

## **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

*The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

### **A. Mission**

- 1. The mission 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 student achievement. (ER 6)**

### **Evidence of Meeting the Standard**

The Foothill College mission statement describes its educational purposes in offering continuous learning opportunities for all populations through undergraduate education for career and technical education and general education. These offerings include certificates, local and transfer degrees, as well as baccalaureate program in dental hygiene. The College states its commitment to student equity and the achievement and improvement of learning outcomes for all populations. The mission statement underlies the commitment that administrators, classified staff, faculty, and students towards student success and academic achievement.

The mission statement is as follows:

*“Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.”* [\[I.A.1 01\]](#)

### **Baccalaureate Degree Program**

The baccalaureate degree program in Dental Hygiene aligns with the institutional mission in that it "...empowers students to achieve their goals as members of the workforce." The mission also includes a baccalaureate degree among the types of degrees and certificates offered by Foothill College:

*“The mission of the Foothill College Dental Hygiene Program is in accord with the mission of the Foothill-De Anza Community College District. The purpose of the Dental Hygiene program*

*is to educate students who will positively impact the oral health status of the community. This education will include courses in the basic, social and dental sciences, liberal arts and public health with emphasis on the clinical aspect of the Dental Hygiene practice. This education will provide the student with a foundation to pursue life-long learning.” [I.A.1 02]*

### **Analysis and Evaluation**

Foothill College meets the Standard. The Foothill College mission is clear in defining the college’s educational purpose, intended student population, and in explaining the college values.

### **Evidence List**

I.A.1\_01 Mission and Values Statement

I.A.1\_02 Dental Hygiene Mission Statement

- 2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

### **Evidence of Meeting the Standard**

Foothill College frequently and regularly analyzes data to assess how effectively the institution is serving its mission and teaching and learning. The Office of Institutional Research and Planning reports to the Office of Instruction and is responsible for the oversight and maintenance of on-demand dashboards that display student achievement data which are available to all employees. The college uses robust software tools such as *Precision Campus* and the *Faculty Inquiry Tool* which are available to all employees through the web portal, to provide access to student success, enrollment, and student demographic data down to the course level [I.A.2 01; I.A.2 02; I.A.2 03; I.A.2 04]. The program review process reflects on these data to inform continuous improvement of instruction and programmatic outcomes. During the comprehensive program review processes, information is provided to programs in a summary five-year data set [I.A.2. 05]. In addition, the college has created its own internal tools for analyzing enrollment data, such as *Active Division*, and has adopted tools to assist in the collection of surveys and dissemination of this information across the college community [I.A.2 06].

As a college committed to creating a campus community where success is not predictable by race, student achievement data is placed at the heart of our evaluation efforts to determine if we are meeting our mission and achieving our goals. The institution’s efforts to eliminate achievement gaps is informed by ongoing and continuous measurement of student achievement. A student achievement data homepage provides access to a variety of reports and student success metrics, and fact sheets, to help the college community evaluate our mission and our success in meeting our goals. [I.A.2 07]

Data analysis is also at the core of internal processes related to new program development. For example, when a new career program is proposed, the curriculum process involves the collection of labor market data, to verify the demand for a specific occupation, and whether the proposed program will support sufficient enrollment and job and salary growth by graduates [I.A.2\_08].

#### Baccalaureate Degree Program

Dental Hygiene follows the same processes in support of the mission as a guiding priority for baccalaureate students. The success of the baccalaureate degree program in Dental Hygiene allowed the college to propose a new baccalaureate degree based on a substantiated need, driven by data, including employability and labor market trends. For its new baccalaureate degree program, the respiratory therapy unit demonstrated a variety of metrics related to the need for a baccalaureate degree in this occupation, and how this was an unmet need in the industry that California universities were unable to provide [I.A.2\_09].

#### **Analysis and Evaluation**

Foothill College meets the Standard. Foothill College and the Foothill-De Anza Community College District are research centered organizations that use data as the primary method of determining the effectiveness and viability of academic programs, student services and administrative functions. The college has a fully staffed office of institutional research that helps inform decision making across a spectrum of college academic programs, governance processes and student service functions. College governance processes, and program review processes, use a comprehensive set of data tools to gather data and draw conclusions about resource allocation decisions, program success and student achievement.

#### **Evidence List**

- I.A.2\_01 Precision Campus Program Review Dashboard
- I.A.2\_02 Precision Campus Student Equity Dashboard
- I.A.2\_03 Precision Campus Degrees and Certificates Dashboard
- I.A.2\_04 Faculty Inquiry Tool Dashboard
- I.A.2\_05 Biology Program Review 2022
- I.A.2\_06 Active Division Dashboard
- I.A.2\_07 Student Achievement Data Webpage
- I.A.2\_08 Labor Market Information data example
- I.A.2\_09

- 3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

#### **Evidence of Meeting the Standard**

The Foothill College mission guides instructional programs, student success programs, college governance structures, and resource allocation processes. All college instructional and student success programs are evaluated on a five-year cycle that includes comprehensive and annual program reviews for alignment with mission. Programs must review program-, course-, and student-level data related to learning and achievement; feedback is provided from the division- and college-levels. The College institutionalized the Program Review Committee to increase accountability within its process and to link program goals with resource requests. Programs are asked to identify action plans as part of the continuous improvement process in support of the college mission statement. [More information about the program review process is found in Standard II.A]

The participatory governance structure is designed to place the mission at the center of college planning and resource prioritization. The Mission Informed Planning Council (MIPC), the institution's primary governance body, seeks to involve all constituencies in decision-making that advance the institutional goals for student learning and achievement. Resource requests are submitted by specific categories and reviewed by the Resource Allocation Team. Faculty positions are approved based on their alignment with college mission priorities, program growth and development and student demand. [[I.A.3 01](#)]

The Strategic Vision for Equity (SVE) reflects the College mission within its own mission statement along with institutional priorities and goals [[I.A.3 02](#)]. SVE guides and informs institutional goals for learning and achievement and is intentionally aligned with the college mission by focusing efforts on building a well-educated population in a democratic and just society. The SVE mission statement is operationalized through the 13-55 implementation plan, a campus wide effort where individual units implement and assess action plans that are intentionally aligned with one of the 13 issues identified in SVE [[I.A.3 03](#)].

#### Baccalaureate Degree Program

The dental hygiene program is explicitly aligned with the college mission statement. The program mission statement guides dental hygiene's efforts to improve its academic quality and student learning experiences [[I.A.3 04](#)]. Dental hygiene participates in the campus wide 13-55 implementation plan that serves to actualize the Strategic Vision for Equity (SVE) and, by extension, the college mission statement [[I.A.3 05](#)].

#### **Analysis and Evaluation**

Foothill College meets the Standard. The institution's programs, resource allocation, and planning are derived from and emanate from the College mission, vision, values and goals. Institutional set goals for student achievement inform college planning, including the Strategic Vision for Equity (SVE), and are reviewed through campus wide dialogue on a consistent basis using data. The participatory governance process is directly aligned with mission priorities,

helping to set priorities for program review and resource allocation. The 13-55 implementation plan extends the mission statement as it attempts to actualize the college mission.

### **Evidence List**

I.A.3\_01 Mission Informed Planning Council Overview Webpage

I.A.3\_02 Strategic Vision for Equity 2021-25

I.A.3\_03 13-55 Implementation Teams

I.A.3\_04 Dental Hygiene Mission Statement

I.A.4\_05 Dental Hygiene 13-55 Action Plan

- 4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

### **Evidence of Meeting the Standard**

The Foothill College mission statement is updated through a college wide review process and adopted formally by the Foothill-De Anza Community College District governing board [I.A.4 01]. The mission statement is widely publicized in college meeting rooms, in college publications and web sites [I.A.4 02]. In the current year, the college governance council appointed a subcommittee, to review and update the mission statement, and the work continues in Spring Quarter, with the goal of approving a new Mission Statement by Fall of 2023 [I.A.4 03; CREATE A WEB PAGE ABOUT THE MISSION STATEMENT REVISION PROCESS].

The College mission statement and related vision, values, and purpose are reviewed by a participatory governance process that involves the entire campus community. Regular review of the mission statement is included on the seven-year planning calendar [I.A.4 04]. The College is currently reviewing the mission statement as part of its regular planning processes [I.A.4 05]. The Mission-Informed Planning Council (M-IPC) charged a committee with constituency representation to engage the campus in its review of the mission statement. Drafts of a revised mission statement are being circulated for feedback in spring 2023 before M-IPC recommends a final revision for adoption to the College president [I.A.4 06].

### **Analysis and Evaluation**

Foothill College meets the Standard. The mission statement is approved by the governing board, widely publicized in multiple locations and formats, and updated as part of the planning calendar. The college is in the process of updating its mission statement and anticipates receiving governing board approval in fall 2023.

### **Evidence List**

- I.A.4\_01 Board of Trustees Meeting Minutes, May 1, 2017
- I.A.4\_02 College Catalog
- I.A.4\_03 Mission Informed Planning Council Meeting Minutes, October 7, 2022
- I.A.4\_04 7-Year Planning Calendar
- I.A.4\_05 Mission Review Update #2, presented to Mission Informed Planning Council, January 20, 2023
- I.A.4\_06 Mission Informed Planning Council Meeting Minutes, March 17, 2023

### **Conclusions on Standard I.A: Mission**

The Foothill College mission statement defines the institution’s broad educational purposes, the student populations it serves, and the types of programs, degrees, and certificates it offers. The mission establishes the institution’s commitment to student learning and achievement and the institution utilizes data to determine the effectiveness of its programs and services. All programs and services are aligned with the mission that then informs college-wide planning, goals, and resource allocation.

## **B. Assuring Academic Quality and Institutional Effectiveness**

### *Academic Quality*

- 1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

### **Evidence of Meeting the Standard**

Foothill College regularly and intentionally maintains a sustained, substantive, and collegial dialog to ensure the continuous improvement of academic quality, institutional effectiveness and student learning and achievement with an ongoing focus on student equity throughout its governance structure, including Academic Senate and Classified Senate, and division and program meetings.

The College’s Program Review process allows for a comprehensive evaluation process for programs to evaluate goals and objectives to ensure learning [\[I.B.1\\_01\]](#). Additionally, a thorough examination of data amongst governance groups, departments, and divisions ensures that institutional goals, indicators, and targets set are met. Programs will provide a summary of their Comprehensive Program Review and present to college governance where dialogue and discussion on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occurs [\[I.B.1\\_02\]](#). The governance committee discusses the presentations and provide feedback to the programs [\[I.B.1\\_03\]](#).

Through the participatory governance process, the Office of Equity, Diversity and Inclusion identified 13 issues and 55 goals based on constituency dialogue and review of student achievement data. The College created a document known as the Strategic Vision for Equity and is working to implement strategies to achieve those goals and to evaluate its efforts [[I.B.1\\_04](#); [I.B.1\\_05](#)]. Each unit uses disaggregated data to work towards and reflect on their continuous improvement efforts.

Guided Pathways reflects an ongoing, sustained, and college wide effort to ensure equity, continuous learning, student retention and institutional effectiveness while supporting students in their academic pathways and career preparedness. The organizational structure demonstrates a cross campus collective effort, comprised of instruction, student services, administrators, and students [[I.B.1\\_06](#)].

Conversations about improving student learning are regular and public. Opening Day Workshops, facilitated by faculty and administrators, provide an all-college opportunity for constituents to convene and maintain currency around learning and institutional and state initiatives [[I.B.1\\_07](#)]. Two new Learning Outcomes Coordinator positions were established in 2022–2023 to support the campus community in defining learning; identifying when learning best occurs; how learning best occurs, and measures to take to explore when learning does or does not happen [[I.B.1\\_08](#)]. Their conversations occur at the college and division/department level [[I.B.1\\_09](#); [I.B.1\\_10](#)].

Leadership around discussions of student learning and achievement are driven by faculty with support from administration. A full-time release faculty position was created as the Professional Development Coordinator [[I.B.1\\_11](#)]. The professional development newsletter communicates both internal and external opportunities to engage in structured dialogue on student outcomes and academic quality [[I.B.1\\_12](#); [I.B.1\\_13](#); [I.B.1\\_14](#)].

### **Analysis and Evaluation**

Foothill College meets the Standard. The College demonstrates wide ranging and continuous faculty, staff, student, and community conversation and collaboration in support of student success through a process that is iterative, substantive and collegial. There is ongoing improvement through Program Review to have readers collectively review and evaluate program reviews and engage in conversation with program writers.

### **Evidence List**

I.B.1\_01 Program Review Manual

I.B.1\_02 Dental Assisting Program Review Presentation 2020

I.B.1\_03 Advisory Council Meeting Minutes, May 28, 2021

I.B.1\_04 Strategic Vision for Equity 2021-25

- I.B.1\_05
- I.B.1\_06 Guided Pathways Webpage
- I.B.1\_07 FH Opening Day Agenda 2022
- I.B.1\_08 Learning Outcomes Coordinator Job Description
- I.B.1\_09 Fall 2022 Flex Day Workshop Sessions
- I.B.1\_10 Foothill Inquires Canvas Site
- I.B.1\_11 Faculty Professional Development Coordinator Job Description
- I.B.1\_12 Professional Development Newsletter Fall 2020 Week 7
- I.B.1\_13 Professional Development Newsletter Winter 2023, March 10, 2023
- I.B.1\_14 Professional Development Newsletter Winter 2023, March 24, 2023

**2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

**Evidence of Meeting the Standard**

Student Learning Outcomes are defined in Course Outlines that are updated regularly through the curriculum process [[I.B.2\\_01](#)]. All programs and units establish procedures and policies requiring a continuous evaluation process, beginning from the creation of a course through its journey through local and state curriculum processes, and its later evaluation in the Program Review process [[I.B.2\\_02](#); [I.B.2\\_03](#)]. The responsibility of defining and assessing student learning outcomes is led by Academic Senate and supported by the Office of Instruction. The Learning Outcome Coordinators are responsible for leading these conversations among their faculty colleagues. They operate within an iterative cycle of development, assessment, and revision so that effective practices can be identified and shared with the College [[I.B.2\\_04](#)].

Student and learning support services have defined service area outcomes that are documented and assessed within the program review process. These areas are provided support around service area outcomes by Institutional Research & Planning and Office of Instruction [[I.B.2\\_05](#); [I.B.2\\_06](#)]. The service unit reflects on their evaluation efforts and additional feedback is provided by the Program Review Council.

Baccalaureate Degree Program:

The Dental Hygiene baccalaureate program follows a similar process for instructional units in defining and assessing student learning outcomes. Dental Hygiene faculty identify and assess the learning outcomes for each course they teach every quarter, and a reflection worksheet is completed [[I.B.2\\_07](#); [I.B.2\\_08](#)]. The upper-division courses comply with the Commission on Dental Accreditation (CODA) standards and the Dental Hygiene Committee of California regulations for dental hygiene education curricular content [[I.B.2\\_09](#)]. This curriculum plan reflect higher levels of depth and rigor beyond the lower division coursework [[I.B.2\\_10](#)].

## **Analysis and Evaluation**

Foothill College meets the Standard. The institution has processes in place to define student learning outcomes; however, the regular assessment of these outcomes is currently undergoing a campus wide, collaborative revision. The program review process is one method of documenting and assessing learning outcomes with established procedures to track and record these outcomes.

## **Evidence List**

I.B.2\_01 Catalog Course Outlines of Records

I.B.2\_02 Biology Program Review 2022

I.B.2\_03 Admissions & Records Program Review 2020

I.B.2\_04 Foothill Inquires Canvas Site

I.B.2\_05 Strategic Alignment Presentation, presented to Student Services, October 29, 2020

I.B.2\_06 Program Review Workshop Part 1, February 1, 2023

I.B.2\_07 Dental Hygiene Master Curriculum Planning Reflection 2022-23

I.B.2\_08 Dental Hygiene Student Learning Outcomes Curriculum Map

I.B.2\_09 Dental Hygiene Curriculum Management Plan

I.B.2\_10 Dental Hygiene Baccalaureate Degree Plan 2023-24

### **3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

## **Evidence of Meeting the Standard**

Foothill College has institutional-set standards for student achievement, and these metrics are monitored for progress towards achieving the standard goals. Annual reports and access to the federal college scorecard are posted publicly on the College's accreditation website [[I.B.3 01](#)]. Institutional-set standards are discussed regularly at governance meetings to promote dialog around goal-setting and the continuous improvement of student achievement [[I.B.3 02](#); [I.B.3 03](#)]. The College works collaboratively towards setting the standard goals and targets [[I.B.3 04](#); [I.B.3 05](#)]. This effort aims to reflect institutional performance and are regularly confirmed through college discussions and agreed upon methodology. Other student achievement metrics at the institutional and program levels are reviewed to ensure relevance and effectiveness [[I.B.3 06](#)].

### Baccalaureate Degree Program:

Institutional-set standards for Dental Hygiene are reviewed and included in the annual reports to ACCJC. These metrics are discussed at the program and college level as part of the overall efforts toward student learning and achievement. Student program outcomes, such as graduation and licensure pass rates, are publicly accessible and regularly updated [[I.B.3 07](#)].

## **Analysis and Evaluation**

Foothill College meets the Standard.

### **Evidence List**

I.B.3\_01 Institutional Research Annual Report Webpage

I.B.3\_02 Institutional Metrics, presented at Advisory Council, March 5, 2021

I.B.3\_03 Advisory Council Meeting Minutes, March 5, 2021

I.B.3\_04 Aspirational Goals Setting, presented at Career and Technical Education meeting, May 7, 2021

I.B.3\_05 Aspirational Goals Setting, presented at Career and Technical Education meeting, June 4, 2021

I.B.3\_06 Student Pathway, presented at Admin Council, September 8, 2021

I.B.3\_07 Dental Hygiene Program Brochure

#### **4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

### **Evidence of Meeting the Standard**

Foothill College uses assessment data to support and guide institutional processes. Data are disaggregated, disseminated, and used as a foundation for robust dialog and strategic planning. Key planning documents, including the Strategic Vision for Equity and Educational Master Plan, identify key performance metrics to prioritize college activities that support student learning and achievement [[I.B.4 01](#); [I.B.4 02](#)]. These data points are monitored and reviewed through the participatory governance process [[I.B.4 03](#)].

Program Review involves ongoing and continuous review of student data through the comprehensive and annual program reports. Both the instructional and student support services templates focus on student learning, including course success rates (overall, by modality, and disaggregated by student characteristics). The program review rubrics applied by the Program Review Council encourage feedback based on each program's or unit's reflection about their data and action plans for improvement. All employees have access to student achievement data through on-demand dashboards [[I.B.4 04](#)]. Public-facing data explicitly focuses on anonymized section level data to facilitate reflection and conversation within and around the local college community [[I.B.4 05](#)]. These dashboards also allow for manipulation through multiple filtering features. Employees can also upload student IDs and track those students over time.

The College uses assessment data to help determine the effectiveness of college initiatives. Presentations about the College Promise program in participatory governance meetings help

identify the local parameters of this tuition-free plan for first time new students, such as which students would continue to be eligible for course material vouchers [\[I.B.4\\_06\]](#).

Data helped center the initial Guided Pathways onboarding and kick-off events, documenting the life cycle of students from application to graduation [\[I.B.4\\_07\]](#). These data, along with student focus groups, contributed to the efforts the College adopted around student onboarding/communication, program mapping, and meta-majors.

Implementation of AB 705, where students would no longer be placed into foundation level English, Math, and English as a Second Language (ESL) courses, relied on data in understanding existing student behavior and experience in these gateway programs [\[I.B.4\\_08\]](#). Disaggregation of these data, along with regular reporting and assessment of these programs' efforts are regularly reported out. The demonstration of the limitations of stretch course sequences over time ultimately contribution to the discontinuance of such classes [\[I.B.4\\_09\]](#); [\[I.B.4\\_10\]](#); [\[I.B.4\\_11\]](#). Such analysis guides the continuing effort to ensure student achievement improves for all population groups, so that increased access to transfer-level courses also leads to increased completion rates in these same classes.

### **Analysis and Evaluation**

Foothill College meets the Standard. Data are driving force behind all plans and processes to support student learning and student achievement at an institutional level.

### **Evidence List**

I.B.4\_01 Strategic Vision for Equity 2021-25

I.B.4\_02 Educational Master Plan 2016-22

I.B.4\_03 Institutional Metrics, presented at Advisory Council, March 5, 2021

I.B.4\_04 Precision Campus Landing Page

I.B.4\_05 Student Success Dashboards Webpage

I.B.4\_06 Revenue & Resources Council Meeting Minutes, April 9, 2021

I.B.4\_07 Guided Pathways Data, presented to Guided Pathways Steering Committee, November 9, 2020

I.B.4\_08 AB705 Update on Math Performance, presented to Mathematic Department, November 16, 2021

I.B.4\_09 English Throughput, presented to FHDA Assessment Taskforce, October 18, 2018

I.B.4\_10 B705 Update on English, presented to English Department, November 3, 2021

I.B.4\_11 AB705 Improvement Plan Requirements, presented to Curriculum Committee, January 18, 2022

### *Institutional Effectiveness*

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

### **Evidence of Meeting the Standard**

Foothill College assesses the accomplishment of its mission through a five-year program review cycle through which the College also evaluates its goals and objectives and student learning and achievement [\[I.B.5.01\]](#). All instructional and student success programs complete a comprehensive Program Review (formerly the Self-Study) every five years and an Annual Program Review in the alternate years [\[I.B.5.02\]](#). The templates ask programs to list their unit mission (in support of the college mission statement) and include defined data points and programs are asked to reflect on the five-year data trends, which are also disaggregated to encourage in-depth assessment [\[I.B.5.03; I.B.5.04\]](#). Based on this data-informed analysis, programs identify action plans that will improve student learning and achievement. These program plans receive institution-level review through the Program Review Council, who work as a group to provide substantive and constructive feedback. Each program is asked to provide an annual update on their action plans until their next comprehensive program review.

The College continues to make improvements to its Program Review process. In spring 2023, the program review cycle shifted to a spring to winter from a fall to spring timeline to better align the program review process with the resource allocation process. This revised timeline also allowed programs to view their data (and possible effects of their initiatives) mid-year. Additional changes, informed by program review writer and reader feedback, will have program review reader teams (members who compose the Program Review Council) provide feedback based on their group review on the established rubrics [\[I.B.5.05; I.B.5.06\]](#). Previously, individual program review readers provided their feedback independently and separately [\[I.B.5.07\]](#). College-level reflections about program review occur in participatory governance, when the Vice Presidents report out the evaluation of program goals and objectives in their support of the college mission.

The annual program reviews will continue to be evaluated by the respective program administrator, typically a Dean or Vice President [\[I.B.5.08\]](#). As with all program review documentation, this feedback is publicly posted [\[I.B.5.09\]](#).

### **Analysis and Evaluation**

Foothill College meets the Standard. The College assesses the accomplishment of its mission through the program review process and continues to reflect on its process through regular

evaluation led by the Integrated Planning Committee (formerly known as Integrated Planning & Budget Committee) [I.B.5 10; I.B.5 11]. The College demonstrates continuous process of improvement around program review. The planning effort that resulted in a complete revisioning occurred in 2017, with adoption in 2019-20. Evaluation of this new process informed the most recent changes, which were implemented in 2023. These improvement efforts are determined collaboratively, using quantitative and qualitative data (surveys, retreats, informal focus groups), and approved by college governance [I.B.5 12]. The revised process will begin in spring of 2023.

### **Evidence List**

- I.B.5\_01 Program Review Manual
- I.B.5\_02 Program Review Schedule 5-Year Cycle
- I.B.5\_03 Biology Program Review 2022
- I.B.5\_04 Admissions & Records Program Review 2020
- I.B.5\_05 Instructional Program Review Rubric 2022
- I.B.5\_06 Admissions & Records Rubric 2020
- I.B.5\_07 Biology Program Review Evaluation
- I.B.5\_08 Annual Program Review Template 2023-24
- I.B.5\_09 Annual Program Review Rubric 2023-24
- I.B.5\_10 Program Review Reader Survey Results 2021
- I.B.5\_11 Program Review Writers Survey Results 2021
- I.B.5\_12 Academic Senate Meeting Minutes, November 7, 2022

- 6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or re-allocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

### **Evidence of Meeting the Standard**

Foothill College demonstrates a strong commitment to using data to inform strategies to address performance gaps. The College acknowledges that when its data is disaggregated, there are performance gaps by among various sub-populations of students.

Planning documents, such as the Strategic Vision for Equity and its accompanying 13-55 implementation effort, prioritizes disaggregation of all student data. The 13-55 implementation effort is explicit in having programs identify their own program-level gaps among disaggregated populations and prioritize their efforts to mitigate these outcome differences. As a regular annual cycle, programs review their data, identify alignment to one of the 13 issues and 55 goals, implement a strategy, review the (short-term) results, and reflect on next steps.

Institutional-level processes, including program review and faculty prioritization requests, highlights disaggregated data and requires program review writer to address any student achievement inequities. The Comprehensive Program Review template specifically directs programs to identify and/or address disproportionately impacted student groups [\[I.B.6 01\]](#). Programs use the program review process to identify an action plan that will implement strategies to improve performance gaps [\[I.B.6 02; I.B.6 03\]](#).

As part of the alignment between program review and resource allocation, the resource request template is embedded in the program review templates. As outlined by the Resource Allocation Guidelines, resource requests should be aligned with program's action plans to minimize performance gaps [\[I.B.6 04\]](#).

The Math Performance Success Program (MPS) was developed with the intention of addressing the performance gap in Statistics (MATH 10) by ethnicity. As resources were intentionally allocated to increase student success especially among the lowest performing student population groups (e.g. Black, Latinx, students who did not successfully complete MATH 10), data analysis were conducted to ensure program effectiveness [\[I.B.6 05\]](#). Based on the demonstrated results, ongoing resources were committed to continue the corequisite, counseling, tutoring, and course materials support.

To ensure their services were distributed equitably across modality and ethnicities, the Counseling Department created feedback form that students were encouraged to complete after their individual counseling appointments. Based on the responses received as of spring 2023 (>400 completed forms), Counseling implemented procedural changes to provide increase access to students, including the launch of a messaging/notification system to help with appointment scheduling and cancellation options, Quick Questions (QQs) a 15-minute alternative to the standard 30-minute appointments, and LiveChat option for general information and guidance.

Institutional Research & Planning (IRP) prioritizes the access and reporting of disaggregated data. This office hosts a suite of data dashboards (support by a third-party vendor) that includes multi-year data on enrollment, success, equity, awards completion. These data are accessible on demand, regularly updated, and can be disaggregated by student and course characteristics. Customized reporting is available that focus on disproportionate impact at the college, division, and program levels. While individual faculty can view their own section-level disaggregated data within this data tool, IRP also triggers quarterly personalized course success reports that are emailed to faculty [\[I.B.6 06\]](#). IRP's reports and presentations also actively disaggregate student data even if not explicitly requested or needed and can be seen in the evaluation methodology, design, and analysis of college improvement efforts [\[I.B.6 07; I.B.6 08; I.B.6 09\]](#).

## **Analysis and Evaluation**

Foothill College meets the Standard. The College prioritizes disaggregating and analyzing data for subpopulations of students within program review. This process is not only a mechanism for addressing performance gaps but also engaging the College in an iterative process to improve instructional offerings and support and to address new statewide initiatives. The College demonstrates how these disaggregated data are used for program improvement purposes.

## **Evidence List**

- I.B.6\_01 Instructional Program Review Template 2022
- I.B.6\_02 Instructional Program Review Rubric 2022
- I.B.6\_03 Admissions & Records Program Review 2020
- I.B.6\_04 Draft Resource Allocation Guidelines, March 2023
- I.B.6\_05 AB705 Update on Math Performance, presented to Mathematic Department, November 16, 2021
- I.B.6\_06 Course Success with Equity Gaps Data, Winter 2023
- I.B.6\_07 Financial Aid Office Feedback Survey Template
- I.B.6\_08 Psychological Services Office Feedback Survey Template
- I.B.6\_09 Dual Enrollment CCAP/MOU Matriculation Tracking Survey Results, 2020-21

## **7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

## **Evidence of Meeting the Standard**

Foothill College regularly evaluates its policies and practices to ensure their effectiveness and alignment with the college mission across all areas of the institution, including all programs, services, resource management and allocation, and the governance process. The 2018-19 program review redesign effort was developed through a year-long reflection process where the Integrated Planning & Budget (IPB) Task Force was created and charged with developing new guidelines, including defining program review's purpose, process, and updated templates [[I.B.7\\_01](#)]. As part of the implementation process, the College included evaluation at every stage of the program review cycle. Evaluations from the program writers, readers, and presenters were collected and discussed in IPB for areas of improvement [[I.B.7\\_02](#); [I.B.7\\_03](#); [I.B.7\\_04](#); [I.B.7\\_05](#)]. The main governance body that was also initially a part of the program review process (where program review presentations were conducted) was also surveyed to assure presentations' effectiveness [[I.B.7\\_06](#)]. Regular and ongoing program review evaluations of both the comprehensive and annual templates led to additional improvements

that were discussed and then implemented in spring 2023 [[I.B.7 07](#); [I.B.7 08](#); [I.B.7 09](#); [I.B.7 10](#)].

Evaluation of the resource allocation process helps ensure effective management of resource prioritization, allowing its practices to be flexible when needed. The resource allocation team, led by the Vice President, Finance and Administrative Services, reviews the regular and ongoing evaluation and areas for improvement are noted [[I.B.7 11](#); [I.B.7 12](#)]. Feedback about finding repetitive sections and challenges to locate the proper information led to the decision to focus on specific request categories (eliminating ongoing operational needs like toner, paper, pens, etc.) and focus on request that are explicitly tied to program review action plans [[I.B.7 13](#)]. As a result, the resource request template is embedded in the program review template, reinforcing the relationship between both processes. The Resource Allocation Guide (RAG) details each step of the resource request process to provide information and support (also a recommendation from the evaluation process).

Historically, the College engaged in an annual survey to collect constituency feedback about its participatory governance processes. In 2020-21, a recommendation was made to the president to engage an external evaluator [[I.B.7 14](#)]. The College engaged the services of The Research & Planning (RP) Group to evaluate its participatory governance processes [[I.B.7 15](#)]. To improve governance effectiveness, a redesign effort was initiated the following academic year that includes the rebranding of the main participatory governance body as the Mission Informed Planning Council (MIPC).

#### Baccalaureate Degree Program:

The Dental Hygiene program follows the same program review and resource allocation process as other College programs and services. The Dean of Health Sciences & Horticulture plays a key role in the resource allocation team's review of Dental Hygiene's resource requests and they serve as a primary reader for Dental Hygiene's program review. Dental Hygiene faculty also engage in regular review of its unique learning and student support services through student and graduate survey efforts [[I.B.7 16](#); [I.B.7 17](#)]. Program accreditation ensures that the Dental Hygiene program demonstrates its policies and practices are reviewed, current, and reflect standards in the field.

#### **Analysis and Evaluation**

Foothill College meets the Standard. The College regularly evaluates its policies and practices across all areas of the institution to assure effectiveness in supporting academic quality and accomplishment of the mission.

#### **Evidence List**

I.B.7\_01 Integrated Planning and Budget Process Overview Webpage

I.B.7\_02 Program Review Evaluations: Writer Template Survey Results, 2020  
I.B.7\_03 Program Review Reader Survey Results, 2020  
I.B.7\_04 Program Review Presenters Survey Results, 2020  
I.B.7\_05 Program Review Readers Survey Results Presentation, 2020  
I.B.7\_06 Program Review Advisory Council Survey Results, 2021  
I.B.7\_07 Program Review Writers Survey Results, 2021  
I.B.7\_08 Program Review Reader Survey Results, 2021  
I.B.7\_09 Annual Progress Report Writers Survey, 2022  
I.B.7\_10 Integrated Planning and Budget Retreat Agenda, August 17, 2022  
I.B.7\_11 Online Budget Resource Request Survey Results, 2019  
I.B.7\_12 Annual Budget Form Evaluation, 2022  
I.B.7\_13 Instructional Program Review Template 2022  
I.B.7\_14 Recommendation for External Evaluator for Governance Assessment Memo, April 23, 2020  
I.B.7\_15 Shared Governance External Evaluation Findings, 2021  
I.B.7\_16 Dental Hygiene Curriculum Meeting Agenda, May 24, 2023  
I.B.7\_17 Dental Hygiene 2<sup>nd</sup> Year Course Survey Template, Fall

**8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

**Evidence of Meeting the Standard**

Foothill College broadly and clearly communicates its assessment and evaluation activities, sharing the results of these efforts at the college, division, and department levels. The dialog from these spaces develops a shared understanding of program/unit strengths and weaknesses. Institutional Research & Planning (IRP), through its many reports and presentations, serves as one centralized place where assessment and evaluation are documented. IRP's work is shared publicly and discussed in multiple forums [\[I.B.8 01\]](#) [\[I.B.8 02\]](#); [I.B.8 03\]](#).

The program review process, which includes the writers' reflections and the readers' feedback, are publicly posted [\[I.B.8 04\]](#); [I.B.8 05\]](#). Programs have presented their comprehensive reviews in participatory governance to encourage college dialog and discussion regarding its opportunities, challenges, and areas for improvement [\[I.B.8 06\]](#).

The 13-55 implementation effort is a college-level initiative where participants meet monthly to discuss their program-level plans to address institutional, structural, programmatic inequities that can be barriers to student learning and achievement. Documentation of their work and ongoing effort is housed in Canvas. Public presentations (poster sessions) of each

program's/unit's work is shared with the College to further discussions and consideration of how continuous improvement efforts can occur [I.B.8\_07].

### **Analysis and Evaluation**

Foothill College meets the Standard.

### **Evidence List**

- I.B.8\_01 Institutional Research & Planning Completed Requests Webpage
- I.B.8\_02 Understanding the Foothill Student, presented to New Faculty, September 30, 2022
- I.B.8\_03 Student Planning Survey, presented to Student Services, August 17, 2021
- I.B.8\_04 Completed Comprehensive Program Reviews Webpage
- I.B.8\_05 Completed Annual Program Reviews
- I.B.8\_06 Dental Assisting Program Review Presentation 2020
- I.B.8\_07

- 9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

### **Evidence of Meeting the Standard**

Foothill College engages in continuous, broad-based, systematic evaluation and planning as demonstrated by its adopted planning calendar, which is publicly posted and reviewed [[I.B.9\\_01](#); [I.B.9\\_02](#)]. The planning calendar provides direction regarding the planning of short- and long-range needs, including regular review of College planning documents and processes.

Participatory governance, through MIPC, creates a comprehensive structure to support systematic evaluation and planning. It established a process to engage in review of the College mission statement, a crucial piece of the planning process [[I.B.9\\_03](#)]. Additionally, the decision was made to incorporate the Tech Task Force as a subcommittee of MIPC and to take a lead role with the Educational Master Plan update [[I.B.9\\_04](#); I.B.9\_05]. Efforts to establish an Integrated Planning Committee are underway to further the integration of systematic evaluation and planning for institutional effectiveness.

The 13-55 implementation process operationalizes the long-range goals identified in the Strategic Vision for Equity. The College has taken a grassroots approach to identify short-term

projects that aim to address structural inequities. This effort is in support of the College mission and demonstration of ongoing academic quality.

Program review, planning, and resource allocation are integrated in the program review process. Responsibility for these efforts are shared by the Program Review Council, Resource Allocation Team, and supported through the Office of Instruction and Institutional Research & Planning (IRP). Program Review is a five-year cycle that addresses the needs of instructional and student support programs that are identified by faculty and classified staff. The data provided in the program review process aligns with the student equity goals in areas where the College has documented disproportionate impact [[I.B.9\\_06](#); [I.B.9\\_07](#); [I.B.9\\_08](#)]. The Comprehensive Program Review template captures long-range planning needs and the Annual Program Review process provides progress updates. The long-range needs are crystalized into proposed action plans and any needed resources are requested as part of the template. Embedding the resource allocation process within the program review template encourages alignment between the resource request with the respective program review data that the resource requests seek to improve, including but not limited to enrollment, course success, or disproportionate impact rates). The Annual Program Review process also identified show-term needs that can be reflected in the resource requests.

**[INSERT PROGRAM REVIEW CYCLE GRAPHIC]**

While most resource requests submitted through the program review template relate to physical, technology, or other financial needs, any staffing requests submitted through the Staff Request Form and programs must describe how the data demonstrates the need for staffing. All new faculty requests are reviewed by the Faculty Prioritization Committee and decisions are made by review of agreed upon standardized metrics.

### **Analysis and Evaluation**

Foothill College meets the Standard.

### **Evidence List**

- I.B.9\_01
- I.B.9\_02
- I.B.9\_03
- I.B.9\_04
- I.B.9\_05
- I.B.9\_06
- I.B.9\_07
- I.B.9\_08

### **Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness**

Foothill College demonstrates a sustained, substantive and collegial dialog around student outcomes, assessment, equity, instructional quality, institutional effectiveness, and continuous improvement of student learning and achievement. Data and assessment are used to inform program design and planning through the program review process, which aligns instructional and student service goals with resource allocation. Institutional Research & Planning regularly disaggregates and disseminates data to assist in identifying performance gaps and evaluate the efficacy of efforts to address them, which in turn informs institutional-, program-, and department-level strategic planning. College communication of evaluation and assessment activities are also publicly accessible through the Program Review and Strategic Vision for Equity websites. Together, program review, evaluation, and subsequent resource allocation allow Foothill College to make progress and improvements towards its short- and long-term goals as described in the College's mission statement.

### **Improvement Plan(s)**

[Insert response if applicable.]

None needed.

### **C. Institutional Integrity**

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

### **Evidence of Meeting the Standard**

Foothill College assures the clarity, accuracy and integrity of information provided to students, prospective students, personnel, and all other persons or organizations through printed and digital materials. These publications, along with newsletters, social media posts, the Clery Act Reports, and customized program brochures are the primary means through which Foothill College gives accurate information to students and the public about its accreditation status. [\[I.C.1 01;](#) [I.C.1 02;](#) [I.C.1 03;](#) [I.C.1 04;](#) [I.C.1 05\]](#)

To ensure educational programs are in alignment with the college's mission statement, the College Curriculum Committee regularly reviews educational program requirements. Accreditation information is available on the College website and is also found in the college Catalog [\[I.C.1 06\]](#). Learning Outcomes are publicly and easily accessible through multiple sources. The College Curriculum Committee oversees currency of all curriculum and notifies the Board of Trustees of any changes. Previous catalogs containing information about

programs, including learning outcomes, are archived and can be accessed dating back to 2005-06 through the Foothill College website [\[I.C.1 07\]](#). All syllabi contain learning outcomes can be accessed by current students, and syllabi are collected by Division Assistants at the beginning of each quarter in which a class is taught. Additionally, Course Outlines of Record contain learning outcomes for all courses and can be accessed through the Foothill College Course Catalog [\[I.C.1 08; I.C.1 09\]](#). Various offices on campus follow a schedule to ensure timely scheduling and publication of Course Catalog updates [\[I.C.1 10\]](#). Division assistants are tasked with updating division and department websites for accuracy, currency, and clarity. [\[I.C.1 11\]](#).

#### Baccalaureate Degree Program:

The Foothill College Dental Hygiene department regularly updates its program website to include clear, accurate information accessible to current and prospective students. Foothill College provides student support services for students in the baccalaureate program that are equal to the services provided for all Foothill College students. Student services are listed in the Canvas Student Hub for the Associates to Bachelor's Degree Program for each cohort entering in the fall and spring quarters. During the fall orientation to the Entry Level Program, students receive information about support services available on campus including Psychological Services, the Disability Resource Center services and other services such as the Food Pantry.

#### **Analysis and Evaluation**

The institution meets the Standard by assuring the clarity, accuracy, and integrity of information provided to the College and its greater community via frequently updated web pages.

#### **Evidence List**

[Insert evidence list]

- 2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)**

#### **Evidence of Meeting the Standard**

The College catalog is available online, with an option to print [\[I.C.2 01\]](#). All requirements, policies, and procedures are listed in the Catalog and addendums are updated in a timeline manner through the Courseleaf platform. A full review and update of all catalog content occurs annually between February to May. There is a review process to ensure the catalog information is accurate and current, and individuals based on areas of responsibility are assigned sections to update [\[I.C.2 02\]](#). For example, the Curriculum Coordinator submits any

program changes approved by the Curriculum Committee directly into Courseleaf. Narrative edits are finalized by Marketing and Public Relations.

The 2022–2023 catalog contains information about the following areas:

<b>General Information</b>	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	4
Educational Mission	145
Representation of accredited status with ACCJC, and with programmatic accreditors if any	4
Course, Program, and Degree Offerings	11-144
Student Learning Outcomes for Programs and Degrees	11-144
Academic Calendar and Program Length	148
Academic Freedom Statement	149
Available Student Financial Aid	214-217
Available Learning Resources	224-228
Names and Degrees of Administrators and Faculty	195-213
Names of Governing Board Members	195
<b>Requirements</b>	
Admissions	149-150
Student Tuition, Fees, and Other Financial Obligations	214
Degrees, Certificates, Graduation and Transfer	7-11, 178-194
<b>Major Policies and Procedures Affecting Students</b>	
Academic Regulations, including Academic Honesty	150-153, 159
Nondiscrimination, Sexual Harassment	160
Acceptance and Transfer of Credits	152
Transcripts	153
Grievance and Complaint Procedures	165-167
Refund of Fees	214

Baccalaureate Degree Program:

The Dental Hygiene program information is published in the catalog [[I.C.2.03](#)].

**Analysis and Evaluation**

Foothill College meets the Standard. In addition to the Course Catalog, all facts, requirements, policies, and procedures can also be found in program review documents, in the Student Handbook, on individual department and program web pages, and the FHDA Board web page.

**Evidence List**

[Insert evidence list]

**3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

**Evidence of Meeting the Standard**

Foothill College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to advance planning priorities. Multiple data dashboards, which display enrollment, course success, awards completion, disproportionate impact data, are available to all employees through internal local access. Individual faculty course success reports are emailed quarterly and faculty can access and manipulate their own section level data on demand [[I.C.3 01](#)].

All program review documentation, which include reflections about student learning and achievement as well as action plans to improve student outcomes, are also publicly posted [[I.C.3 02](#)].

Public access to student learning and achievement data also can be obtained through the IRP-hosted Student Success Dashboards [[I.C.3 03](#)]. Institutional Research & Planning (IRP) maintains and regularly updates college- and program-level assessment and evaluation findings [[I.C.3 04](#); [I.C.3 05](#); [I.C.3 06](#)]. Whether at the local-, system-, or federal-level, student achievement data is available through public hyperlinks accessed via the “Student Achievement” web page hosted by IRP [[I.C.3 07](#)]. Transfer data is publicly available and is reported annually as well [[I.C.3 08](#)].

Job placement and licensure pass rates data (as well as other student achievement metrics) are publicly available as reported out on the ACCJC annual reports and is communicate its program quality to College constituencies [[I.C.3 09](#)].

Baccalaureate Degree Program:

The Dental Hygiene Program presents evidence of its academic quality with student learning and achievement data, including personal testimonials on its program website [[I.C.3 10](#)]. Additionally, assessment of student outcomes is discussed at advisory board meetings [[I.C.3\\_11](#)]

**Analysis and Evaluation**

Foothill College meets the Standard. Institutional metrics are listed on the Foothill website and are updated regularly. The student success dashboards are available for current and

prospective students and the public. Additional student learning and achievement information are documented through IRP's website based on completed evaluation requests.

### **Evidence List**

[Insert evidence list]

#### **4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

### **Evidence of Meeting the Standard**

Foothill College's catalog serves as the primary information source about the institution's educational programs [I.C.4 01]. The catalog describes the purpose, content, requirement, and expected learning outcomes of all programs, certificates and degrees [I.C.4 02]. Program websites present similar content including the type of awards conferred, course listings, career opportunities, and related degree offerings.

Career & Academic Pathways (CAPS), a key component to the Guided Pathways effort, presents certificate and degree information as program maps organized by discipline groupings ranging from Arts & Media to Science, Technology, Engineering & Math (STEM) [I.C.4 03]. These program map clusters display degrees, high unit certificates, low unit certificates, and non-credit certificates awarded by the College and the selection of a specific program [I.C.4 04]. CAPS information is accessible by one-link from the College home page [I.C.4 05].

### Baccalaureate Degree Program:

The Dental Hygiene program degree information is listed in the College catalog [I.C.4 06]. The Dental Hygiene program also maintains its own website describing their program, including an overview of the entry-level track and the associate to bachelor's degree track [I.C.4 07; I.C.4 08; I.C.4 09]. The program website also states the program's vision, values, and purpose [I.C.4 10].

### **Analysis and Evaluation**

Foothill College meets the Standard.

### **Evidence List**

[Insert evidence list]

#### **5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

### Evidence of Meeting the Standard

Foothill College regularly reviews its institutional policies, procedures and publications to assure integrity in all representations of its mission, programs, and services. The College has adopted a seven-year planning cycle, where its mission statement and planning documents (i.e. Educational Master Plan, Facilities Master Plan, Technology Plan) are reviewed and revised/updated with engagement from all constituencies. District administrative procedure proposes identifying an administrative position to lead each of the college-level planning documents during each cycle [[I.C.5 01](#)].

Marketing & Public Relations conducts its annual catalog review process in spring quarter through a collaborative effort to confirm any updates and changes in policies and procedures [[I.C.5 02](#)]. Websites are continually reviewed and updated as needed. Division assistants are responsible for maintaining accurate information on division-related webpages and they collaborate with Marketing & Public Relations writers/editors for consistency in format and design. Public facing information about the College, such as the Foothill Fast Facts webpage and the Fast Fact sheet are updated regularly [[I.C.5 03](#); [I.C.5 04](#)].

Below is a sample of the College’s policies, procedures, and publications and the frequency by which they are reviewed:

Policy, Procedure, Publication	Review Timeline	Responsible Party
Mission Statement	Every 7 years	Mission Informed Planning Council (MIPC)
Educational Master Plan	Every 8 years	Mission Informed Planning Council (MIPC)
Facilities Master Plan	Every 5 years and as needed	Facilities Master Plan Study Group
Technology Plan	Every 3 years	Mission Informed Planning Council (MIPC)
Governance Handbook	As needed	President’s Office
Catalog	Every year	Marketing & Public Relations
Faculty Handbook	As needed	Academic Senate, Office of Instruction
Class Schedule	Every quarter and as needed	Office of Instruction
Registration and Enrollment Information	Every quarter	Enrollment Services
Financial Aid Information	Every year	Financial Aid Office

### Analysis and Evaluation

Foothill College meets the Standard. The institution has identified timelines and responsible parties who ensures its policies, procedures, and publications are current and accurate.

## Evidence List

[Insert evidence list]

**6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

## Evidence of Meeting the Standard

Foothill College is committed to providing accurate and comprehensive information around financial commitment and resources to all students. The cashier's office and financial aid office websites clearly list the total cost of attendance for resident and non-resident students [[I.C.6 01](#); [I.C.6 02](#)]. Current and prospective students can also access a net price calculator [[I.C.6 03](#)]. Information about tuition, fees, and other expenses is also listed in the College catalog [[I.C.6 04](#)]. These costs are presented in multiple ways, with information about direct (owed directly to the College) and indirect (does not appear on student accounts, including food, supplies, housing, etc.) costs, full-time vs. part-time costs, and costs related to the dental hygiene baccalaureate program (includes upper-division unit fees) [[I.C.6 05](#)]. Course materials costs, such as textbooks and instructional materials, are listed on the College bookstore website, which is managed by Follet.

## Analysis and Evaluation

Foothill College meets the Standard. The Financial Aid office updates the cost of attendance regularly in multiple locations, including their websites and the catalog. The office also communicates this information to Admissions & Records and the cashier's office ensures this same information is communicated accurately to students as well.

## Evidence List

[Insert evidence list]

**7. In order to assure institutional and academic integrity, the institution 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. (ER 13)**

## Evidence of Meeting the Standard

Foothill College has published board policies on academic freedom and responsibility that seek to maintain an environment of freedom in the dissemination of knowledge in accordance with state law and regulations [[I.C.7 01](#)]. The institution's commitment to intellectual

freedom is documented in the faculty tenure handbook, student handbook, and catalog [[I.C.7 02](#); [I.C.7 03](#); [I.C.7 04](#)]. Academic Senate

### **Analysis and Evaluation**

Foothill College meets the Standard. The institution's published policies make clear that an atmosphere for academic freedom and responsibility is valued and supported.

### **Evidence List**

[Insert evidence list]

- 8. The institution 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.**

### **Evidence of Meeting the Standard**

Foothill College is explicit about expectations for honesty, responsibility, and academic integrity through its adopted policies and procedures. Board policies examples include those addressing mutual respect (BP 4110); harassment and discrimination (BP 4640); and student rights and responsibilities (BP 5500) detail behaviors and expectations for all constituencies, including students [[I.C.8 01](#); [I.C.8 02](#); [I.C.8 03](#)]. Administrative procedures, such as those around codes of conduct, also provide additional guidance (AP 5510) [[I.C.8 04](#)]. Board policy also states Trustees are held to these same standards (BP 2715) [[I.C.8 05](#)].

The Student Handbook publicizes information about the district policies and procedures related to academic honesty as well as the College's academic integrity policy and honor code [[I.C.8 06](#)]. Documentation regarding due process is also available both on the Student Handbook website and in pdf form [[I.C.8 07](#); [I.C.8 08](#)]. This information is also accessible through the College catalog [[I.C.8 09](#)]. Student conduct and dishonesty cases are reported to the Office of Student Affairs & Activities documented through Maxient software.

Student honesty and academic integrity in virtual spaces are authenticated through a single sign-on process, using a college assigned identification number and password. This procedure establishes the identifies of online students who use Canvas, the College's online learning management system. Canvas also has integrated Turnitin software for plagiarism. The Office of Online Learning encourages faculty to use projects, student reflections on learning, and sample formative assessments to ensure that students are turning in their own work.

### **Analysis and Evaluation**

Foothill College meets the Standard. Policies and procedures around academic integrity are listed in the College Catalog.

### **Evidence List**

[Insert evidence list]

## **9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

### **Evidence of Meeting the Standard**

While board policy does allow faculty academic freedom, Foothill College faculty are expected to distinguish between personal conviction and professionally held views [[I.C.9 01](#)]. Course outlines of record publicize updated and acceptable discipline views that are reviewed and approved by the College Curriculum Committee, a sub-committee of the Academic Senate, after careful revision by each division's Curriculum Committee. All full-time and part-time faculty are evaluated via the J1 Administration and Peer Evaluation Form to ensure academic and professional standards are adhered [[I.C.9 02](#)]. The J1 evaluation contains a professionalism section (A.1, A.3) that rate how the faculty keep current in their discipline and how they accept criticism. The J2 Student Evaluation Form also provides an opportunity to ensure that faculty maintain a classroom atmosphere conducive to learning [[I.C.9 03](#)].

### **Analysis and Evaluation**

Foothill College meets the Standard. The institution's Course Outline of Record process ensures that faculty present content that is professional and void of personal convictions. Foothill College and the FHDA Board policies also maintain clear delineations between allowable personal convictions and professional behavior and content. J1 and J2 evaluations provide the opportunity for criticism and feedback to promote a practice of teaching excellence.

### **Evidence List**

[Insert evidence list]

## **10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.**

### **Evidence of Meeting the Standard**

As a public institution devoted to equity, integrity, and high-quality education and in alignment with board policies, the student code of conduct, and the course catalog, Foothill

College does not seek to instill specific religious beliefs, philosophies or world views in its administrators, classified staff, faculty, and students. Expectations on specific codes of conduct provide clear notice of these policies (BP 4110: Mutual Respect; BP 4500: Drug-Free Workplace; BP 3510: Violence in the Workplace; BP 4630: Sexual Assault Policy; BP 4640: Harassment and Discrimination) [[I.C.10\\_01](#); [I.C.10\\_02](#); [I.C.10\\_03](#); [I.C.10\\_04](#); [I.C.10\\_05](#); [I.C.10\\_06](#)].

### **Analysis and Evaluation**

Foothill College meets the Standard. The institution maintains clear policies requiring staff, faculty, administrators and students to adhere to a code of conduct. These policies are in multiple locations and publications. As part of its regular review process and with support from the Office of Instruction, Academic Senate will be revising the Faculty Handbook in summer of 2023 for currency.

### **Evidence List**

[Insert evidence list]

## **11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

### **Evidence of Meeting the Standard**

N/A

### **Analysis and Evaluation**

N/A

## **12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

### **Evidence of Meeting the Standard**

Foothill College meets the eligibility requirements of and is accredited by the Accrediting Commission of Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) as demonstrated by the accreditation documentation published on the College's accreditation website, which is one click away from the home page [[I.C.12\\_01](#)]. This website makes public the College's compliance with accreditation Standards and

Commission policies as demonstrated through action letters and substantive change approval from the ACCJC [[I.C.12\\_02](#); [I.C.12\\_03](#); [I.C.12\\_04](#)]. The information reflects archived as well as the most current documentation regarding the College’s accreditation status, including the timeline for the next peer review team visit. The College provides information about submitting third-party comments on its accreditation website and a dedicated “About ACCJC” web page [[I.C.12\\_05](#); [I.C.12\\_06](#)].

**Analysis and Evaluation**

Foothill College meets the Standard.

**Evidence List**

[Insert evidence list]

**13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

**Evidence of Meeting the Standard**

Foothill College advocates and demonstrates honesty, integrity, and professionalism in its relationships with external agencies, including the ACCJC. All documentation regarding accreditation are found on the College’s accreditation website, including information about program relationships with external agencies [[I.C.13\\_01](#)]. Communication with the accrediting body about required reporting and comprehensive reviews (including the current reaffirmation process) have dedicated web pages communicating any changes to the Commission, students, and the public [[I.C.13\\_02](#), [I.C.13\\_03](#); [I.C.13\\_04](#)].

The following Foothill College programs are externally accredited by the following agencies:

Program	Accrediting Body
Dental Assisting	Commission on Dental Accreditation (CODA)
Dental Hygiene	Commission on Dental Accreditation (CODA); Dental Hygiene Board of California (DHBC)
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Programs (CAAHEP); Joint Review Committee – Diagnostic Medical Sonography (JRC-DMS)
Emergency Medical Services	Commission on Accreditation of Allied Health Programs (CAAHEP); Committee on Accreditation of Educational Programs for the Emergency Services Professionals (CoA-EMSP)
Pharmacy Technology	American Society of Health-System Pharmacists (ASHP)

Radiologic Technology	California Department of Public Health, Radiologic Health Branch; Joint Review Committee on Education in Radiologic Technology (JCERT)
Respiratory Therapy	Commission on Accreditation for Respiratory Care (CoARC)
Veterinary Technology	American Veterinary Medical Association, Committee on Veterinary Technical Education Activities (AVMA-CVTEA)

**Analysis and Evaluation**

Foothill College meets the Standard. Materials and correspondence with the ACCJC indicate the College is in good standing. Program accreditation is current and maintained in eight allied health programs.

**Evidence List**

[Insert evidence list]

**14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

**Evidence of Meeting the Standard**

Foothill College prioritizes high-quality education, student achievement, and student learning over any financial returns adhering to the institution’s mission and vision statements, where descriptions on “educating” and “achieving equity in achievement of student outcomes” reflect the societal value and benefit of a “well-educated population” [I.C.14 01]. The Guided Pathways mission statement and guiding principles recognizes the need for “removing all structural barriers to learning” and that “learning is at the center of the student experience.” [I.C.14 02; I.C.14 03]. The Strategic Vision for Equity is explicit about the College commitment, identifying 13 issues that are barriers to equitable student learning and achievement [I.C.14 04]. Alongside the 13-55 implementation effort (that seeks to operationalize the Strategic Vision for Equity), the Educational Master Plan, Facilities Master Plan, and Tech Plan also aims to operationalize these values.

Board policy and administrative procedures states that District commitment to student achievement and student learning is paramount. Board Policy 3121: Standards of Ethical Conduct is explicit regarding standards of ethical conduct where District employees are directed to function in their roles and duties in advance of the public interest and it states that employees are to not to use their positions for personal gain or private benefit [I.C.14 05]. Board policy 2712: Conflict of Interest Code and Administrative procedure 2710: Conflict of Interest establishes operational integrity for the trustees and employees [I.C.14 06];

[I.C.14 07](#)]. Administrative procedure 3143: Contract Procedures also addresses legal and ethical requirements for contract policy procedures, including the competitive bidding process and required records and audit [\[I.C.14 08\]](#)].

### **Analysis and Evaluation**

The College meets the Standard. All institutional planning is explicit about its focus on high-quality education, focusing on continuous improvement with student learning and achievement. Efforts to move toward equitable student outcomes are seen in the 13-55 implementation and Guided Pathways initiative. The College mission and vision statements, along with board policy and administrative procedures, reinforce that no other objectives such as supporting external interest occur.

### **Evidence List**

[Insert evidence list]

### **Conclusions on Standard I.C: Institutional Integrity**

Foothill College demonstrates institutional integrity throughout its decisions, communications, policies, procedures, and plans. The institution conducts work with integrity in alignment with its core values and mission statement, updating and publishing changes regularly. All college material, including its Course Catalog, are accessible, available online and are updated regularly for the entire college community and external parties. These materials present clear information and requirements about degree programs, certificates, and learning outcomes. Policies are regularly reviewed to ensure the institution continuously upholds its mission and core values, by maintaining integrity, a clearly communicated code of conduct for students, academic freedom, and any conflict of interest. Information about the cost of pursuing education at Foothill College is clear and publicly available for current and prospective students. Foothill College complies with all Standards and it shares communications with the Commission, along with communicating its ongoing reaffirmed status with the college community—including students and the general public. Foothill College maintains a primary commitment to high-quality education and student achievement as a public community college in the state of California.

### **Improvement Plan(s)**

[Insert response if applicable.]

No improvement plan needed.

### **Conclusions on Standard I**

Foothill College demonstrates is committed to a mission that emphasizes student learning and student achievement. Using quantitative and qualitative data analysis, Foothill College

continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. Foothill maintains integrity in all policies, actions, and communication honoring the mission and values of the institution. All constituents and Board members act honestly, ethically, and fairly in the performance of their duties.