with District and College missions. At the Colleges, institutional goals are developed through participatory governance processes. College integrated planning is aligned with the District's strategic priorities and informs District facility and educational program planning. The budget review process ensures that planning priorities inform the allocation of resources. College and District level goals and objectives are evaluated on a regular basis through metrics and benchmarks. Results are reported to the Board on a regular basis. (IV.D.5)

College decisions are informed by regular, accurate, and complete communication between the Colleges and the District ensure effective operations of the Colleges. The Chancellor's Cabinet

meets weekly to ensure regular communication between the Colleges and the District. The Chancellor's Advisory Council (CAC) brings stakeholders together to discuss issues, share information, and make recommendations to the Chancellor. CAC serves as the primary participatory governance body for the District. Members are constituent representatives that facilitate communication on a wide variety of issues. Members represent the interests of their constituency and solicit feedback from their respective groups. Agendas and minutes of CAC meetings are posted publicly. Six district wide committees report to CAC: District Budget and advisory committee (DBAC), District Diversity and Equity Advisory Committee (DDEAC), Educational Technology Advisory Committee (ETAC), Energy and Sustainability Advisory Committee (ESAC), Human Resources Advisory Committee (HRAC), Police Chief's Advisory Committee (PAC) and the task force on Affordable Housing. In addition, the Academic and Professional Matters (APM) Committee which includes Academic Senate leadership from both colleges, the Chancellor, the College Presidents and Vice Presidents and Associate Vice Presidents of Instruction meets on regular basis to facilitates district wide communication and information sharing.

The Chancellor and College Presidents reinforce and supplement communication through a multiple forums and formats. Feedback and impressions regarding District and College communication efforts is collected and documented through the regular administration of the District Governance Survey. The survey provides insight into District constituent participation in decision making processes and documents the effectiveness of communication and information dissemination. (IV.D.6, IV.D.7)

Conclusions:
The College meets the Standard.

Quality Focus Essay

Foothill College identifies two retention action projects within their Quality Focus Essay. During this accreditation cycle they plan to launch the projects in an effort to improve retention utilizing an equity framework. Between the two projects, the overarching goal is to improve communication and messaging to students, in addition to creating a more defined student journey. The institutional use of the loss momentum framework in tandem with integrated and intentional ownership of their student equity initiatives will assist the college as they embark upon the work related to implementing this ambitious work.

Action Project 1: Race-Conscious Course Outline of Records (COR)
Foothill College conducted a survey of their curriculum and determined that many disciplines are taught as if they are race-neutral, without acknowledging the racist historical and societal context underlying a discipline's epistemology or the ongoing implicit biases in these fields. As such, the College is working to ensure that students' lived experiences with racism are recognized and acknowledged as systemic, even in the academic curriculum. The action project is comprised of four key activities; 1. Define and Establish COR Guidelines, 2. Review and Approve COR Guidelines, 3. Deans and Instructional Managers Meetings, and 4. COR Workshops and Trainings. It is anticipated at the end of the action project that faculty will have examined the foundations of all courses to make them race-conscious and thus more equity-minded. Overall, Action Project 1 is expected to have a positive impact on student learning and achievement by creating a more inclusive and equitable learning environment for all students.

Action Project 2: Annual Academic Course Schedule
Foothill College through its Guided Pathways efforts determined the need to focus on reducing the time to completion for students by establishing structures and processes to more effectively assist students with progressing toward their educational goal. The action project is comprised of three key activities; 1. Planning Meetings, 2. Instructional Deans Retreats, and 3. Scheduling Workshops and Trainings. Upon completion of the key activities, it is anticipated that a year-long class schedule will be developed, allowing students to stay on the path recommended by their program mapper. Given students will know what classes they need to take and when, along with when the classes are scheduled, it is anticipated that the average number of units accumulated by degree earners will decrease by 10%. The aspirational goal of creating a three-year schedule is admirable and once achieved may serve as a model for community colleges to emulate as they focus on assisting students with attaining their goals in a shorter timeframe than traditionally achieved.

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Outcomes | Innovation | Improvement

CORE INQUIRIES

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

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on March 19, 2024.

Dr. Brenda Thames
Team Chair

Foothill College

Peer Review Team Roster

Team ISER Review
March 19, 2024

CHAIRS	
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Summary of Team ISER Review

INSTITUTION: Foothill College

DATE OF TEAM ISER REVIEW: Tuesday, March 19, 2024

TEAM CHAIR: Dr. Brenda Thames

A nine-member accreditation peer review team conducted Team ISER Review of Foothill College on Tuesday, March 19, 2024. The Team ISER Review is a one-day, off-site analysis of

an institution's self-evaluation report and supporting evidence. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the report to be a comprehensive document detailing the college's alignment to the 2014 Accreditation Standards, Eligibility Requirements, and Commission policies. The College provided a thoughtful report, reflecting on the institution's transformational processes, equitable student outcomes, and planning for continuing institutional improvement.

In preparation for the Team ISER Review, the team chair attended a team chairs workshop on December 5,20203 and held a pre-review meeting with the college CEO on January 12, 2024. The entire peer review team participated in a team workshop provided by staff from ACCJC on February 1, 2024. Prior to the Team ISER Review, team members completed their assessment of the college's alignment to the Accreditation Standards and policies, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College meets Accreditation Standards, Eligibility Requirements, and Commission policies. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and developed Core Inquiries to be pursued during the Focused Site Visit, which will occur the week of September 30th in Spring 2024.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit. During the Focused Site Visit, the team will tour the facilities, conduct scheduled meetings and an open forum, gather additional information to further their analysis to determine whether all standards are met, and accordingly finalize their Peer Review Team Report which will identify commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

College Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

Core Inquiry 1: The Team would like to verify the College's process for ensuring the regular assessment of student learning outcomes.
Standards or Policies: II.A.3

Description:
The Team determined that Foothill College had a procedure for identifying student learning outcomes for courses and that faculty are evaluated on their participation in the assessment process. It is clear the college is invested in continuously improving by creating a campus culture of inquiry and assessment, evidenced by the newly rebranded assessment program "Foothill Inquires". The team reviewed SLO assessment reports, the faculty evaluation document, Canvas SLO examples, and the SLO presentation. The Team would like to know more about how this process is being implemented, the preliminary outcomes of these changes, and what the cycle of assessment will look like moving forward.

Topics of discussion during interviews:
- What is the length of the new cycle of assessment (e.g., how frequently will outcomes be assessed)?
- How is the new process ensuring the regular assessment of student learning outcomes?
- Is the assessment cycle aligned or integrated with any other planning process?

Request for Additional Information/Evidence:
- Communication plan and accountability measures related to cycle of assessment
- Documentation of the new Foothill Inquires assessment process and initial outcomes of the updated process.

Request for Observations/Interviews:
- Faculty SLO Coordinators
- Faculty who have participated in new assessment process
- Members of the Academic Senate

Core Inquiry 2:
The team seeks clarification on the College's process for ensuring regular and substantive interaction in all its distance education courses.

Standards or Policies:
Policy on Distance Education and Correspondence Education

Description:
The team reviewed the College's professional development, resource materials, and guidance related to regular and substantive interaction. The team also reviewed 31 of the College's distance education courses from Fall 2023. The evidence suggests that the College is in the process of developing a means of assessing and ensuring regular and substantive interaction is occurring in distance education courses. In reviewing the random sample of distance education courses, less than half of the courses met the Commission's Policy on Distance Education and Correspondence Education. The team seeks clarification on how the College's new process to ensure regular and substantive interaction in all its distance education courses is working.

Topics of discussion during interviews:
- How are expectations of regular and substantive interaction broadly communicated to faculty teaching distance education courses?
- How are the college's RSI guide and RSI overview communicated to faculty and are they embedded in the distance education training?
- How does the new process for verifying and ensuring regular and substantive interaction in distance education courses work?
- How have the new process and policies on DE aligned with the Commission's Policy on Distance Education and Correspondence Education?
- How is the college ensuring regular and substantive interaction is occurring in its DE courses?

Request for Additional Information/Evidence:
- Documentation demonstrating communication to faculty regarding regular and substantive interaction
- Additional sampling of distance education courses from Spring 2024.
- Documentation, templates, and training on the new regular and substantive interaction 3-year assessment cycle and process.

Request for Observations/Interviews:
- Committee on Online Learning (COOL) Co-Chairs
- Distance Education Coordinator (or equivalent)
- Online Learning Office team
- A small but representative group of faculty members (both full-time and part-time) who teach online.

District Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

Core Inquiry 1:
The Team seeks to understand how the board regularly reviews and updates its policies for their effectiveness in fulfilling the District's mission.

Standards or Policies:
IV.C.7

Description:
The Institutional Self Evaluation Report indicates that the Board began a comprehensive review of all policies in 2013, and that as of 2017, review had occurred only for Chapter 1 and 2, and half of Chapter 3. The documentation provided in the ISER further indicated the district intended, beginning in 2017, to renew efforts for a cyclical review process, starting with the review of Chapter 1 upon completion of Chapter 7. Through a review of Board Policies on the District's website, the team was unable to determine the process for the regular review and update of Board policies, as several policies appear not to have been updated in ten or more years.

Topics of discussion during interviews:

How does the Board regularly review and update its policies?

Does the District prioritize the order in which policies are reviewed and updated?

Request for Additional Information/Evidence:
Documentation outlining how the regular review of Board policies is occurring, including a schedule and description of processes by which this work will be conducted.
Documentation of progress that has occurred related to the regular review of Board policies.

Request for Observations/Interviews:
Chancellor
Individuals involved in the process for reviewing and updating board policies