

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Foothill College offers instructional programs, regardless of location or means of delivery, in fields of study consistent with the institution's mission to empower students as members of the workforce, as future students, and as global citizens. Programs are defined in accordance with Title 5 where an organized sequence of courses lead to a defined objective, degree, certificate, diploma, license, or transfer to another institution [REF: <https://foothill.edu/gov/academic-senate/2022-23/may15/program%20definitions.pdf>]. At its main campus, the Sunnyvale Center and in diverse online modalities—the institution ensures that students receive high-quality instruction, services, and resources that are appropriate to higher education and culminate in the attainment of student learning outcomes (SLOs), degrees, certificates, employment, and/or transfer. Foothill students can choose from 28 local associate degrees and 22 associate degrees for transfer that may be completed entirely online.

Faculty assume a primary role and responsibility for curriculum review and oversight to ensure instructional quality congruous with higher education through their work serving on the college curriculum committee, a subcommittee of academic senate. The College has a decentralized curriculum committee structure where the individual division curriculum

committees discuss and consider curricular topics and concerns before forwarding these issues to the college curriculum committee.

For new program creation, there is a clear, four-step procedure to ensure alignment with core mission goals and appropriateness for higher education [REF: [CCC web page](#)]. A discipline faculty member creates and submits a plan to the local division curriculum committee, and then this plan is presented at the college curriculum committee. Once approved at the division curriculum committee and college curriculum committee, the new program is shared at the Academic & Professionals Matters Committee (APM), a district participatory group, as a courtesy for the sister college. The district governing board renders final approval of new programs in accordance with the California Education Code.

Proposals for all new courses (whether credit or noncredit) follow a similar path to approval that seeks initial divisional curriculum committee approval followed by approval from the college curriculum committee. The latter is responsible for determining the submittal data required in order to evaluate a course, including proposed transferability and identification of the degree(s) and/or certificate(s) to which the new course would be added. New course applications are required to be eligible for approval regardless of instructional modality. Using Courseleaf, an online curriculum management system, faculty can provide a prescribed list of information regarding a course that, when approved, becomes the Title 5 course outline of record (COR). Each COR is reviewed by discipline faculty at least every five years, or more frequently if a change(s) is/are proposed in the course; these reviews are vetted by each division curriculum committee along with identification of student learning outcomes and confirmation about the course appropriateness to higher education [REF: [Course Outlines of Record](#)]. Faculty are encouraged to consult the College's Articulation Officer to seek articulation with four-year institutions for new courses.

The College tracks whether all approved programs, where appropriate, regularly confers degrees and certificates. These data are accessible to all administrators, classified staff, and faculty in the Degrees and Certificates dashboard [REF: Precision Campus Degrees and Certificates dashboard snapshot]. This information is also published in the College's Fast Facts [REF: Foothill College Fast Facts] and can be accessed through links from IRP [REF: IRP Student Achievement data sources <https://foothill.edu/irp/studentachievement.html>].

Baccalaureate Degree Program

The dental hygiene program's mission is consistent with the College's mission to provide workforce training and opportunities for students, and the discipline faculty ensure the program's courses maintain the rigor and standards of both lower division and upper division work. The Commission on Dental Accreditation (CODA) accredited the baccalaureate degree and determined the program is appropriate for higher education. Student demand for the dental

hygiene program is consistent and continues to increase with the addition of the associate degree to bachelor's degree completion track (AS-to-BS) for those students who are already licensed dental hygienists. The entry level track is a two-year cohort program that is capped at 24 students due to clinic size and CODA accreditation standards that annually received an average applicant pool of 90-95 applicants. Awards data show that the number of bachelor's degrees conferred in dental hygiene continue to increase over time [REF: Snapshot of the BSDH awards over past five years].

Analysis and Evaluation

Foothill College offers courses and programs that are aligned to the college mission, appropriate to higher education, and through articulation agreements, the College has made it possible for students to transfer to other institutions of higher learning both within California and across the United States. Career and technical education programs prepare students for the workforce, and the baccalaureate degree in Dental Hygiene meets industry demand for more highly educated workers and fills a gap in higher education where no such degree opportunity exists at four-year baccalaureate granting institutions. The College's program and courses are reviewed and approved in a faculty-driven process that occurs through the division and college curriculum committees and is aligned with Title 5. All new course proposals are developed with consideration for in person and online instructional modalities. All programs are tracked annually for completion and the numbers of awards conferred are accessible and reviewed through the participatory governance process.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

All full-time and part-time faculty regularly engage in ensuring that the content and methods of instruction meet the generally accepted academic and professional standards and expectations. The division curriculum committees and college curriculum committee (the latter is a subcommittee of Academic Senate) have responsibility for curricular review and approval. Information about the course creation process is publicly posted and described fully for faculty to follow [REF: [Division Curriculum Committees website](#); [FAC Division Curriculum Committee agenda](#) ; [Curriculum Process Resources website](#); [Credit and Noncredit Course Creation Process](#)]. For the Career & Technical Education (CTE) programs, faculty consult with the program advisory boards that include business and industry professionals

about curriculum content and industry employment standards [REF: DO WE HAVE ANY EXAMPLES OF CURRICULUM DISCUSSION IN A CTE ADVISORY BOARD MTG?]. This process ensures that courses and programs remain consistent with the College's mission and are appropriate to higher education. Standards for learning and achievement in courses and programs are reviewed by faculty and approved by the governing board.

Methods of instruction are included on each Course Outline of Record (COR) and are discussed at the division curriculum committee level as the criteria for instructional quality is established at the divisional level [REF:

<https://foothill.edu/curriculum/pdf/other/CourseLeaf%20COR%20Process%205.18.23.pdf> - DOCUMENT IS UPLOADED INTO CANVAS ALREADY]. Course delivery methods are also reviewed at the division curriculum committee level that includes discussion about how the course can be taught through multiple modalities, whether face-to-face, hybrid, or online.

Submission for any new course must include faculty narrative about how the course is also suitable for the online/distance learning delivery form as part of the distance learning addendum [REF:

<https://foothill.edu/curriculum/pdf/other/New%20Course%20Creation%20Steps%205.18.23.pdf> - NEED TO HIGHLIGHT DISTANCE LEARNING ADDENDUM REQUIREMENT ON PAGE 3] . Academic Senate also leads discussions regarding regular and substantive interaction (RSI) in online classes [REF: [RSI Overview](#) - ALREADY POSTED IN CANVAS AS EVIDENCE FOR II.A.7].

All instructional programs participate in the program review process to ensure program quality and identify opportunities for improvement [REF: [Program Review Schedule](#) - ALREADY POSTED IN CANVAS]. Through a systematic and cyclical series of evaluations, each instructional program participates in a comprehensive program review every five years with an annual program review in the intervening years [REF: annual program review template and a comprehensive program review template]. Program faculty participate in a reflective review of student learning outcomes following the template prompts and the five-year longitudinal data provided. The program review process includes analysis for achievement rates in various completion outcomes disaggregated by instructional modality and student characteristics. The narrative prompts also ask the faculty to outline action plans for innovation and improvement. These action plans are tracked in the annual program reviews for continuing student learning outcomes. Program review feedback is provided by the Program Review Committee, which is composed of division deans and faculty within and outside of the program being reviewed.

Professional development efforts regularly engage faculty on teaching and learning topics, including curriculum development and online learning. The Faculty Professional Development Coordinator organizes workshop topics such as XXXX [REF: NEED SOME EVIDENCE HERE]. The Online Learning Office offers extensive professional development and resources for

faculty teaching online classes: Peer Online Course Review (POCR); online faculty handbook; and drop-in office hours [REF: EVIDENCE NEEDED]. Faculty online coordinators for each division work to ensure that the activities and resources created are reflective of discipline needs, improve teaching and learning strategies, and promote student success.

Analysis and Evaluation

Foothill College faculty are responsible for the curricular content and instructional methodology. Overarching oversight is provided by the College Curriculum Committee (CCC), a subcommittee of the Academic Senate, and the division curriculum committees. The college curriculum committee approves new programs, degrees, and certificates and recommended general education requirements as mandated by the state; provides collegewide curriculum direction; and approves division curriculum processes. Faculty demonstrate collective responsibility for the design and improvement of student learning by engaging in a systematic program review process. Faculty are also supported in ongoing and continuous efforts at teaching and learning improvements through intentional professional development, with specialized support for online teaching.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Foothill College has identified student learning outcomes (SLOs) for all courses, programs, certificates, and degrees that can be found in the college catalog, on course syllabi, on the course outlines of record and program websites. The course outline of record approval process requires student learning outcomes for all courses, and every class section students receive syllabi that include these learning outcomes [REF: [Courseleaf COR Process](#) - DOCUMENT IS UPLOADED INTO CANVAS ALREADY]. All syllabi are submitted by each faculty to their division office and available for retrieval if needed.

Student learning outcomes are available through Canvas and faculty are expected to keep their information current [REF: ADD CANVAS SITE]. This process requires every course have a minimum of two measurable outcomes identified and mapped to the applicable institutional student learning outcome(s) [REF: CITE A COUPLE OF THE SLO REPORTS FROM TRACDAT - THESE MAY ALREADY BE UPLOADED IN CANVAS?]. Faculty evaluations also require participation in the student learning outcome process [REF: J1, section I.B.2 - NOT SURE IF THE J1 IS IN CANVAS YET; CAN ALSO CITE THE FA CONTRACT—IT'S IN ARTICLE 7?].

As part of the ongoing cycle of continuous improvement, the College adopted a new student learning outcomes structure and process beginning fall 2022. Initially unveiled as the “Ensuring Learning” effort, the student learning outcomes work was rebranded as “Foothill Inquires,” and is recognized as an Academic Senate subcommittee that is supported by the Instruction Office [REF: FLEX DAY 2022 WORKSHOP DOCUMENTATION]. Two faculty members have reassigned time to engage the college and coordinate this re-envisioning effort around student learning outcomes [REF: SLO COORDINATOR JOB DESCRIPTION]. The “Foothill Inquires” coordinators have facilitated dialogue at the college, division, and program levels and created a repository (accessible in Canvas) with resources [REF: CITE PRESENTATION, MEETING MINUTES (AT ACADEMIC SENATE), AND ANY RESOURCES/GUIDES IN CANVAS]. The deliverables expected in 2023-24 include will include a review of existing student learning outcomes and update assessment strategies at the program level [ANYTHING ELSE?]. Completion of learning outcomes assessment will be monitored by the “Foothill Inquires” coordinators.

Baccalaureate Degree Program

The dental hygiene program identifies and assesses student learning outcomes for its baccalaureate courses and program consistent with institutional processes. As part the program’s curriculum management program, students are surveyed at the end of every quarter and these data are reviewed along with the student learning outcomes reflections conducted by faculty. Program faculty discuss and determine whether any changes to teaching and learning changes should occur as a result [REF: ADD DH EVIDENCE WITH MEETING MINUTES AND CALIBRATION POWERPOINT].

Analysis and Evaluation

All Foothill College student learning outcomes for courses, programs, certificates, and degrees are submitted to the college curriculum committee and approved before being offered. Documentation of these approved learning outcomes are shared with students on their course syllabi distributed in every class section. Improvements to the student learning outcomes process are being implemented to ensure ongoing and continuous engagement.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Foothill College offers pre-collegiate curriculum in ~~English~~, English for Second Language Learners (ESLL), and mathematics and distinguishes the pre-collegiate courses from the college level courses through careful and strategic course sequencing and corequisite support.

Corequisite course support in English, Mathematics, and ESLL are reviewed and approved at the division curriculum committee and college curriculum committee. This additional instruction includes credit and non-credit course options as an integrated approach to successful transfer-level coursework completion.

The College catalog illustrates the course numbering schema where courses numbered 400 and higher are indicated as pre-collegiate coursework [REF: [Course Numbering System](#)]. Catalog descriptions also include the applicability of courses for graduation or transfer and informs students about the course level whether at the pre-collegiate or college level [REF: PERHAPS CITE A DESCRIPTION FOR AN ESLL COURSE?].

Foothill College offers enhanced non-credit certificate programs along with other supplemental instruction courses, including on-to-one and small group tutoring, that are identified as pre-collegiate coursework [REF: ADD EVIDENCE OF THE NON-CREDIT CERTIFICATE PROGRAMS; DO WE HAVE EXAMPLES OF THIS IN THE CATALOG?].

Analysis and Evaluation

All Foothill College pre-collegiate curriculum is distinguished from college level curriculum and this information is publicly accessible in the College catalog. Existing pre-collegiate curriculum include credit support (such as an English or mathematics corequisite) or pathway courses (such as ESLL) and non-credit programs, including those leading to a certificate or to a credit program as well as instructional support (such as tutoring).

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester-credits or equivalent at the associate-level, and 120 credits or equivalent at the baccalaureate-level. (ER 12)

Evidence of Meeting the Standard

Foothill College has clear procedures regarding practices related to degrees and programs. The College's processes follow board policy and are aligned with protocols established by the California Community College Chancellor's Office [REF: NEEDS BP/AP HERE].

The college curriculum committee (CCC) ensures that the 90 quarter units for degrees and appropriate quarter unit requirement for certificates graduation are reviewed and approved. The Course Outline of Record (COR) process helps ensure individual courses are of appropriate rigor, resulting in degree programs that are of appropriate length, depth, and rigor. The Articulation Officer will comment on course transferability. Graduation and program

completion information is listed in the College catalog [REF: DO WE NEED TO CITE EVIDENCE?].

Baccalaureate Degree Program

The dental hygiene program is of appropriate rigor and course sequence, requiring 189 [or 192?] quarter units. The academic credit awarded for upper division courses are clearly distinguished from lower division courses based on course numbering. In addition to the published catalog information, the dental hygiene program map, created as part of the Career and Academic Pathways (CAPS) initiative, provides a streamlined visual timeline for a path to completion [REF: PROVIDE DH PROGRAM MAP AS EVIDENCE].

Analysis and Evaluation

Foothill College's courses and programs follow a rigorous development and review process that ensures courses and programs meet the practices common to American higher education.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Foothill College schedules courses in a manner that allows students to complete certificate and degree programs within a time period consistent with established expectations in higher education. The College schedule is structured around three 12-week terms (fall, winter, spring quarters), with a shortened six-week summer term. Classes are taught in multiple modalities, face-to-face, hybrid, and online, to provide the most flexibility for students to complete their programs.

The College provides students with course pathway(s) information that can be accessed in multiple ways. The academic catalog lists all the degrees and certificates offered along with all of the associated requirements. The Career & Academic Pathways (CAPs) [website](#) supports a program mapper that lists the courses for every degree and certificate in its scheduled sequence. Academic counselors also work with students to complete a comprehensive educational plan that identifies all necessary coursework to attain their educational goals.

The Scheduling Committee, composed of instruction office administrators, classified staff, and faculty, discuss and determine course scheduling policies and procedures [REF: EVIDENCE NEEDED]. Deans also review enrollment data to determine course offerings during the registration period every term managing the sections scheduled, including reviewing waitlists and cancelling or opening sections. The weekly instructional deans' meetings, facilitated by the Vice President of Instruction, review enrollment data and consider year-to-year trends to

effectively manage the course availability so students are able to complete their programs in a timely manner.

One improvement effort recently undertaken by the College is to establish an annual class schedule so that students are able to plan for their courses over three quarters. One goal of this initiative is to be able to publish an ongoing two-year class schedule within the next three years. This timeline aims to align the class schedule with already identified program maps that encourages students to complete general education and major requirements for a degree program within two years for a full-time student, three years for a part-time student.

Baccalaureate Degree Program

The dental hygiene program has a defined curriculum map and makes public its program map that identifies the courses needed to complete this educational pathway [REF: CITE DH EVIDENCE II.A.6 IN FOLDER-CONFIRM IT IS THE PROGRAM MAP AND CURRICULUM MAP]. Entry-level students are cohorted and progress through a prescribed course sequence and these classes are scheduled appropriately so students can continuously progress within the expected timeframe. Those enrolled in the AS-to-BS and are already working in the dental hygiene profession enroll in mainly online courses, allowing them to make progress at their own pace.

Analysis and Evaluation

Foothill College has structures in place to ensure that courses are offered in manner that supports student progress toward their education goals. Course scheduling decisions are made by reviewing and analyzing enrollment data. Information about the courses needed for certificate and degree program completion is accessible to students. The College's commitment to ensuring students can complete their programs within a two to three-year timeline is demonstrated with its ongoing effort to offer students a two-year class schedule.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Foothill College aims to provide equitable services to its diverse student population through a variety of delivery modes, teaching methodologies, and learning supports services. As a demonstration of its commitment to “create a college community where success is not predictable by race,” the College established an Equity & Inclusion Office reporting directly to the President, and the Institutional Equity, Diversity, and Inclusion Dean serves as a member of president's cabinet. This office was responsible for drafting the Strategic Vision for Equity (SVE) after a comprehensive and inclusive process that engaged all stakeholders, and is now

operationalizing the SVE by leading and facilitating the 13-55 implementation effort. This work aligns with the equity emphasis in the College mission statement and educational master plan.

The College supports its ongoing work towards equity in success of all students by reviewing data related to learning and achievement outcomes. Institutional Research & Planning (IRP) disaggregates student achievement data for planning and improvement purposes. Disaggregated student data is featured prominently in the program review template and through on demand data dashboards. Faculty receive quarterly emails about their own individual section course success data that is disaggregated and compared at the course and college levels [REF: ADD PDF OF AN INDIVIDUAL FACULTY COURSE SUCCESS REPORT]. All disaggregated data help inform the program's annual resource requests and the narrative explaining the request is to be aligned with one of the 13 issues and 55 goals identified in the Strategic Vision for Equity.

The program review templates prompt programs to address any differences in achievement by instructional modality and student characteristics such as gender and ethnicity. Action plans are created and efforts at reducing disproportionate impact are annual monitored during the five-year program review cycle. Institutional-level discussions about program-level equity efforts occur through the program review committee or in presentations to the college community [REF: ADD A COLLEGE COUNCIL PRESENTATION AND A POSTER FROM THE 13-55 IMPLEMENTATION EFFORT]. The feedback received supports an iterative process that informs the program as part of its continuous cycle of improvement.

Courses are offered in a range of modalities, including face-to-face, fully online (asynchronous, synchronous, or both), as well as a variety of hybrid structures, to more effectively support student demand and needs. The college curriculum committee not only engages in equity discussions about course content, assessment, and pedagogy, but they also ensure that the course approval process does not move forward without a review of a completed distance education addendum (REF: CITE THE DE ADDENDUM.). This policy ensures that any course taught in the online modality complies with federal definitions of distance education.

The College has engaged in broad campus discussion regarding regular and substantive interaction (RSI) in the online instruction space. Faculty have a shared definition for RSI [REF: ALL ACADEMIC SENATE RSI DOCUMENTATION; COOL MTG AGENDA – ALREADY UPLOADED IN CANVAS] and are working toward identifying the process for assessment and evaluation. This goal is prioritized in the Distance Education Plan that identifies RSI as part of Goal #1: Legal Compliance [REF: [Distance Education Plan](#)].

Along with the Academic Senate's leadership, the Online Learning Office provides professional development and support for online instruction. Faculty have access to faculty colleagues and course designers, as well as more formal professional development opportunities [REF: ONLINE

LEARNING FACULTY SUPPORT WEBPAGE - ALREADY UPLOADED INTO CANVAS; ONLINE LEARNING WORKSHOPS ARCHIVE WEBPAGE - ALREADY UPLOADED INTO CANVAS; ONLINE LEARNING WORKSHOP EMAIL – ALREADY UPLOADED INTO CANVAS]. The Peer Online Course Review (POCR) is one faculty driven professional development opportunity aimed at revising course design and enhancing existing teaching materials and learning assessments to increase online completion and close the equity gap [REF: POCR WEBSITE – ALREADY UPLOADED INTO CANVAS].

Students can access to learning support services that support a variety of instructional delivery modes and teaching methodologies. The Online Learning Office provides resources about using Canvas and Zoom, along with the ability to connect to a Student Technology Ambassador with any questions [REF: ONLINE LEARNING STUDENT SUPPORT WEBPAGE – ALREADY UPLOADED INTO CANVAS]. The STEM Success Center and Writing & Learning Center (WLC) provide equitable services in face-to-face and online virtual modalities. Both Pass the Torch and Extended Opportunity and Program Services (EOPS) offer dedicated one-to-one peer tutoring each quarter while the Foothill Connect program provides early interventions and referrals to academic support, counseling support (academic and psychological), and basic needs. Learning communities, such as Puente and Umoja, and other programs such as those hosted by the Science Learning Institute (SLI), Mellon Scholars Program, or Honors demonstrate institutional support for the diverse interests and needs of its students.

Analysis and Evaluation

Foothill College offers courses in a variety of delivery modes to meet the needs of its students. Students can take classes either fully online, fully on-campus, or they can take hybrid classes (a combination of online delivery of course material with face-to-face interaction or through the video conferencing platform, Zoom). Faculty are engaged in dialogue around equity and success for all modes, methodologies, and modalities in forums such as division and department meetings, campus committees, participatory governance meetings, and professional development workshops. Disaggregated student data is widely accessible and used to drive efforts to eliminate disproportionate impact by ethnicity (in program review and the 13-55 implementation effort).

The College continues its ongoing work to institutionalize the evaluation process for regular and substantive interaction (RSI) in online learning/distance education. [NEED MORE INFORMATION HERE FROM RAM/VOLTAIRE].

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Board policy states that credit may be earned by students who pass an assessment and students are given the opportunity to earn credit through credit by examination, including Advanced Placement and College Level Examination Program, and other external or local examinations as approved by discipline faculty [REF: [BP 4235](#); [AP 4235](#)]. Foothill College does not offer credit by examination in any subject, except English for Second Language Learners (ESLL).

Placement in transfer-level English and mathematics are based on high school transcript review, and include criteria as high school grade point average and last English or mathematics class taken. These criteria and logic for course placement are documented and validated based on high school transcripts, RP Group research, and local assessment by Institutional Research & Planning (IRP) [REF: NEEDS SOME EVIDENCE HERE]. The guided self-placement process, for those without an American high school transcript or an American style 4.0 scale high school grade point average, is not an examination and asks students to report their previous subject matter experience before determining recommended placement [REF: [Guided Self Placement website](#); DO WE HAVE A COPY OF THE ACTUAL GUIDED SELF PLACEMENT QUESTIONS?].

Analysis and Evaluation

Foothill College has processes in place to grant credit for prior learning and assessment of this effort is monitored by XXXX [Evaluations? Faculty? Assessment?] to ensure that students can enroll in the classes they want while making sure they are adequately prepared for these classes.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Foothill College awards course credit, degrees and certificates based on student attainment of learning outcomes. The College's curriculum includes a carefully considered general education pattern, as manifested by pathways to the University of California, the California State University, and by locally defined general education pathways for associate degrees and certificate completion. All programs requirements are communicated to students through the College website and in the College Catalog.

Student Learning Outcomes (SLOs) for all courses are developed by faculty and are included in Course Outlines of Record (CORs)—which must be approved through the college curriculum process — and are also included on all syllabi. Program Learning Outcomes

(PLOs) are provided to students through Career and Academic Pathways [maps](#) based on a culmination of what students achieve if they successfully complete the program's course of study.

Foothill College awards credit based on standardized meeting times (lecture or lab) for credit courses as based on federal regulations. The College complies with California Education Code (Title 5) in scheduling standard hours for classes in 50-minute blocks with a minimum of ten minutes of time passing between classes. Students meet for five hours a week in a standard five-unit course for a 12-week quarter and are expected to complete at least two hours of homework for every standard hour of lecture.

Foothill College also offers non-credit courses that carry clock-hour-based attendance requirements. Faculty assigned to these courses track student attendance and report total attended hours. Students who meet attendance requirements can earn a certificate in some programs, such as Non-Credit English as a Second Language [REF: [Advanced ESL NC Certificate](#)].

Baccalaureate Degree Program

The Dental Hygiene program awards degrees based on the Commission on Dental Accreditation (CODA) curricular mandates, California Dental Hygiene Committee educational program regulations, and the American Dental Hygienists Association's professional standards. Baccalaureate degrees and the course credit in those programs are based on student learning outcomes consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper division courses. The Dental Hygiene curriculum is thoroughly revised with upper-division rigor, assignments, objectives and outcomes assessment and courses are based on a standard number of hours to unit value calculations to assign units.

Dental Hygiene follows all institutional processes as related to curriculum development, assessment, and revision to ensure attainment of student learning. All Dental Hygiene courses have approved course outlines of record stating objectives, student learning outcomes, evaluation methodology, an outline of content areas, textbooks and resources. The standard number of hours-to-unit value calculations are used to assign units to courses.

Analysis and Evaluation

Foothill College awards credits, degrees, and certificates based on students achieving learning outcomes determined by the faculty. Students must earn a passing grade in a course to be awarded credits for the course. The meeting times for all courses follow all applicable federal and state regulations. Student learning and achievement expectations are contained in the course outlines of record that are timely reviewed by the College's curriculum committee.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Foothill College engages in collaborative conversations with counselors using Assist.org, which allows students to forecast coursework fulfillment toward certificate and degree completion. The Articulation System Stimulating Inter-Institutional Transfer (ASSIST) website displays detailed Intersegmental General Education Transfer Curriculum (IGETC) articulation information to California State University and University of California systems. In coordination with the institution's counseling and transfer center units, the transcript evaluations process provides students with transfer-of-credit information to complete certificates, degrees and transfer to four-year institutions [REF: [Transcript Evaluations website](#)]. Credits from accredited four-year and two-year institutions may be reviewed via an official transcript for acceptance of course credit.

The Articulation Officer reviews all courses as a standing member of the college curriculum committee early on in the course record of outline creation process [REF: [Courseleaf COR creation process](#)]. As part of this process, they review for transferability and pursue an articulation agreement when appropriate. Once courses articulate, counseling and transfer center units communicate this information to students during their sessions and workshops [REF: DO WE HAVE EVIDENCE HERE? IS IT NEEDED?]. Students can also make appointments to discuss transfer or academic counseling questions during any stage of their transfer planning. Students can access similar information in the academic catalog.

Baccalaureate Degree Program

The dental hygiene program publishes the admissions requirements and process for both the entry level and the AS-to-BS programs on the program website [REF: WEBSITE SCREENSHOTS]. Program applications for the entry-level track are reviewed by an admissions committee composed of full-time dental hygiene faculty while those for the AS-to-BS track are reviewed by the program coordinator in consultation with the faculty program director. Transfer-of-credit, such as for completion of general education requirements, is reviewed by a transcript's evaluator. Students are strongly recommended to meet with the program's dedicated counseling liaison for more information and guidance.

Analysis and Evaluation

Foothill College’s transfer-of-credit policies are documented and accessible to students for their educational planning. The Articulation Officer works to ensure that courses with transferability seek articulation so the transition from the College to the transfer destination is fluid and streamlined. Transcripts evaluators determine whether courses meet comparable learning outcomes as Foothill courses. Students have access to program maps, which include courses that articulate to four-year institutions, so program completion can occur in a timely manner.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Foothill College recognizes that students will be expected by transfer universities, employers, and society to demonstrate knowledge and skills beyond those of a specific discipline—and that learning outcomes should not only measure student success by course completion, grades, program persistence, degrees and certificates, and transfer rate, but also by societal, technical, and workforce preparation after leaving the College. These skills are defined as the institutional learning outcomes (ILOs) and include Communication, Computation, Critical Thinking, and Community [REF: [Governance Handbook appendix e-OLD](#)].

Foothill College has identified ILOs which, like SLOs, fall under the purview of Academic Senate. In 2022-2023, the College established two Faculty Support Coordinators to support and sustain a campus culture of inquiry and improvement around student learning outcomes. These Coordinators engaged in collaborative work to review the institutional structures designed to help instructional and student services programs understand, document, and shape the forces and obstacles that contribute to student success in their classes and programs, and at our institution, in pursuit of the College’s mission. The Coordinators, along with the Associate Vice President of Instruction, held an opening day event at the beginning of the academic year to lead a discussion to define and explore faculty’s views of learning and the best means to assess it in the many disciplines and formats offered at institution. This team also created a Canvas site to house the results of these conversations and others, including minutes from visits made to individual department meetings, and other collaborations they facilitated or led throughout the year. This work was rebranded as Foothill Inquires, and the Coordinators will continue evaluating and revising how Foothill College approaches SLOs and integrating Institutional Learning Outcomes into this revised approach. [REF: [Ensuring Learning Role](#)]

Baccalaureate Degree Program

The dental hygiene program graduates will demonstrate their competence as health professionals at the local, state, and national levels. Student learning outcomes are consistent

with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level [REF: CAN WE INCLUDE EXAMPLES OF PLO STATEMENTS AND ASSESSMENTS]. These program level outcomes meet the Commission on Dental Accreditation and the Dental Hygiene Board of California accreditation review.

Analysis and Evaluation

[NARRATIVE NEEDED HERE, INCLUDING A REVIEW OF WHAT DO HAVE, THEN LANGUAGE THAT THE COLLEGE IS IDENTIFYING THIS STANDARD STATEMENT AS AN AREA FOR IMPROVEMENT]

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

As mandated by California Education Code (Title 5), Foothill College's instructional programs require general education components and also align with institutional learning outcomes. Foothill College has recognized visavis a local resolution, in alignment with Title 5, to allow students to satisfy general education requirements for associates degrees if they pursue IGETC, CSU-breadth, or local general education identified pathways. Additionally, Foothill allows students who have already earned an associate's degree from a different California or have completed minimum requirements from having to repeat duplicate coursework while at Foothill. Students are also allowed to retain catalog rights should program requirements change during the course of their individual pursuits at Foothill. [REF: [Three GE pathways](#)] [REF: [Reciprocity](#)] [REF: [Catalog Rights](#)]

Courses for GE inclusion are to provide content that is broad in scope, at an introductory depth, and require critical thinking... This philosophy is stated at length in the College Catalog under the programs of study section, specifically, "By earning an associate degree, you indicate to potential employers, transfer institutions and society that you not only have specialized knowledge in a particular area of study. Rather, degree completion also signals that you have gained critical and analytical thinking ability, written and oral communication

skills, and are able to consider issues with ethical and global perspective.” [REF: [Associate Degree Section of Course Catalog](#)]

Faculty, as experts in their discipline, are involved in ensuring that general education is a defined component of all degree programs through their participation on division and college curriculum committees. Under the oversight of the College Curriculum Committee (CCC), courses approved as general education are subjected to a process whereby a proposing faculty member must identify the content and instructional methods proposed for the course as aligned with the institution’s GE philosophy, curriculum pattern, and review process. General education courses are grouped into subject matter areas: Humanities, English, Communication & Analytical Thinking, and Lifelong Learning. The college’s Articulation Officer is an active and present member on CCC who stays current on any changes or updates to CSU Studies and/or IGETC. [REF: [Courseleaf COR Process.](#)]

The new Foothill Inquires initiative, under the purview of Academic Senate, is working to revise a process to strategically align the college’s four Institutional Learning Outcomes with other learning outcomes at the course, program, general education, and service area levels.

Baccalaureate Degree Program

The dental hygiene program’s general education requirements are consistent with the CSU or IGETC transfer pattern for the lower-division general education. Coursework has been added in critical thinking, writing and research at the upper-division level for the baccalaureate degree. The upper division general education is consistent with CSU requirements in statistics, composition, critical reading, analysis and thinking to bring depth and rigor to the baccalaureate level.

Analysis and Evaluation

~~The College’s curriculum includes a carefully considered general education pattern. The philosophy concerning general education is manifested in pathways to the University of California, the California State University as well as a locally defined general education pathway for associate degree completion. Credit requirements and course transferability are communicated to students on the College website and in the College Catalog.~~

[INCLUDE EFFORTS AT IMPROVEMENT AND ONGOING EFFECTIVENESS]

Foothill College has created an ad hoc committee as evidence of continuous improvement and a commitment to ongoing improvement.

REF:

<https://foothill.edu/curriculum/pdf/policies/Proposal%20to%20Create%20Ad%20Hoc%20Committee%20-%20Foothill%20GE%20Process%2012.1.20.pdf>

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Foothill College degree programs include a focused study in at least one area of inquiry or that is determined by an established interdisciplinary core, based on requirements of Title 5; in alignment with Intersegmental General Education Transfer Curriculum (IGETC), Transfer Model Curriculum, and in close coordination with the College's local Articulation Officer. New programs are developed by following procedures as directed by the College Curriculum Committee Program Learning Outcomes identify focused areas of inquiry or interdisciplinary core and these outcomes are posted on Career and Academic Pathways maps (REF: [Career and Academic Pathways](#)). Additionally, the College Catalog lists the necessary requirements to complete certificate programs, associate degrees, and bachelor degrees.

Baccalaureate Degree Program

Following the California Community College Bachelor's Degree Requirements, the baccalaureate degree in Dental Hygiene requires focused study in the area of Dental Hygiene, requiring a minimum of 27 units of lower division courses and 27 units of upper division courses.

Analysis and Evaluation

Foothill College courses have defined Student Learning Outcomes (SLOs) that have been approved through the college curriculum process. All courses require mastery of key theories and practices within their designated field of study, and these requirements are published in the College Catalog and in Pathways maps.

[ADD SUMMARY NARRATIVE HERE AND DISCUSSION OF ANY EMERGING IMPROVEMENT EFFORTS]

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Foothill College offers **XX** Career and Technical Education (CTE) degree and certificate programs that demonstrate technical and professional competencies meeting employment standards, other applicable industry-specific standards, and preparation for external licensure and certification [REF: FOOTHILL COLLEGE CATALOG LISTING THE CTE

PROGRAMS]. All Career and Technical Education programs follow guidelines and regulations as stated in Title 5 and California Education Code. Nine of these programs are in allied health and also undergo program accreditation review. These external regulating bodies establish standards for instruction and requirements for graduating students. Faculty in these programs develop the methodology and process for meeting competencies and evaluating students to ensure they achieve the required skills and knowledge.

All Career and Technical Education programs regularly consult with industry employers and professional associations to develop competencies relevant to workplace standards and expectations. These advisory boards with at least 50 percent of the members being external to the College, who meet at a minimum on an annual basis. Membership includes practicing professionals in the field, professional association representatives, industry experts, former graduates, student members, program faculty, and college administrators. For those programs with accrediting agencies, the advisory board provides input on accrediting body standards, employment trends, equipment recommendations, and industry standards. For other Career and Technical Education programs, the advisory board is an essential guiding force to ensure that students are being provided the necessary education. The faculty utilizes the workplace information gathered at the advisory board meetings to reflect on the direction of the program and develop competencies [II.A-155,II.A-156, II.A-157, II.A-158]. These faculty are also active in the industry, actively maintaining a strong awareness of what is required for student success in the workplace [II.A-159, II.A-160]. Additionally, results from the annual CTE Employment Outcomes Survey (CTEOS), administered to students who have exited either by completing the program or demonstrating an enrollment stop out of at least one year, are available for review by the Workforce Division and the CTE faculty to ensure that program outcomes meet employment standards [II.A-161]. Other workforce data available to the College include the use of Lightcast labor market analytics used to support program review and new CTE program development. The College also utilizes the Strong Workforce Program Launchboard data that offers program snapshots, including employment rate outcomes [II.A-162].

The College prepares students for external licensure and industry certifications in 11 programs. These students typically sit for licensure examinations after completion of course requirements. Exam preparation is built into the program curriculum and the results are seen in the high pass rate, often at 100%, as noted in the ACCJC's annual report [REF: CITE THE INSTITUTIONAL SET STANDARDS FOR LICENSURE PASS RATES EITHER IN THE 2023 ANNUAL REPORT OR FROM THE ISER INTRO SECTION]. These pass rates are reviewed and institutional-set goals related to this outcome are set annually by the CTE faculty.

Baccalaureate Degree Program

The Dental Hygiene program supports its students in meeting employment standards and licensure pass rates in order to practice in the field. The program consistently maintains a 100

percent pass rate on the national and state examinations. Program survey data show that 100 percent students are successful in gaining employment in the dental hygiene field around the San Francisco Bay Area region six months post-graduation [REF: IS THERE EVIDENCE TO CITE HERE?]. The dental hygiene bachelor's degree also prepares students from broader employment pathways, including education, public health, and sales and marketing.

Analysis and Evaluation

Foothill College's Career & Technical Education programs is able to ensure that students who earn certificates or degrees demonstrate appropriate and current professional and technical competencies to meet employer standards. All CTE programs have active advisory boards that meet regularly and seek to maintain programs outcomes current with industry standards, connect with industry experts to ensure curriculum meets and prepares students, revise programs to retain currency, and support new program development. Licensure pass rates are consistently at or close to 100 percent and employment rates continue to exceed institutional-set standards. For those programs accountable to specialized accrediting bodies, program-level accreditation results in repeated affirmation of the quality of these CTE programs.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Board policy outlines that Foothill College will implement a procedure for program discontinuance that is based on collegial collaboration [REF: [BP 6015](#) ; [AP 6015](#)]. Part of this process ensures the development of a plan allowing students to complete their education plans through the limited offerings, course substitutions, or other agreed upon options. The College shares this information along with a transition timeline with Academic & Professional Matters (APM) and Chancellor's Advisory Council (CAC), along with notifying faculty, classified staff, and appropriate bargaining units. These program changes are relayed to Admissions & Records and the counseling division so the latter can ensure academic advising effectively supports those students already on the program pathway. The academic catalog provides information about the accommodation timeline for students, especially for those who remain continuously enrolled [REF: [Discontinued Degrees policy](#) - WILL NEED TO HIGHLIGHT THIS SECTION OF THE WEB PAGE]. These students can fill out a course substitution or waiver form [REF: [Course Substitution Form](#)]. So even if the College eliminates or significantly reduces a program, there is assurance students can complete the program with minimal disruption.

Analysis and Evaluation

Foothill College has a defined process that includes and notifies all District, College, division, and program stakeholders about any significant program eliminations or changes. Recent efforts to improve the program elimination process include moving toward more district-level conversations about program viability. The College is creating a new program discontinuance process manual that will operationalize these procedures.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Foothill College's instructional programs are regularly evaluated on a five-year cycle. The program review process follows a timeline that includes one comprehensive review and four annual reviews to track and monitor student success, strategic planning and budget allocation at the program and discipline level, and overall improvement. The comprehensive review prompts program faculty to participate in a reflective review using the template prompts and five-year student enrollment and learning data trends in order to identify program strengths, weaknesses, opportunities, and potential challenges. Programs are asked to identify actions for improvement and innovation and the completed program review documents are reviewed and discussed by the Program Review Committee.

The program review process is evaluated for effectiveness. IRP regularly administers surveys to the program review writers and readers. When program review presentations were made at the college level, participatory governance was also surveyed to assess whether that experience was informative and prompted additional thinking about the programs' possible improvement areas.

Analysis and Evaluation

The program review process provides a framework by which programs are regularly evaluated at multiple levels for continuous improvement and excellence. The process provides opportunities to explore, enhance, and integrate student learning and faculty teaching into program missions and program-level student learning outcomes requiring full the participation of faculty, students, staff, administrators, and relevant stakeholders as mutually agreed upon by the college senates and administration. Additionally, program review offers an opportunity to facilitate and execute short-term and long-term strategic planning for the College to enhance students' learning and to engage in ongoing and continuous efforts at improving the instructional programs offered.

Conclusions on Standard II.A: Instructional Programs

The instructional programs of Foothill College align with its mission statement by providing high quality instruction to students of diverse backgrounds with varying educational and personal goals. Foothill's instructional programs meet standards appropriate to higher education and the institution employs methods to determine the effectiveness of its programs. Program review results, acquired through a systematic process, are published for transparency and used to make improvements in pedagogical and programmatic approaches. The College's GE, program, certificate, and degree requirements are published in the Catalog and all offerings promote critical thinking, intellectual inquiry, cultural awareness and responsiveness in alignment with standards, breadth, and rigor appropriate to higher education. [ADDRESS SLOS, RSI, AND MODALITIES]

Improvement Plan(s)

As discussed in Standards II.A.7 and II.A.11, Foothill is currently revising its process related to the ongoing assessment of SLOs based on the recently formed Ensuring Learning and Foothill Inquires efforts.

Standards II.A.7 and II.A.11 Improvement Plan Details are TBD

Evidence List

[Provide list of all evidence cited within Standard II.A.]

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The Learning Resource Center Division (LRC) includes library, tutoring, and computer labs which provides services to all students at the main campus, Sunnyvale Center, and virtually. The library is centrally located on the main campus and provides direct access to the following:

- 80,000 print books
- 360,000 electronic books
- 4 print periodicals

- 40,000 online databases
- 41,000 streaming educational videos
- 11,100 reserve materials (including textbooks)
- 245 chromebooks
- 1,085 graphic/scientific calculators.

The Library building is open 44 hours per week, with comparable online services available 51 hours per week. The physical space supports individual and group study areas, a multimedia classroom, and an information commons space—the latter two spaces includes banks of networked computers for student access. Librarians provide ongoing instruction to students through a variety of synchronous and asynchronous offerings including in-person and online reference services all hours that the library is open; and on Fridays via chat, in-person and online research appointments; in-person and online synchronous library workshops and orientations; and asynchronous instructional modules (online tutorials, LibGuides, Canvas modules) [REF: LIBRARY WEBSITE?].

Online resources are available 24/7 from off campus through their collegewide ID authentication. Online reference assistance is available to students all hours that the library is open via email, SMS, or chat using the “Ask a Librarian” service on the library website. Tailored research assistance is also provided at instructors’ requests through specialized online library orientations, online tutorials, and via Canvas by the library liaison to all programs, including the baccalaureate degrees. [REF: WEB SCREENSHOTS?]

At the Sunnyvale Center, in-person library and learning support services were discontinued during the pandemic with the exception of the text book loan distribution and laptop loan programs. Other services such as library and tutoring continue to be accessible virtually for all students (or in person on the main campus).

Learning support services external to the library include tutoring services that are primarily located in two spaces, the STEM Success Center and Learning Resource Center (LRC); the latter of which hosts the Writing and Language Center (WLC) and Pass the Torch programs. Both locations are in buildings adjacent to the library and offer face-to-face services as well as comparable online services. Based on the student usage metrics report and non-credit faculty coordinators’ expertise, a list of subjects is selected to offer tutoring to Foothill College students [REF: STUDENT USAGE METRICS REPORT?]. The availability of tutoring subjects is based on class schedules and enrollment and is revised quarterly.

Tutorial programs are staffed by both peer tutors who go through a tutor orientation and training course, and faculty tutors who are experts in the subject area in which they are tutoring. Faculty tutors possess a minimum of a bachelor's degree in the subject area they are

tutoring and many bring years of field experience. To accommodate various student learning needs, Foothill College tutorial programs offer different modalities and tutoring options. Student and faculty tutors are scheduled both online and on-campus during building hours, which includes one-on-one peer tutoring, drop-in tutoring, by-appointment and in-class embedded tutoring. Student tutors also receive compensation, either as a stipend or as an hourly employee.

Subjects offered include: English, English for Second Language Learners (ESLL), Spanish, Biology, Chemistry, Computer Science, Math, Network Technology, Physics, Anthropology, Accounting, Geography, Geographic Information System Technology [REF: WLC and STEM Success Center websites with the hours for spring 2023]. Weekend and late evening hours may also be available via online based on subject and tutor availability. When the campus tutoring services are closed or for subjects not covered by the STEM Success Center or the Writing & Language Center, students can receive support through NetTutor, a 1:1 24/7 professional online tutoring service.

The WLC provides tutoring in reading, writing, research, study skills, and English/Spanish conversation across all subjects, while the STEM Success Center provides tutoring in subjects from the Science, Technology, Engineering, & Mathematics and Business & Social Sciences Divisions [REF: SCREENSHOTS OF WLC TUTORING SUBJECT AREAS AND STEM SUCCESS CENTER TUTORING SUBJECTS]. Computer workstations, print stations, and open study spaces are available at both locations [HOW MANY COMPUTERS?]. Pass the Torch is another tutoring support program housed within the LRC building and is a peer-to-peer tutoring service specifically in English, ESLL, Literature, Mathematics, and Chemistry. Pass the Torch members are matched with a dedicated team leader (student tutor) and each member-leader pairing meets twice weekly for tutoring sessions throughout the term. These team leaders are trained like all other peer tutors and complete two one-unit training classes [REF: PTT TUTORING TRAINING WEBPAGE].

The Extended Opportunity Program & Services (EOPS) program also offers in-house learning support. Located in the main student services building, the EOPS space offers computer workstations, print stations, open study spaces, and in person and virtual online tutoring services [REF: PERHAPS CITE THE EOPS WEBSITE?]. Regardless of modality, tutoring is offered one-to-one and EOPS students are required to participate two hours weekly with the same peer tutor. [REF: CITE THE CONTRACTS FOR RESPONSIBILITY SENT BY APRIL]. Subjects with student tutors include Biology, Chemistry, Computer Science, English, History, Math, Music, Physics, and Spanish. For other subjects or after-hours support (evenings, Friday-Sunday), EOPS students are given a warm handoff to either the STEM Success Center, the Writing and Learning Center, Pass the Torch, or directed to NetTutor.

Additional learning support queries are supported by in person, with a virtual front desk, or through live chat.

Baccalaureate Degree Program

The dental hygiene program ensures that resource collections and learning support services are sufficient to support the unique needs of a baccalaureate level program. The library website is the gateway to a growing and robust collection of e-books, online medical encyclopedias, streaming educational videos, and more than 6,000 health and biological sciences periodicals in full-text via the library's subscription databases. The library also maintains dentistry journals available for access. While all dental hygiene students have full access to tutoring services through the Writing and Learning Center (WLC), Pass the Torch, and STEM Success Center, students in the entry level track program are provided supplemental tutoring for specific dental hygiene content. Tutoring hours are based on historical usage of this program and faculty use their office hours to provide tutoring should extra time be needed.

Analysis and Evaluation

The institution provides curriculum-related resources and support through library instruction, research support, workshops, tutorials, and peer and faculty tutors. The library is effectively resources with both print and online resources and services, accessible to all students regardless of location and modality. Reference assistance is available in person and through phone, email, and chat. Tutoring services are offered in person and are available online either through the STEM Success Center, WLC, or through NetTutor 24-hours a day. Subject support accurately reflects the class schedule, and tutors either have content expertise (as faculty tutors) or were trained as effective peer tutors.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Board policy, along with the library's collection development policy, acknowledge that selection of library materials is a joint responsibility of the teaching and library faculty, and library faculty have established a variety of channels for receiving information about student learning needs from instructional faculty and classified staff [REF: BP 6170⁶

<https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5#>; library's collection development policy⁷]. Librarians support the program's mission to provide safe and welcoming spaces conducive to private and collaborative study, student-centered resources, inclusive services, and objective and equitable access to a variety of materials.⁵ Each tenured librarian acts as a liaison to one or more academic divisions.⁸ The liaison is familiar with the curriculum taught in the division(s) to which they are assigned, selects materials in those subject

areas, channels faculty requests for purchases, and promotes the collection and services to faculty and administrators in the division. The liaison to the Health Sciences & Horticulture Division collaborates with faculty in the allied health programs that undergo program accreditation to ensure that the library's books and periodicals are sufficient in quantity and currency to meet students' needs. The Equity & Outreach Librarian collaborates with the Office of Equity & Inclusion and with learning communities such as Umoja and Puente to ensure that the library meets the needs of underserved students. The Systems & Technology Librarian facilitates trials for new databases under consideration.

The library facility includes the following:

- an information common with 45 networked computers
- a multimedia classroom with 50 Mac computers and 2 projector screens
- individual and group study areas seating 498
- ten group study rooms equipped with a large screen High-Definition Display onto which students can project their personal devices using HDMI, VGA or Mini DisplayPort cables, easily accessible power outlets, and wall-sized whiteboard for group work; Rooms can be reserved online via the library website
- six break-out study areas surrounded by wall-sized whiteboards
- Self-serve pay-for-print kiosk and two black & white photocopiers
- Electrical outlets near every seating area and desk in the library.

To assess the effectiveness of the library's learning support equipment and materials, library faculty and staff engage in program review, considering collection counts, a variety of usage statistics, surveys of faculty and students, and direct feedback from faculty and students. The Resources for Faculty guide invites instructional faculty to submit recommendations.¹¹ Librarians also serve on the College Curriculum Committee, Academic Senate, and the Committee on Online Learning to monitor changes in curriculum, keep abreast of College initiatives, and connect with faculty.

To serve students with disabilities, the library facility meets all ADA requirements, and a librarian works with the Disability Resource Center to establish priority wheelchair seating throughout the building. Closed-captioned streaming videos are provided through licenses with Films on Demand, Kanopy, and Swank. In addition, all databases licensed through the Community College Library Consortium, a joint project between the Council of Chief Librarians (CCL) and the Community College League of California (CCLC), meet the accessibility standards recommended by the CCC Accessibility Center.¹²

All technology software and equipment (e.g. eSARS, Zoom, and hardware) is maintained and refreshed on a regular schedule by the District 's Educational Technology Services (ETS). Instructors can make requests to add new software to the computer workstations, but there is a

review process that involves administrators, faculty, and classified staff who coordinate and support the centers.

The Extended Opportunity Program & Services (EOPS) program maintains open study spaces with 14 round tables, 11 computer workstations, and two print stations. Students are encouraged to notify the program with educational technology suggestions, and the administrator will work with the District's Educational Technology Services (ETS) to support the request.

Analysis and Evaluation

Foothill College librarians collaborate with faculty and classified staff colleagues to develop and maintain sufficient and appropriate curriculum-based resources to support student learning and achievement. Educational technology and equipment are maintained through District information technology services. Librarians currently seek to restore the interlibrary loan that was suspended so that student needs can be met should the existing collection not be sufficient.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Foothill College library and learning support centers participate in program review. Every five years, a comprehensive program review is completed whereby library faculty and classified staff consider collection counts, a variety of usage statistics, and survey results from faculty and students [REF: ADD LIBRARY PROGRAM REVIEW].¹³ The learning support centers focus on student access and learning outcomes. These data are also used to assess and reflect on service area (SA) and, where applicable, course level student learning outcomes.

The library has identified service area learning outcomes that are regularly assessed through faculty and student surveys and usage reports. Through collaboration with instructional faculty, the library is able to ensure the collection is sufficient in quantity and currency for all programs. Resources, services, and programming are updated for improvement based on faculty and student feedback and suggestions. The faculty also evaluate their course level student learning outcomes to ensure student learning is occurring. As a result of their review, an action plan was identified where the course outline of record was revised and articulated to be better aligned with guidance in the profession's "Framework for Information Literacy for Higher Education."¹⁸ [REF: CITE WHATEVER THE LIBRARY INDICATED AS SUPERScript 18].

The learning support services assess their outcomes in terms of the efficacy and reach of its services [REF: [Tutoring/Learning Spaces evaluation](#)]. Faculty tutors regardless of discipline are evaluated by the designated program non-credit faculty coordinator and student evaluations. Student tutors must successfully complete the tutor training classes to continue tutoring with any of the peer tutoring programs. When an embedded tutoring initiative using non-credit faculty was attempted in English 1A, Institutional Research & Planning (IRP) evaluated this effort and the findings helped move to a peer tutoring model [REF: [ENGL tutoring evaluation](#)]. Pass the Torch students (tutees) are surveyed, and the program coordinator meets regularly with faculty to discuss student learning and make improvements to the program [such as extending hours or adjusting modality to respond to students' changing needs]. The Extended Opportunity Program & Services (EOPS) program also collects informal student feedback, tracks student course outcomes, and monitors tutoring session attendance to assure the tutoring service continues to meet student's needs.

Analysis and Evaluation

The Foothill College library and learning support services use the program review process to evaluate services provided and to assess student outcomes. These units rely on a variety of assessment efforts ranging from student achievement outcomes, survey results, usage reports, and (informal) qualitative data. The library has used their evaluation to request and hire an Access & Information Services Librarian to enhance the reference and research services and improve these services in both face-to-face and online modalities. Ongoing efforts are being made to assess all library and learning support services more inclusively to cover all services on a regular cycle.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

All applicable agreements and MOUs are saved and stored on a secure server. The library users enjoy enhanced security and authentication (through the utilization of single sign-on and other protocols) and guaranteed uptime of systems above 99 percent of the time. The Systems Librarian continually monitors the status of all software and databases provided in accordance with such agreements, thereby ensuring minimal down time, enhanced security, and stability of the systems for all students and faculty. All issues in terms of access or setup are reported directly to the appropriate vendors in a timely manner or evaluated and fixed in-house by the

Systems Librarian. The Systems Librarian also oversees the contracts for the Community College Library Consortium²¹ and Ex Libris, as well as smaller agreements with the various database and software vendors²².

Library faculty and classified staff routinely monitor and evaluate services for their relevance and effectiveness to effectively address student needs and technology changes. The Systems Librarian monitors the effectiveness of Online Computer Library Center (OCLC) services for cataloging and Proxy services¹⁹, as well as Ex Libris' ALMA, an integrated library software system, to PRIMO, a library services platform, in areas such as student discoverability of materials and general library workflows²⁰. Twice a year, the librarians evaluate the CCLC (Community College Library Consortium) offerings and considers several factors including, requests from students and faculty, reference desk needs, and usage statistics and reviews. These efforts ensure the library successfully serves students and enjoy high utilization of resources and services, including the Library Reference²³ and Online Databases.²⁴

The College contracts NetTutor services for after-hours tutoring support across all disciplines. This service is available online to any enrolled Foothill College student just like the face-to-face and online tutoring programs available at the STEM Success Center, WLC, and Pass the Torch. The times and subjects available are revised each quarter to fit the hours/subjects offered. NetTutor hours/services are publicized in tutoring marketing and presentations as an option to in person services [DO WE HAVE ANY EVIDENCE?].

Analysis and Evaluation

Foothill College signs and maintains contracts or MOUs that help manage and maintain library and tutoring services. Evaluations based on usage and student/faculty experiences inform the effectiveness of the services and identify areas for improvement.

Conclusions on Standard II.B: Library and Learning Support Services

Foothill College's library and learning support services provides sufficient and effective curriculum resources and instructional support programs that facilitate student learning and achievement. These areas participate in program review and document and evaluate their learning outcomes as part of that process. Evaluation methods are many and varied, including surveys, usage data, program action plans, student achievement data, etc. The library regularly reviews their available materials and services, ensuring they are accessible and available both in person and online. Faculty, student, and other expert feedback are solicited on the selection and maintenance of educational equipment and materials used to support student learning. Signed contracts are maintained, secured, and monitors for effectiveness of services and use.

Improvement Plan(s)

None needed.

Evidence List

[Provide list of all evidence cited within Standard II.B.]

C. Student Support Services [STILL IN PROCESS]

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Foothill College offers a comprehensive array of services to support students at all levels as they pursue their individual educational goals. To ensure that programs and resources do indeed meet the needs of students, the College uses a variety of methods to monitor, assess and revise its services. In addition, a rich college dialogue exists around the development, assessment and delivery of student services, led by Mission Informed Planning Council (MIP–C) and involving presentations by student services groups that focus on specific areas such as counseling services, outreach/retention, Guided Pathways, university transfer services, admissions, and financial aid among others.

Student Services uses multiple ways of evaluating the quality of its services:

Surveys:

Student services staff participates in and uses data from various surveys to evaluate and assess the effectiveness of its programs and services to promote with students, discuss responses at weekly staff meetings, and at Student Services Retreats (**APRIL 2023**).

- [Healthy Minds Study Survey Spring 2021](#)
- [Fall Return to Campus Survey 2021](#)
- Guided Pathway surveys were used to plan the program maps and also to create new onboarding for students
- [Revealing Institutional Strengths and Challenges \(RISC\) Survey Custom Questions Report 2021](#)
- [Onboarding Guided Pathways Focus Groups](#)
- [Revealing Institutional Strengths and Challenges \(RISC\) Survey Open-Comments Report 2021](#)
- [Black Lives Matter Data Analysis](#)
- [Real College Survey Report 2019](#)
- [Basic Needs Survey 2018](#)

- Admissions & Records Feedback Survey
- Financial Aid Feedback Survey
- Counseling Feedback Survey
- Psychological Services student satisfaction survey
- Psychological Services End of therapy survey
- Disability Resource Center student survey
- Veterans Resource Center student feedback survey
- Food Pantry Survey
- Welcome Center Survey
- New Student Orientation Survey

Retreats:

APRIL 2023

Analysis and Evaluation

Foothill College meets the Standard. The institution provides appropriate student support services that foster student learning and development within the context of the institutional mission for all of its students. Multiple evaluative methods and implementation of SLOs, SAOs, and AUOs ensure that students are receiving the support they need. The College offers multiple modes of access to services both online, in-person, and at both campus locations. Many changes have come about as a result of evaluations, including, but not limited to, the reduction of processing time for prerequisites, evaluations and degree audits; increased availability of online services; early intervention for probation students; and increase in the number of associate degrees for transfer. Through its established equity plan and disability services, Foothill College maximizes student access to services, curriculum, and facilities. Student services are aligned with identified student needs and are designed to facilitate student success along the college pathway to degree, certificate or transfer.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Foothill College's Student Services offers an array of programs and services designed to promote student access, retention, persistence, and successful completion of academic, transfer, and career goals. Other services and activities are designed to promote student health and wellness, student engagement, and leadership development.

- Strategic Plans for each unit with SAO's embedded
- Program Reviews for each unit

- Program Review Meeting schedule

Analysis and Evaluation

[Insert response.]

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Foothill College takes pride in offering equitable access to a wide number of support services in order to ensure the academic success of all students, regardless of service location or delivery method. Student Services maintains comparable availability of support in face-to face and online formats for students online, and students at main campus and Sunnyvale Center. Student Services has also employed the use of technologies, such as live chat, for Tech Ambassadors to assist students in real time. The Transfer Center, Admissions, Veterans Resource Center and Tutoring also use Chatbot for online support in addition to in-person services. A few other services as Counseling services, Financial Aid, Psychological Services are also available via virtual drop in, in person drop in, and through online chat.

Service	Main Campus	Online	Sunnyvale
ADMISSIONS & RECORDS	<p>Location Student Services Building 8100, Room 8101</p> <p>Hours Monday–Thursday: 8:00 a.m.–5:00 p.m. Friday: 8:00 a.m.–3:00 p.m. Virtual Only</p> <p>URL Foothill.edu/reg</p>	<p>Hours Monday–Thursday: 9:00 a.m –5:00 p.m. Friday: 9:00 a.m.–12:00 noon</p> <p>URL Foothill.edu/reg</p>	<p>Location Sunnyvale Center Main Entrance Area</p>

FINANCIAL AID	<p>Location Student Services Building 8100, Room 8101</p> <p>Hours Monday–Thursday: 8:00 a.m.–5:00 p.m.</p> <p>URL Foothill.edu/financialaid</p>	<p>Location Virtual</p> <p>Hours Monday–Thursday: 8:00 a.m.–5:00 p.m. Friday: 8:00 a.m.–3:00 p.m.</p> <p>URL Foothill.edu/financialaid</p>	N/A
COUNSELING	<p>Location Counseling Center Student Services Building 8300, Room 8302</p> <p>Hours Monday–Tuesday: 8:00 a.m.–6:00 p.m. Wednesday–Thursdays: 8:00 a.m.–5:00 p.m.</p> <p>URL Foothill.edu/counseling</p>	<p>Location Virtual</p> <p>Hours Monday–Tuesday: 8:00 a.m.–6:00 p.m. Wednesday–Thursdays: 8:00 a.m.–5:00 p.m.</p> <p>URL Foothill.edu/counseling</p>	<p>Location Sunnyvale Center Room 109A</p> <p>Hours Tuesdays: 8:30 a.m.–12:30 p.m.</p> <p>URL Foothill.edu/Sunnyvale/student-services.html</p>
DRC	<p>Location Student Resource Center Building 5400</p> <p>Hours Monday–Thursday: 8:00 a.m.–5:00 p.m.</p> <p>URL Foothill.edu/drc</p>	<p>Location Virtual</p> <p>Hours Monday–Thursday: 8:00 a.m.–5:00 p.m. Friday: 8:00 a.m.–3:00 p.m.</p> <p>URL Foothill.edu/drc</p>	N/A

VRC	<p>Location Veterans Resource Center Building 5400, Room 5403</p> <p>Hours Monday–Thursday: 8:00 a.m.–5:00 p.m.</p> <p>URL Foothill.edu/veterans</p>	<p>Location Virtual</p> <p>Hours Monday–Thursday: 9:00 a.m.–3:00 p.m. Friday: 8:00 a.m.–3:00 p.m.</p> <p>URL Foothill.edu/veterans</p>	N/A
E.O.P.S	<p>Location Student Services Building Building 8200, Room 8202</p> <p>Hours Monday–Thursday: 8:00 a.m.–5:00 p.m.</p> <p>URL Foothill.edu/eops</p>	<p>Location Virtual</p> <p>Hours Monday–Thursday: 8:00 a.m.–5:00 p.m. Friday: 8:00 a.m.–3:00 p.m.</p> <p>URL Foothill.edu/eops</p>	N/A
Psychological Services	<p>Location Student Resource Center Building 5400</p> <p>Hours Monday–Thursday: 8:00 a.m.–5:00 p.m.</p> <p>URL Foothill.edu/drc</p>	<p>Location Virtual</p> <p>Hours Monday–Thursday: 8:00 a.m.–5:00 p.m. Friday: 8:00 a.m.–3:00 p.m.</p> <p>URL Foothill.edu/drc</p>	N/A
Student Affairs and Activities	<p>Location Campus Center Building 2000, Room 2002</p> <p>Hours Monday–Thursday: 9:00 a.m.–5:00 p.m.</p>	<p>Location Virtual</p> <p>Hours Monday–Thursday: 9:00 a.m.–5:00 p.m. Friday: 9:00 a.m.–3 p.m.</p>	N/A

	URL Foothill.edu/studentaffairs	URL Foothill.edu/studentaffairs	
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Analysis and Evaluation

Foothill College meets the Standard. The institution offers students equitable, comprehensive access to Student Services across locations and modalities. [MORE NARRATIVE NEEDED]

4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Guided by BP 5560 and Education Code 76060, Foothill College offers co-curricular and athletics programs aligned with the mission and that contribute to the educational experience of the students. The Student Activities department Program and ASFC evaluate its co-curricular programs and offerings in conjunction with its advisors. Goals are established at the start of each year with the new cabinet and worked on throughout the academic year. These programs are also evaluated through the Student Activities Comprehensive Program Review [REF: [Student Affairs and Activities Program Review](#)].

The Associated Students of Foothill College (ASFC) is the student government of Foothill College charged with encouraging the civic engagement of the Foothill College community and offering co-curricular activities for students at the college. Under advisement by Student Activities faculty and staff, ASFC serves as “the voice” of the student body, with representation on Participatory Governance committees and the official District-appointed designee in regards to co-curricular offerings experiences.

The Student Activities Office, part of the Student Affairs & Activities Department, is the leadership, diversity, events and information center for students while being the hub of campus life.

Together with ASFC, Student Activities offerings fall under the following categories: leadership and civic engagement; advocacy; heritage and diversity; and student interest clubs and athletics. In addition to representing students, ASFC funds student programming on campus and virtually and supports the operation of over 50 active campus clubs-

Clubs-that reflect the variety of interests of the student body, including academic, athletic, community service, cultural, political, religious, social, and special interest. The Inter Club Council (ICC), under ASFC, sponsors Club Day during the third week of each quarter, presenting students an opportunity to learn about clubs on campus and allowing clubs to increase their membership. Students who wish to start their own club or reactivate a pre-existing club, may also submit applications to ICC. Further, ICC provides funding and event clearance in an effective, organized and fair manner so all clubs can thrive. Funds are available to all active clubs through the ASFC Budget.

BP 5562 Associated Students Finance ensures that the Associated Students Finances are conducted in accordance with their internal policies. Funds expended by the student body are in accordance with the ASFC Mission Based budgeting guidelines established annually. The ASFC budget is approved annually by the District board of trustees. Intercollegiate athletics are conducted in accordance with BP 5700 guided by ACCJC standards and California State Education Code.

The ASFC Budget Booklet provides detailed information on all programs funded by the ASFC as well as the organization's mission, goals and criteria for funding. The ASFC Mission, Vision and Goals are reviewed annually and align with the Foothill College Mission. ASFC funds student co-curricular programs such as local civic engagement, leadership and diversity programs as well as international trips abroad, which support the college mission of developing as global citizens. The ASFC is the decision-making body that operates the student body budget with oversight by the Student Accounts Accountant and the College Vice President of Finance in compliance with FCMAT. Links to the ASFC Budget website and the 2022-23 Budget Booklet and FCMAT publications can be accessed online by students. The majority of students pay a \$10 quarterly "Owl Card" fee that is the basis for funding for co-curricular programs sponsored by the Associated Students of Foothill College. The ASFC Welcome Center provides student body card services and serves as the first point of contact for many students on campus.

The College offers Leadership and Community Engagement courses through Student Affairs and Activities Faculty in collaboration with the Counseling, Business, and Social Science Divisions to complement the experiential leadership experiences provided through co-curricular programs. Examples of course offerings are: Counseling 6, Exploring Leadership; Counseling 86,

Introduction to Leadership, and Social Science 79, Introduction to Community Service/Civic Engagement. [Ref: Counseling 6; Counseling 86; Social Science 79].

Heritage and Diversity

Foothill College students, faculty, and staff celebrate the rich cultural diversity of the campus community through Heritage Months events from October through June, which offer: art exhibits and literature events; guest speakers and panel discussions; live entertainment and theater performances, and film screenings and hot–topic workshops. Several years of Heritage Month events and programming are archived on the Student Activities website. Heritage Month events are planned by a committee consisting of students, faculty, staff and community leaders and the Student Activities Office assists with logistics and budgeting. [REF: [Heritage Month Programming](#)]

Athletics

Foothill College’s Athletics program includes ten teams: five for women and five for men. The program is headed by an athletic director who reports to the Vice President of Instruction (VPI). The program is regularly evaluated using the College’s program review process and submits reports to the California Community Colleges Athletic Association (CCCAA); and it uses data from the California Interscholastic Federation (CIF) to determine if there is enough local participation to warrant adding a sport. The athletic director also evaluates and ensures Title IX compliance for all teams at Foothill College. ~~Foothill College is Title IX compliant.~~

Analysis and Evaluation

Foothill College meets the Standard. Board Policy encourages the voice of students at the College and their role in contributing to the college mission in regards to co–curricular offerings and civic /global engagement and all aspects of campus life. Student body finance operations are conducted in accordance with BP 5562 with oversight and annual approval/audit by the District.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

As outlined in FHDA District Policy 5065, Foothill College provides counseling and academic advising programs to support student development and success. Policies, procedures, and regular

training ensure that faculty and personnel can assist students in understanding the requirements related to their academic programs and requirements related to graduation and transfer. The Counseling department shares timely, useful, and accurate info about transfer policies through the Transfer [website](#), articulation agreements with independent /private colleges & universities, University representative visits, annual fairs, and posting of the General Education patterns (IGETC, CSU, AA). The General Education sheets are updated annually (by the Evaluations department) and are uploaded onto the Transfer Center website. [REF: [Transfer Web Page](#)]

Foothill College prepares faculty via annual strategic conferences and ongoing training from the Vice President of Student Services. Training on DegreeWorks also prepares faculty to provide accurate information to students. Student Services also supports student development and success by implementing Chancellor's initiatives including Black Lives Matter, Guided Pathways, in addition to Undocually and providing legal services on campus. The Office of Retention Services ensures student success and retention by connecting students virtually or in-person with resources on campus. [REF: [Office of Retention](#)].

The Counseling department also orients students to ensure understand the requirements of their chosen programs and pathways through: New Student Orientation; Student Orientation, Assessment and Registration (SOAR) or more recently Day on the Hill (DOTH) events; online orientation and classes. Examples of classes which are designed to help orient students include: Counseling 5 to create an educational plan; Counseling 8, Transfer Readiness, and Special Education 8, Introduction to College and Accommodations. [REF: [SOAR](#) Web Page; [DOTH](#) Web Page; [CNSL 5](#); [CNSL 8](#); [SPED 8](#)].

Graduation policies—explains counseling services and benefits

Analysis and Evaluation

Foothill College meets the Standard. The College provides counseling, assessment for placement, orientation, and test proctoring equitably to all students, including students enrolled in distance education, and those taking classes at the Sunnyvale Center, or the main campus. Counseling plays a key role in helping students matriculate into the College and along their pathway to achieve their goals. By engaging in self-evaluations by way of SAOs, SLOs and Management Information Systems (MIS) data analysis, Counseling is continuously improving and changing interventions to better meet student needs and state mandates.

The website could be clearer by giving students steps to take before they meet with a Counselor. For example, the website should encourage students to check their Degreeworks audit and come prepared with the graduation petition already filled out. The website could also offer students a timeframe of when their degree will be posted online and when to expect to receive their physical diploma in the mail.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Foothill College has adopted and adheres to admission policies consistent with its mission. (BP 5010 and BP 5040) and the supporting Administrative Policies (5010, 5011, 5012, 5013, and 5040) outline the admissions process for students. Additionally, webpages and PDF guides provide the admissions guidelines for dual enrollment special admit high school students, international students, adult education, and our Dental Hygiene Bachelor Degree program. Our Allied Health Programs will have additional admissions criteria. [Evidence]

The College has increased its enrollment and equity efforts with the increase in partnerships with high schools through the College and Career Access Pathways – CCAP. High school students or Special Admits must additionally submit our Special Admit Dual Enrollment Form. We have created a form specifically for our CCAP partners as the recent changes allow for one dual enrollment form for the academic year.

Foothill College’s main application is through the state-provided Open CCC Apply application. The International application is through a web-based system through SLATE. The International Office processes, reviews, and provides resources for any student applying for or transferring their F1 Status. The Admissions & Records Office is responsible for all things related to the Open CCC Application. The Admissions Office supports students with any support or changes needed such as residency re-classifications, record changes, and registration. Both offices have continued supporting students virtually and in-person to keep services equitable for in-person and distance learning populations.

Analysis and Evaluation

Foothill College meets the Standard.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Foothill College regularly evaluates its admissions and placement instruments in accordance with AB705. It regularly evaluates admission and placement processes to validate the success of our students. Foothill College's placement process has changed to meet our diverse student community. Students requiring a placement for Math, English, ESL, or Chemistry will be

assessed based on multiple measures: U.S. high school transcript information, guided self-placement, or assessment test.

Student placements are calculated based on high school GPA information obtained from the Open CCC Application. Students may view their placements in their MyPortal account when they receive their student ID number. If high school GPA information was not provided by the student through the Open CCC Application or the student did not attend high school, they are asked to email the Assessment Office to complete a guided self-placement.

To maximize student time at Foothill College, all students are eligible to access transfer-level English composition, credit ESL courses, and transfer-level Math (statistics, precalculus, etc.) regardless of their educational background or native language. If students require additional support Foothill College offers various co-requisite support courses for English and Math.

The College works with Institutional Research & Planning (IRP), English, and Math Departments to collect data through surveys or through our Operational Data Store (ODS). This data evaluated the success rates of students with a high focus on our BIPOC students. Updates are made, as needed, based on either change to the state AB705 policy or as the College reviews data and feedback from students and faculty.

Analysis and Evaluation

Foothill College meets the Standard. [NEED MORE NARRATIVE HERE]

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Policies that demonstrate that the College has policies and processes in place for student record-keeping and maintenance.

- BP 5050
- AP 5050
- BP 3410
- AP 3410

The College meets this Standard demonstrated in BP 5050 and BP 3410 with the process outlined in AP 5050 and 3410. The District or designee assigned at the College follows the policies outlined to meet the Standard. The District has provided a document management system to hold records electronically. Only authorized users have access to these documents

and every user must go through Family Education Rights and Privacy Act (FERPA) Training prior to receiving access. The Educational Technology Services is in control of granting access to this platform, however, access is based on the person's role at the College. A manager in ETS or at the College must always approve the level of access to student records. The District provides all College users unique ID numbers and multi-factor authentication to access records through MyPortal or in the Student Information System (Banner).

[Evidence of Meeting the Standard]

Analysis and Evaluation

Foothill College meets the Standard.

Conclusions on Standard II.C: Student Support Services

Foothill College's student support services—including counseling, advising, admissions, co-curricular activities, and athletics—support student learning and successful completion of certificates, degrees, and pathways offered. Student support services and offerings are aligned with the College's mission and comply with all applicable local, state, and federal legal requirements. Services are offered in a variety of modalities to ensure equal access for all students to aid in their success.

Improvement Plan(s)

None needed.

Evidence List

[Provide list of all evidence cited within Standard II.C.]