

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, undergraduate courses for career and technical education, and general education. These offerings include certificates, local and transfer degrees, and a 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 have 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 dental hygiene program aligns with the institutional mission in that it "...empowers students to achieve their goals as members of the workforce." The program mission states:

“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's 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 of teaching and learning. The Institutional Research and Planning (IRP) Office reports to the Instruction Office and is responsible for the oversight and maintenance of on-demand dashboards that display student achievement data. These data are available to all employees.

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 [I.A.2_01; I.A.2_02; I.A.2_03; I.A.2_04]. The data dashboards default to providing a five-year trend but users have the option of selecting any time period beginning in 2011-2012 [I.A.2_05]. In addition, the college uses internal tools such as Active Division to analyze enrollment and scheduling data, and has adopted tools to assist in survey collection and dissemination [I.A.2_06].

Student achievement data is at the heart of evaluation efforts to determine if the College is meeting its mission and achieving its goals. The institution's efforts to eliminate achievement gaps is informed by ongoing and continuous measurement of student data. IRP posts their completed reports and evaluation on its website, along with course success, retention, and

equity dashboards and a student achievement data web page that provides access to a variety of reports, student success metrics, and fact sheets to help the College community evaluate its mission and success in meeting its goals. [I.A.2_07]

Other examples of how the institution uses data to determine its effectiveness include reflections on program-level data trends as part of the program review process and in new program development. While program review data focuses on student enrollment and achievement outcomes, labor market data are identified to verify the demand for a proposed career program, demonstrating whether the new 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 in Respiratory Therapy based on data, including employability and labor market trends [I.A.2_09].

Analysis and Evaluation

Foothill College uses 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 Institutional Research and Planning (IRP) Office that helps inform decision-making across academic programs, participatory governance, and student service functions. Foothill relies on a comprehensive set of data tools to 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, governance structures, and resource allocation processes. All instructional and student success programs are evaluated on a five-year cycle that includes comprehensive and annual program reviews. 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.2](#).

The participatory governance structure is designed to place the mission at the center of College planning and resource prioritization. The Mission Informed Planning Council (MIP-C), the institution's primary governance body, seeks to involve all constituencies in decision-making that advances the institutional goals for student learning and achievement. Resource requests are submitted by specific categories and reviewed by the Finance 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 College mission is also reflected in the Strategic Vision for Equity (SVE) that guides and informs institutional goals for learning and achievement [[I.A.3_02](#)]. Through the participatory governance process, the Equity, Diversity, and Inclusion Office identified 13 issues and 55 goals based on constituency dialogue and review of student achievement data. The resulting document is intentionally aligned with the mission with its focus on building a well-educated population in a democratic and just society and its emphasis on centering race and eliminating inequity among groups. The SVE mission statement is operationalized through the 13-55 implementation plan, an effort where 21 teams from across the College implement and assess equity action plans that are intentionally aligned with one of the 13 identified issues [[I.A.3_03](#)].

Baccalaureate Degree Program

The dental hygiene program is explicitly aligned with the College mission statement. The program mission statement guides the dental hygiene program's efforts to improve its academic quality and student learning experiences [[I.A.3_04](#)]. Dental hygiene participates in the

campuswide 13-55 implementation plan that serves to actualize the 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 the College mission, vision, values and goals. Institutional-set goals for student achievement inform college planning, including the SVE, and are reviewed through campuswide 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 collegewide review process and adopted formally by the Foothill-De Anza Community College District Board of Trustees [I.A.4_01]. The mission statement is widely displayed in College meeting rooms, publications, and web sites [I.A.4_02].

The College mission statement and related vision, values, and purpose are reviewed through 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_03]. The College is currently reviewing the mission statement as part of its regular planning processes [I.A.4_04]. In fall 2022, the College's main participatory governance body, Mission Informed Planning Council (MIP-C), appointed a subcommittee to review and update the mission statement, with the goal of approving a new mission statement by fall 2023 [I.A.4_05; I.A.4_06]. Drafts of a revised mission statement were circulated for feedback in spring 2023, and

additional revisions are being made before MIP-C can review and recommend a final revision for adoption to the College president [[I.A.4_07](#)].

Analysis and Evaluation

Foothill College's mission statement is approved by the Board of Trustees, 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 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, pg 145-147

I.A.4_03 04 7-Year Planning Calendar

Mission Informed Planning Council Meeting Minutes, October 7, 2022

I.A.4_04 Mission Review Update #2 presentation, January 20, 2023

I.A.4_05 Mission Informed Planning Council Meeting Minutes, October 7, 2022

I.A.4_06 Mission Revise Webpage

I.A.4_07 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 College'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, which informs College 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 dialogue to ensure the continuous improvement of academic quality, institutional effectiveness, and student learning and achievement. The College demonstrates an ongoing

focus on student equity through its participatory governance structure, including Academic Senate and Classified Senate, and division and program meetings. Evidence of these dialogue are observed in the program review process, Strategic Vision for Equity/13-55 Implementation effort, and Career and Academic Pathways, including the adoption of meta-majors and program maps.

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 Equity, Diversity, and Inclusion Office facilitated conversation and reviewed student achievement with all campus stakeholders, resulting in the Strategic Vision for Equity. The 13-55 implementation effort asks cross campus teams to identify and 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.

Another ongoing collegewide effort sought to provide students with clear and documented career preparedness and academic pathways information. These program maps seek to ensure equity, continuous learning, student retention and institutional effectiveness while supporting students in their academic pathways and career preparedness. The organizational structure designed to facilitate these conversations 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, staff, and administrators, provide opportunities for the District and College to convene around learning and institutional and state initiatives [I.B.1_07]. Two new Learning Outcomes (Foothill Inquires) Coordinator positions were established in 2022–2023 to support the campus community in defining learning and identifying when and how learning best occurs [I.B.1_08]. These conversations occur at the College and division/department level [I.B.1_09; I.B.1_10].

Faculty, with support from administration, drives discussions of student learning and achievement. 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 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. As these are sustained efforts, there is also ongoing efforts to improve processes and initiatives to enhance student learning and achievement.

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 require continuous evaluation, from course creation to local and state curriculum processes and its later evaluation in program review [I.B.2_02; I.B.2_03]. Academic Senate, with Instruction Office support, is responsible for defining and assessing student learning outcomes. Learning Outcome (Foothill Inquires)

Coordinators lead 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 support services have defined outcomes that are documented and assessed within program review. The Institutional Research and Planning (IRP) Office and Instruction Office provide support around outcomes and evaluation. [I.B.2_05; I.B.2_06]. The division/department reflects on their evaluation efforts and the Program Review Council provides additional feedback.

Baccalaureate Degree Program

The dental hygiene program follows a similar process as other 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 complete a reflection worksheet [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 Board 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 has processes in place to define student learning outcomes. Faculty play a leadership role as coordinators of this effort. Student support services lead their units' student learning outcome efforts, relying on the program review process to document and assess, as well as track and record these outcomes. Instructional learning outcomes are housed and catalogued in Canvas. Academic Senate is leading an effort to improve the regular assessment of 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, 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 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 regularly monitored for progress. Annual reports and the federal College scorecard are posted publicly on the College’s accreditation website [I.B.3_01]. Institutional-set standards are discussed regularly at participatory governance meetings to promote dialogue around goal-setting and the continuous improvement of student achievement [I.B.3_02; I.B.3_03]. The College works collaboratively towards setting standard goals and targets [I.B.3_04; I.B.3_05]. 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 Accrediting Commission of Community and Junior Colleges (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 establishes institution-set standards for achievement and publicly posts these metrics, along with regular updates about whether the campus is attaining these goals. Presentations about these annual figures occur through participatory governance, ensuring broad and inclusive engagement.

Evidence List

- I.B.3_01 Institutional Research Annual Report Webpage
- I.B.3_02 Institutional Metrics presentation, March 5, 2021
- I.B.3_03 Advisory Council Meeting Minutes, March 5, 2021
- I.B.3_04 Aspirational Goals Setting presentation, May 7, 2021
- I.B.3_05 Aspirational Goals Setting presentation, June 4, 2021
- I.B.3_06 Enrollment and Course Success presentation, 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 dialogue 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 demonstrates ongoing and continuous review of student data as a component of the comprehensive reporting process. Course success rates are one data point that prompts reflections about student learning from instructional and student support services units. The revised rubrics applied by the Program Review Council engages the larger campus community in organizing and documenting feedback about program-level data and action plans for improvement [I.B.4_04].

All employees have access to student achievement data through on-demand dashboards [I.B.4_05]. 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_06]. These dashboards also allow for manipulation through multiple filtering features. Employees can also upload student IDs and track those students over time.

Data helped center the initial onboarding and kick-off events that sought to document the lifecycle of students from application to graduation (guided pathways) [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 (including the Career and Academic Pathways).

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 contributed 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 applies data as the driving force behind all plans and processes to support student learning and achievement at an institutional level. Opportunities to engage with data and support institutional processes occur at the individual and campus levels, from on demand dashboards to institutional planning efforts.

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 presentation, March 5, 2021

I.B.4_04 Revised Instructional Program Review Rubric 2023

I.B.4_05 Precision Campus Landing Page

I.B.4_06 Student Success Dashboards Webpage

I.B.4_07 Guided Pathways Data presentation, November 9, 2020

I.B.4_08 AB705 Update on Math Performance presentation, November 16, 2021

I.B.4_09 English Throughput presentation, October 18, 2018

I.B.4_10 AB705 Update on English presentation, November 3, 2021

I.B.4_11 AB705 Improvement Plan Requirements presentation, 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 evaluates its goals and objectives as related to 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 programs are asked to reflect on their five-year data trends, data which are also disaggregated to encourage in-depth assessment [I.B.5_03; I.B.5_04]. Based on these data-informed analysis, programs

identify action plans that seek to improve student learning and achievement. Institution-level review of these program plans occur 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. Figures 46 and 47 demonstrate the comprehensive program review process and outcomes.

Figure 46: Comprehensive Program Review Process

[INSERT COMPREHENSIVE PROGRAM REVIEW PROCESS GRAPHIC]

Figure 47: Comprehensive Program Review Outcomes

[INSERT COMPREHENSIVE PROGRAM REVIEW OUTCOMES PROCESS GRAPHIC]

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 process with resource allocation. This revised timeline also allows programs to view their data 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. 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_07]. As with all program review documentation, this feedback is publicly posted [I.B.5_08]. Figures 48 and 97 outline the annual program review process and outcomes.

Figure 48: Annual Program Review Process

[INSERT ANNUAL PROGRAM REVIEW PROCESS GRAPHIC]

Figure 49: Annual Program Review Outcomes

[INSERT ANNUAL PROGRAM REVIEW OUTCOMES PROCESS GRAPHIC]

Analysis and Evaluation

Foothill College assesses the accomplishment of its mission through the program review process and continues to reflect on its process through regular evaluation led by an integrated planning/institutional effectiveness committee (formerly known as Integrated

Planning and Budget Committee) [I.B.5_09; I.B.5_10]. The College demonstrates continuous process of improvement around program review. The planning effort that resulted in a complete revisioning occurred in 2017-2018, with adoption in 2019-2020. Evaluation of the new process by the Institutional Research and Planning (IRP) Office is documented and ongoing. These improvement efforts are determined collaboratively, using quantitative and qualitative data (surveys, retreats, informal focus groups), and approved by participatory governance [I.B.5_11]. As noted, the revised process begins in spring 2023.

Evidence List

I.B.5_01 Program Review Manual

I.B.5_02 Program Review Schedule 5-Year Cycle

I.B.5_03 Revised Instructional Program Review Template 2023

I.B.5_04 Science Learning Institute Program Review 2022

I.B.5_05 Revised Instructional Program Review Rubric 2023

I.B.5_06 Program Review Council Membership

I.B.5_07 Annual Program Review Template 2023

I.B.5_08 Annual Program Review Rubric 2023

I.B.5_09 Program Review Reader Survey Results 2021

I.B.5_10 Program Review Writers Survey Results 2021

I.B.5_11 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 uses data to develop strategies to address performance gaps. The College acknowledges that when its data are disaggregated, there are performance gaps among the student population groups.

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 results, and reflect on next steps.

Institutional-level processes, including program review and faculty prioritization requests, highlight disaggregated data and require the program review writer to address any student achievement inequities. The comprehensive program review template specifically directs programs to identify and address disproportionately-impacted student groups [I.B.6_01; I.B.6_02]. Programs use the program review process to identify an action plan to improve performance gaps. The resources request template are embedded in the program review template and resource requests should be aligned with the program's action plans to minimize performance gaps [I.B.6_03].

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 was conducted to ensure program effectiveness [I.B.6_04]. 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 a 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 increased access for 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 a Live Chat option for general information and guidance.

The Institutional Research and Planning (IRP) Office prioritizes access to and reporting of disaggregated data. This office hosts a suite of data dashboards 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 focuses 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 the IRP Office also triggers quarterly personalized course success reports that are emailed to faculty [I.B.6_05]. These reports and presentations also actively disaggregate

student data and can be seen in the evaluation methodology, design, and analysis of College improvement efforts [I.B.6_06; I.B.6_07; I.B.6_08].

Analysis and Evaluation

Foothill College prioritizes disaggregating and analyzing data for subpopulations of students within program review. This process is a mechanism for addressing performance gaps and engaging the College in an iterative process to improve instructional offerings. The College demonstrates how this disaggregated data is used for program improvement purposes.

Evidence List

I.B.6_01 Revised Instructional Program Review Template 2023

I.B.6_02 Admissions & Records Program Review 2020

I.B.6_03 Draft Resource Allocation Guidelines, March 2023

I.B.6_04 AB705 Update on Math Performance presentation, November 16, 2021

I.B.6_05 Course Success with Equity Gaps Data, Winter 2023

I.B.6_06 Financial Aid Office Feedback Survey Template

I.B.6_07 Psychological Services Office Feedback Survey Template

I.B.6_08 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 participatory governance. The program review redesign effort demonstrates how regular evaluation leads to improvement and effectiveness efforts. The College includes evaluation at every stage of the program review cycle and results are reviewed through a participatory governance process. The Integrated Planning & Budget (IPB) Task Force was created and charged with improving existing process [I.B.7_01]. Evaluations from the program writers, readers, and presenters are collected and discussed for areas of improvement [I.B.7_02; I.B.7_03; I.B.7_04; I.B.7_05]. In addition, the main governance body where program review presentations occurred was also surveyed to ensure presentations' effectiveness [I.B.7_06]. Regular and ongoing evaluations of the program review process led to additional improvements that were discussed and 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 Finance Allocation Team, led by the Vice President of Finance and Administrative Services reviews the regular and ongoing evaluation and notes areas for improvement [I.B.7_11; I.B.7_12]. Feedback led to focusing on requests 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 administered an annual survey to collect constituency feedback about its participatory governance processes. In 2020-2021, a recommendation was made to the president to engage an external evaluator [I.B.7_14]. The College contracted the services of the Research and Planning (RP) Group to evaluate its participatory governance processes [I.B.7_15]. To improve governance effectiveness, the College initiated a redesign effort the following academic year that includes the rebranding of the main participatory governance body as the Mission Informed Planning Council (MIP-C).

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 finance 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 learning and student support services through student and graduate survey efforts [I.B.7_16; I.B.7_17]. National accreditation standards ensure that the dental hygiene program demonstrate continuous quality and improvement of their program.

Analysis and Evaluation

Foothill College regularly evaluates its policies and practices across all areas of the institution to ensure effectiveness in academic quality and accomplishment of the mission. These efforts are conducted internally (e.g. program review) and by external evaluators (e.g. governance). The resulting findings demonstrate whether the College is effective in its processes and procedures. Such efforts ensure the campus engages in an ongoing and continuous cycle of improvement.

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 Revised Instructional Program Review Template 2023
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 2nd 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/program levels. The dialogue from these spaces develops a shared understanding of program/unit strengths and weaknesses. The Institutional Research and Planning (IRP) Office, 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 institution's commitment to supporting broad campus engagement about assessment and evaluation is demonstrated through the public posting of program review writers' reflections and the corresponding readers' feedback [I.B.8_04; I.B.8_05]. Programs present their comprehensive reviews in participatory governance to encourage discussion regarding its opportunities, challenges, and areas for improvement [I.B.8_06].

The 13-55 implementation effort, as discussed earlier, is organized to promote cross-campus conversations about institutional and structural inequities that can be barriers to student learning and achievement. Participants meet monthly to discuss their program's equity action plans and documentation of this ongoing effort is housed in Canvas. Public presentations of each program's work is shared with the College to further discussions and consideration of these continuous improvement efforts [\[I.B.8_07\]](#).

Analysis and Evaluation

Foothill College is open and transparent in communicating its strengths and weaknesses based on ongoing assessment and evaluation activities. Program Review and the 13-55 implementation effort are two examples that demonstrate cross functional campus conversations. The institution's work and commitment is publicly documented with presentations and reportings posted for public access on the College website.

Evidence List

I.B.8_01 Institutional Research & Planning Completed Requests Webpage

I.B.8_02 Understanding the Foothill Student presentation, September 13, 2022

I.B.8_03 Student Planning Survey presentation, 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 13-55 Poster Session

- 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 the Mission Informed Planning Council (MIP-C), creates a comprehensive structure to support systematic evaluation and planning. MIP-C established a process to engage in review of the College mission statement, a crucial piece of the planning process [I.B.9_03]. Additionally, MIP-C recommended incorporation of the Technology Task Force as a subcommittee of MIP-C and is taking a lead role with the Educational Master Plan update [I.B.9_04; I.B.9_05]. Efforts to establish an integrated planning/institutional effectiveness committee are underway to further the integration of systematic evaluation and planning for institutional effectiveness [I.B.9_06; I.B.9_07].

Short-term and long-term planning efforts can also be observed through how program review, planning, and resource allocation are integrated as one process. Responsibility for these efforts are shared by the Program Review Council, Resource Allocation Team, and supported through the Instruction Office and Institutional Research and Planning (IRP) Office. These data provided in this process align with the student equity goals in areas where the College has documented disproportionate impact [I.B.9_08; I.B.9_09; I.B.9_10]. The Comprehensive Program Review template captures long-range planning needs while the Annual Program Review process provides shorter-term progress updates. The long-range needs are crystalized into proposed action plans and any needed resources are requested. Alignment between resource requests with the respective program review data aims to yield resource requests seeking to improve metrics such as enrollment, course success, or disproportionate impact rates.

While most resource requests submitted through the program review template relate to physical, technology, or other financial needs, any staffing requests are submitted through the Staff Request Form. Programs must describe how these data demonstrate the need for new 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 continues its ongoing efforts at integrating its evaluation and planning processes. As demonstrated through an aligned program review and resource allocation cycle, institutional planning occurs on a regular and defined timeline, involves instructional and student success programs, and relies on dashboard data that is consistent in methodology and reporting. Programs are prompted to identify both short- and long-range action projects in their ongoing efforts to enhance learning demonstrate academic quality.

Evidence List

I.B.9_01 7-Year Planning Calendar

I.B.9_02 Academic Senate Meeting Minutes, January 10, 2022

- I.B.9_03 Mission Review Update #2 presentation, November 18, 2022
- I.B.9_04 Mission Informed Planning Council Meeting Minutes, November 4, 2022
- I.B.9_05 Mission Informed Planning Council Meeting Minutes, June 16, 2023
- I.B.9_06 Institutional Effectiveness presentation, June 16, 2023
- I.B.9_07 Mission Informed Planning Council Meeting Minutes, June 16, 2023
- I.B.9_08 Student Pathway Part 1 presentation, August 27, 2021
- I.B.9_09 Student Pathway Part 2 presentation, August 27, 2021
- I.B.9_10 Understanding the Foothill Student presentation, September 13, 2022

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

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

Improvement Plan(s)

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, including newsletters, emails, social media posts, Clery Act Reports, and customized program brochures are the primary means through which the institution gives accurate information to students and the public [[[I.C.1_01](#); [I.C.1_02](#); [I.C.1_03](#); [I.C.1_04](#); [I.C.1_05](#)]. Current information about the College's accreditation status is accessible at a dedicated accreditation web page that is regularly updated with any reporting requirements and communication from the Accrediting Commission of Community and Junior Colleges (ACCJC) and in the College catalog [[I.C.1_06](#)].

To ensure educational programs are in alignment with the College's mission statement, the College Curriculum Committee (CCC) regularly reviews educational program requirements. The CCC 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 accessible dating back to 2005-2006 through the Foothill College website [[I.C.1_07](#)]. All syllabi containing learning outcomes can be accessed by current students, and syllabi are distributed by faculty at the beginning of each quarter in every class. Additionally, course outlines of record contain learning outcomes for all courses and can be accessed through the College catalog [[I.C.1_08](#)]. Various offices on campus follow a schedule to ensure timely scheduling and publication of academic catalog updates [[I.C.1_09](#)]. Division Assistants are tasked with updating division and department websites for accuracy, currency, and clarity.].

Baccalaureate Degree Program:

The dental hygiene program faculty regularly reviews and the Division Assistant updates their website to include clear, accurate information accessible to current and prospective students. The program website also includes information on program requirements, program accreditors, program compliance in meeting the educational standards, and how to file a complaint [[I.C.1_10](#); [I.C.1_11](#)]. The College academic catalog also provides information regarding learning outcomes. Information about student support services for both the entry-level and the associate to bachelor's degree programs are vetted and updated accordingly by program faculty prior to each cohort's orientation.

Analysis and Evaluation

Foothill College ensures the accuracy and currency of its public information with regular review and updates. The institution's website is regularly updates as information changes and the academic catalog is reviewed annually, although addendums as posted online through the year. Various campus programs and services follow a schedule to ensure its public information is accurate and timely. The College maintains a dedicated website to document and communicate its most recent accreditation status and all related information.

Evidence List

- I.C.1_01 Employee Newsletter Archive Webpage
- I.C.1_02 Springternship Announcement 2019
- I.C.1_03 College Crime Statistics Summary Report Webpage
- I.C.1_04 FHDA Clery Crime Statistics
- I.C.1_05 Learning Resource Center Brochure
- I.C.1_06 Accreditation Webpage
- I.C.1_07 Catalog Archive Webpage
- I.C.1_08 College Catalog, pg 230
- I.C.1_09 Catalog Update Schedule
- I.C.1_10 Dental Hygiene Program Webpage
- I.C.1_11 Dental Hygiene Program Compliance Webpage

- 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

Foothill College’s catalog is available online, with an option to print [I.C.2_01]. All requirements, policies, procedures, and program information (including for the dental hygiene baccalaureate) are listed in the academic catalog and addendums are updated in a timeline manner through the CourseLeaf platform [I.C.2_02]. A full review and update of all catalog content occurs annually from February to June. 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_03]. For example, the Curriculum Coordinator works with the Division Curriculum Committees to submit approved program changes directly into CourseLeaf. Narrative edits may be reviewed by the Marketing and Public Relations Office to ensure clarity. The 2022–2023 catalog contains current information on all facts, requirements, policies, and procedures listed in the Catalog Requirements (Figure 50).

Figure 50: Catalog Requirements

General Information	
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	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
Requirements	
Admissions	149-150
Student Tuition, Fees, and Other Financial Obligations	214
Degrees, Certificates, Graduation and Transfer	7-11, 178-194
Major Policies and Procedures Affecting Students	
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

Analysis and Evaluation

Foothill College publishes an academic catalog annually that is accessible by the public. Online access to the catalog is found through the institution’s website, where direct links are posted and archived catalogs can also be retrieved. Catalog requirements are identified by the page(s) where the corresponding information is located. Program units and services follow a regular process for updating the catalog information and addendums that may need to be posted during the academic year.

Evidence List

- I.C.2_01 Catalog Webpage
- I.C.2_02 College Catalog, pg 49-52
- I.C.2_03 Catalog Update Schedule

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. All program review documentation, which includes reflections on student learning and achievement as well as action plans to improve student outcomes, are publicly posted [[I.C.3_01](#)].

The Institutional Research and Planning (IRP) Office hosts student success dashboards with publicly available student learning and achievement data [[I.C.3_02](#)]. IRP maintains and regularly updates College and program-level assessment and evaluation findings [[I.C.3_03](#); [I.C.3_04](#)]. Local, system, and federal student achievement data is available through IRP's Student Achievement webpage [[I.C.3_05](#)]. Transfer data is also publicly available and is reported annually [[I.C.3_06](#)]. IRP's 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_07](#)].

Job placement and licensure pass rates data, among other student achievement metrics, are publicly available, reported in Accrediting Commission of Community and Junior Colleges (ACCJC) annual reports, and communicated to College constituencies [[I.C.3_08](#)].

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 brochure [[I.C.3_09](#)]. Additionally, assessment of student outcomes is discussed at advisory board meetings [[I.C.3_10](#)]. Dental hygiene faculty assess learning outcomes quarterly and make teaching and evaluation changes as a result. Student outcome data are communicated through program review and in other regular reporting such as the ACCJC Annual Report.

Analysis and Evaluation

Foothill College communicates its academic quality metrics in multiple locations, but primarily through the institution's website. In addition to posting online the results of ongoing review at the program levels, the institution's website shows assessment outcomes at the campus level, including a listing of institutional metrics, IRP reports and presentations, public dashboards, and student achievement data hosted by outside resources such as the California Community Colleges Chancellor's Office.

Evidence List

- I.C.3_01 Comprehensive Program Review Webpage
- I.C.3_02 Student Success Dashboard Webpage
- I.C.3_03 Course Success: In-person vs Online presentation, March 30, 2022
- I.C.3_04 Radiologic Technology Alumni Survey Results, 2021
- I.C.3_05 Student Achievement Data Webpage
- I.C.3_06 Four-Year Transfer Numbers Results, 2020-21
- I.C.3_07 Faculty Course Success Reports
- I.C.3_08 Aspirational Goals Setting presentation, May 7, 2021
- I.C.3_09 Dental Hygiene Program Brochure
- I.C.3_10 Dental Hygiene Curriculum Meeting Agenda, May 24, 2023

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 academic catalog serves as the primary information source about the institution's educational programs [I.C.4_01]. The catalog describes the purpose, content, requirements, 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 and Academic Pathways (CAPS) presents certificate and degree information as program maps organized by discipline groupings ranging from Arts and Media to Science, Technology, Engineering and Math [I.C.4_03]. These program map clusters display degrees, high-unit certificates, low-unit certificates, and non-credit certificates awarded by the College [I.C.4_04]. CAPS information is accessible by one-link from the College homepage [I.C.4_05].

Baccalaureate Degree Program

The dental hygiene program degree information is listed in the College academic catalog [I.C.4_06]. The program also maintains its own website that includes 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 describes its certificates and degrees, including the dental hygiene bachelor's program, in its academic catalog. The information presented includes program descriptions along with course sequences, prerequisites, and specific admissions requirements to the

allied health programs. Students can also access certificate and degree information, including recommended course pathways, through program maps that are organized thematically.

Evidence List

- I.C.4_01 College Catalog, pg 220-221
- I.C.4_02 College Catalog, pg 6-7.
- I.C.4_03 Career & Academic Pathways Webpage
- I.C.4_04 Child Development Program Map
- I.C.4_05 Accreditation Homepage Link
- I.C.4_06 College Catalog, pg 49-52
- I.C.4_07 Dental Hygiene Program Webpage
- I.C.4_08 Dental Hygiene Entry-Level Webpage
- I.C.4_09 AS to BS-Dental Hygiene Webpage
- I.C.4_10 Dental Hygiene Humanistic Statement

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 are reviewed and revised 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].

The Marketing and Public Relations Office conducts its annual catalog review process 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. Divisions collaborate with Marketing and Public Relations staff for consistency in format and design. Public-facing information about the College, such as the Foothill Fast Facts webpage and the factsheet are revised regularly [I.C.5_03; I.C.5_04]. Figure 51 is a sample of the College’s policies, procedures, and publications and the frequency by which they are reviewed.

Figure 51: Policy, Procedure and Publication Review Timeline

Policy, Procedure, Publication	Review Timeline	Responsible Party
Mission Statement	Every 7 years	Mission Informed Planning Council (MIP-C)

Educational Master Plan	Every 8 years	Mission Informed Planning Council (MIP-C)
Facilities Master Plan	Every 5 years and as needed	Facilities Master Plan Study Group
Technology Plan	Every 3 years	Mission Informed Planning Council (MIP-C)
Governance Handbook	As needed	President's Office
Catalog	Every year	Marketing and Public Relations
Faculty Handbook	As needed	Academic Senate, Instruction Office
Class Schedule	Every quarter and as needed	Instruction Office
Registration and Enrollment Information	Every quarter	Enrollment Services
Financial Aid Information	Every year	Financial Aid Office

Analysis and Evaluation

Foothill College has identified timelines and assigns responsible parties to ensure its policies, procedures, and publications are current and accurate.

Evidence List

- I.C.5_01 Administrative Procedure 3250
- I.C.5_02 Catalog Update Schedule
- I.C.5_03 Fast Facts Webpage
- I.C.5_04 Fast Facts Sheet

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 academic catalog [I.C.6_04]. These costs are presented in multiple ways, with information about direct and indirect costs, full-time vs. part-time costs, and costs related to the dental

hygiene baccalaureate program. 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's Financial Aid Office updates the cost of attendance regularly in multiple locations, including its web pages and the academic catalog. The office also communicates this information to the Admissions and Records Office, and the Cashier's Office ensures this same information is communicated accurately to students, primarily through its own website and published documentation.

Evidence List

- I.C.6_01 Student Fees & Tuition Webpage
- I.C.6_02 Cost of Attendance Webpage
- I.C.6_03 Net Price Calculator
- I.C.6_04 College Catalog, pg 214-217

- 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

There are 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](#)]. Foothill College's commitment to intellectual freedom is documented in the faculty tenure handbook, Student Handbook, and academic catalog [[I.C.7_02](#); [I.C.7_03](#); [I.C.7_04](#)].

Analysis and Evaluation

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

Evidence List

- I.C.7_01 Board Policy 4190
- I.C.7_02 Faculty Tenure Handbook, pg 11
- I.C.7_03 Online Student Handbook
- I.C.7_04 College Catalog, pg 14

- 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 addressing mutual respect; harassment and discrimination; and student rights and responsibilities detail behaviors and expectations for all constituencies [I.C.8_01; I.C.8_02; I.C.8_03]. Administrative procedures, such as codes of conduct, also provide additional guidance [I.C.8_04]. Board policy also states trustees are held to these same standards [I.C.8_05].

The Student Handbook publicizes information about 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 academic catalog [I.C.8_09]. Student conduct and dishonesty cases are reported to the Student Affairs and Activities Office and 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 identities of online students who use Canvas, the institution's online learning management system. Canvas also has integrated Turnitin software for plagiarism. The Online Learning Office 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's policies and procedures around academic integrity are listed in multiple locations, including the academic catalog and Student Handbook. Guidance around academic integrity, honesty, and responsibility as it relates to District expectations for all constituencies, including students, are set forth by board policies and administrative procedures.

Evidence List

- I.C.8_01 Board Policy 4110
- I.C.8_02 Board Policy 4640
- I.C.8_03 Board Policy 5500
- I.C.8_04 Administrative Procedure 5510
- I.C.8_05 Board Policy 2715
- I.C.8_06 Online Student Handbook
- I.C.8_07 Discipline & Due Process Webpage
- I.C.8_08 Student Conduct & Due Process Handbook
- I.C.8_09 College Catalog, pg 159

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 promote 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 met [I.C.9_02]. The J1 evaluation contains a professionalism section (A.1, A.3) that rates how 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's course outline of record process ensures that faculty present content that is professional and void of personal convictions. The College and District 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

- I.C.9_01 Board Policy 4190
- I.C.9_02 J1 Administration and Peer Evaluation
- I.C.9_03 J2 Student Evaluation

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 academic 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 as related to mutual respect, drug-free workplace, violence in the workplace, sexual assault policy, and 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 maintains clear policies requiring administrators, classified staff, faculty, 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 Instruction Office, Academic Senate will be revising the Faculty Handbook in summer 2023 for currency.

Evidence List

- I.C.10_01 Board Policy 4110
- I.C.10_02 Board Policy 4500
- I.C.10_03 Board Policy 3510
- I.C.10_04 Board Policy 4630
- I.C.10_05 Board Policy 4640
- I.C.10_06 Student Code of Conduct

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 (ACCJC) as demonstrated by the accreditation documentation published on the College’s accreditation website, which is one click away from the homepage [[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 and 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 is compliant with accreditation requirements, standards, and policies. The institution publicly discloses and documents institutional reporting, teams visits, and any approval for substantive change. All information and communication between the College and the ACCJC can be found on the institution’s dedicated accreditation website.

Evidence List

- I.C.12_01 Accreditation Homepage Link
- I.C.12_02 ACCJC Reaffirmation Letter
- I.C.12_03 ACCJC Action Letter Midterm Report
- I.C.12_04 ACCJC Subchange Acceptance Letter, April 6, 2023
- I.C.12_05 Accreditation Webpage
- I.C.12_06 About ACCJC Webpage

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 Accrediting Commission of Community and Junior Colleges (ACCJC) [I.C.13_01]. Communication with the accrediting body about required reporting and comprehensive reviews (including the current reaffirmation process) have dedicated web pages [I.C.13_02, I.C.13_03; I.C.13_04]. Figure 52 outlines the Foothill College programs that are externally accredited.

Figure 52: Foothill College Program Accrediting Bodies

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

Materials and correspondence with the ACCJC indicate Foothill College is in good standing. Program accreditation is current and maintained in eight allied health programs. The institution communicates any changes to the Commission, students, and the public and documents this effort through its website.

Evidence List

- I.C.13_01 Accreditation Webpage
- I.C.13_02 Reaffirmation of Accreditation 2024 Webpage
- I.C.13_03 College Catalog, pg 1-2
- I.C.13_04 Dental Hygiene Program Webpage

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. The College adheres to its 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 recognize 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 aim to operationalize these values.

Board policy and administrative procedures state that District commitment to student achievement and student learning is paramount. Board policy focused on ethical conduct is explicit regarding standards where District employees are directed to function in their roles and duties in advance of the public interest. This policy states that employees are to not to use their positions for personal gain or private benefit [I.C.14_05]. Other board policy and administrative procedure sets guidance about conflicts of interest, establishing operational integrity for the trustees and employees [I.C.14_06; I.C.14_07]. The administrative procedure on contract procedures 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

Foothill College is explicit about delivering high quality education as paramount to other objectives. All institutional planning and financial decision-making focuses on continuous improvement with student learning and achievement, with specific emphasis on moving toward equitable student outcomes. The College mission and vision statements, board policy, and administrative procedures, reinforce that no other objectives occur.

Evidence List

- I.C.14_01 Mission & Values Webpage
- I.C.14_02 Guided Pathways Webpage
- I.C.14_03 Guided Pathways Design Principles Webpage
- I.C.14_04 Strategic Vision for Equity, 2021-25
- I.C.14_05 Board Policy 3121

I.C.14_06 Board Policy 2712

I.C.14_07 Administrative Procedure 2710

I.C.14_08 Administrative Procedure 3143

Conclusions on Standard I.C: Institutional Integrity

Foothill College demonstrates institutional integrity through its decisions, communications, policies, procedures, and plans. The institution works to ensure alignment with its mission statement, vision statement, and values. All College material, including its academic catalog, are accessible, available online, and updated regularly for the campus community and public. These materials present clear and accurate information and requirements about degree programs and certificates, course descriptions, and learning outcomes. Information about costs is clear and publicly available for current and prospective students. Foothill publicly shares communications with the ACCJC, along with information about its ongoing accreditation status. Policies are regularly reviewed to ensure the institution is maintaining its integrity. Board guidance is clear about academic integrity, codes of conduct, and the commitment to high-quality education and student achievement.

Improvement Plan(s)

None needed.