

## **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: ALREADY UPLOADED IN CANVAS: LINK TO C S ADVISORY BOARD COMMITTEE AGENDA JUNE 2023]. The division curriculum committees approve all new courses, conducts content review, reviews curriculum for online teaching/distance education, and ensures the annual curriculum sheet process is followed. The college curriculum committee approves course characteristics, including stand alone, general education, and cross-listings, as well as new certificate and degree programs. 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 publicizes workshop topics and opportunities including those related to student learning, achievement, and equity [REF: NEED SOME EVIDENCE HERE]. This position also holds regular open office hours to support drop-in queries or concerns. 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 college wide 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].

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 measurable outcome(s) 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 are required to participate 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 (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 reassign time to engage the college and coordinate this re-envisioning effort around student learning outcomes [REF: SLO COORDINATOR JOB DESCRIPTION – ASK KURT]. 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?-- PROGRAM LEVEL LEARNING OUTCOMES, MAPPING TO ILOS, SLO ASSESSMENT]. 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 for Second Language Learners (ESLL), mathematics, and Spanish, distinguishing the pre-collegiate courses from the college level courses through careful and strategic course sequencing and corequisite support. 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?].

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

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?]. Mathematics offers a non-credit course sequence (NCBS 403A/B) and its pre-collegiate curriculum is identifiable by its subject coding (NCBS as non-credit basic skills) and course numbering above 400. These courses are structure as a summer workshop to help bridge students to transfer-level math; these classes are not offered during the academic year. Spanish offers pre-collegiate courses (SPAN 110/111) that are credit bearing [ASK VALERIE ABOUT SPAN 110/111].

#### **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. [TO FLESH OUT MORE IN IMPROVEMENT PLAN SECTION].

**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 offers credit by examination for Spanish courses. [ASK VALERIE]

Placement in all transfer-level English and mathematics courses 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 and 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 [ASK ROOSEVELT] to ensure that students can enroll in the classes they want while making sure they are adequately prepared for these classes.

WORKFORCE (OFFICE OF INSTRUCTION) LOOKING INTO THIS TOPIC

**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](#)]. Efforts to assess the ILOs indicated that at least two-thirds of student respondents indicate that their experience at the College contributed to their knowledge, skills, and personal development in these areas [REF: [RISC custom survey questions report 2021](#) ].

Foothill College has clearly identified ILOs which, like SLOs, fall under the purview of Academic Senate. In 2022-2023, the College established two Faculty Ensuring Learning 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: 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**

Foothill College has adopted institutional, programmatic, and student learning outcomes in all competencies expected of an institution of higher learning. Foothill lists program level outcomes, which can be found in the catalog. These outcomes should support the institutional level outcomes. There are efforts to more effectively and systematically map the program level to institutional level outcomes. Ongoing efforts to conduct regular assessment of the ILOs is supported throughout the administration of the RISC survey, which was distributed in Spring 2021 and again in Spring 2023. Continuous improvement in this area is part of the Foothill Inquires initiative that will begin in 2023-24.

**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 a local resolution, in alignment with Title 5, to allow students

to satisfy general education requirements for associate's 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 college or have completed minimum requirements from having to repeat duplicate coursework while at the College. 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 (GE) 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. A faculty member must identify no more than two GE areas on a GE application for any course to be submitted for approval. After submission and approval by the Division Curriculum Committee, and the application then moves forward to the Curriculum Coordinator, who collects and distributes GE applications to seven committees, one for each of the general education subject matter areas: Humanities, English, Natural Sciences, Social and Behavioral Sciences, Communication & Analytical Thinking, United States Cultures and Communities, and Lifelong Learning. Once the GE application has been approved by the designated committee, it then moves to CCC for final approval. [REF: [General Education Handbook Courseleaf COR Process.](#)]

The 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. [EVIDENCE FH INQUIRES?]

### 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. [EVIDENCE?]

### **Analysis and Evaluation**

Foothill College supports the faculty-led general education development process and with Foothill's identified general education pathways. With the adoption of the California General Education Transfer Curriculum (Cal-GETC), the GE committees, as a measure of continuous and ongoing improvement, have been tasked with aligning general education pathways into a streamlined, single-transfer GE pattern to all University of California and California State University pathways to address the changing needs of California community college students. [SENTENCE NEEDED FOR BACC.--ANY MENTION OF CALGETC NEEDED?]

**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. The number of units required meets Title 5 and Board policy for degree requirements. 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.

### **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**

[Note: Suggested Length for Standard II.B is 6 pages.]

**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). Sunnyvale Center also offers a computer lab with printer services.

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 6170<sup>6</sup> <https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5#>; library's collection development policy<sup>7</sup>]. 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.<sup>5</sup> Each tenured librarian acts as a liaison to one or more academic divisions.<sup>8</sup> 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.<sup>11</sup> 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.<sup>12</sup>

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].<sup>13</sup> 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.”<sup>18</sup> [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 students’ 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 Consortium<sup>21</sup> and Ex Libris, as well as smaller agreements with the various database and software vendors<sup>22</sup>.

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 services<sup>19</sup>, 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 workflows<sup>20</sup>. 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 Reference<sup>23</sup> and Online Databases.<sup>24</sup>

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**

**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's student support services are regularly evaluated to ensure quality and as part of the continuous effort at improvement. Every student success unit participates in program review, undertaking a comprehensive program review every five years with an annual program review in the intervening years [REF: CITE THE COMPREHENSIVE PROGRAM REVIEW CALENDAR]. All services are asked to identify their service area outcomes as well as their strategic unit objectives [REF: STUDENT SUCCESS PROGRAM REVIEW TEMPLATES – WOULD INCLUDE TWO TO DEMONSTRATE CUSTOMIZATION]. The program review template is customized to focus on specific student outcomes, such as the number of students accessing services disaggregated by ethnicity and gender or the number of students who complete the onboarding process to receive priority registration. Service areas identify action plans based on their program review narratives and track their progress through the annual program review process.

Student support services participate in the Strategic Vision for Equity 13-55 implementation effort and programs identify one of the 13 goals and 55 issues to address. Efforts are made to identify short-term equity action goals, create an intervention, assess the results, and reflect possible improvements to enhance student success. A year-end presentation about their

project supports an institutional level dialogue about efforts to support student learning within student success programs.

Student success units also conduct their own assessments that provide more focused data to facilitate these services' ability to pivot and make changes to better serve students in their attaining their educational goals regardless of location and means of delivery. These evaluative efforts include student focus groups, surveys, and data analysis [REF: [GP focus groups](#); [DRC End of Qtr Survey](#); [Black Lives Matter: Student Services Equity Data](#)]. Feedback forms track student experiences and service unit responsiveness, including student preferences to engage in person or virtually [REF: CITE THE COUNSELING AND FINANCIAL AID FEEDBACK FORMS - [CNSL Student Feedback Form](#); [Financial Aid Student Feedback Form](#)]. As the College began to emerge from a fully virtual campus during the pandemic, student survey data informed how services could continue to be strategically delivered, how much in person and how much virtually [REF: [Return to Campus findings](#)]. The Student Services units also hold annual retreats to discuss XXXX [REF: CITE APRIL 2023 RETREAT DOCUMENTS?]. Findings are also discussed at weekly Student Services Leadership Team meetings.

The student success units also participate in college-level assessment efforts through the administration of third party validated instruments. Findings from the Revealing Institutional Strengths and Challenges (RISC) survey highlight whether students feel their issues are being addressed and whether there is an ethic of care from the identified units [REF: [RISC Survey Results Report](#)]. The Real College Survey Report findings provided baseline data regarding students' basic needs, including food and housing insecurities [RE: [#RealCollege Survey Report](#)]. Administration of the Healthy Mind Study identified mental health needs and what psychological services might best serve students [REF: [Healthy Mind Study Survey Results](#)].

### **Analysis and Evaluation**

Foothill College uses a variety of methods to monitor, assess, and revise its services, ensuring that its programs and resources meet students' needs. All student support services pivoted their offerings exclusively online during the pandemic, and these units conduct ongoing assessment of students' experiences and preferences to inform their planning of increasing on campus, in person presence, while maintaining robust online virtual support. Student support services units participate in program review and are engaged in the 13-55 implementation effort, creating equity action plans in support of the institution's mission.

## **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**

As noted in Standard II.C.1, Foothill College's student support services units participate in the program review process, a five-year cycle that begins with a comprehensive program review, followed by annual program reviews in the intervening years [REF: CITE COMPREHENSIVE PROGRAM REVIEW SCHEDULE AS APPROVED BY ACADEMIC SENATE]. Feedback on the comprehensive program review is provided by the Program Review Committee, composed of a mix of administrators, faculty, and classified staff. The annual program reviews are commented on by the unit's immediate manager. Any themes or trends are identified and shared by the Vice President of Student Services with the Student Services Leadership Team (composed of deans and directors) through the regular meetings and retreats and with the larger college in a participatory governance setting at the Mission Informed Planning Council (MIP-C). All program review documentation is publicly accessible through the program review website [REF: [Comprehensive program review web page](#) ; [Annual Program Review web page](#)].

While the program review template is customized for the unique supports provided by each unit, there are consistent prompts across programs, such as the identification of program level service area outcomes and service area strategic objectives [REF: CITE A STUDENT SUPPORT SERVICES PROGRAM REVIEW]. These outcomes are expected to focus on student learning as well as program operational goals. Student support services with an instructional component, such as Counseling, and learning communities like Puente and Umoja, are asked to reflect on the unit's course offerings, enrollment demographics, and completion outcomes.

The program review process facilitates the use of assessment data to inform program improvement efforts. As part of the Puente comprehensive program review, the program faculty noted that the number of full-time equivalent students (FTES) seemed to be less stable, due to possible retention issues. This data point led to identifying a strategy to direct Puente students to sign up for Pass the Torch and to have them connect with this peer-to-peer tutoring support program much earlier each term [REF: [2021 Puente Program Review](#)].

To minimize and reduce student disproportionate impact, the student support units also participates in the 13-55 implementation effort, identifying equity action plans in support of the Strategic Vision for Equity. This year-long effort required units to identify an issue or goal to address, create an intervention, and evaluate the impact. This process culminated in a

college wide event where each unit participated in a poster presentation of their efforts [REF: CITE POSTER PHOTOS?—SEE ERIKA/AJANI].

Student support services units also establish a strategic service area plan that include the program’s mission and values as well as broader operational objectives (beyond the program review scope) [REF: EOPS AND FINANCIAL STRATEGIC ANNUAL PLANS – ALREADY UPLOADED INTO CANVAS]. Each unit’s objective is mapped to the resources and data needed and identifies a timeline for activities and assessment. These outcomes are published and posted on the Student Services website [REF: [Student Services Web Page](#) ].

### **Analysis and Evaluation**

Foothill College identifies learning outcomes and program goals for all student support units. These outcomes and goals are assessed as part of the program review process and 13-55 implementation effort. The collection and review of data are used to improve the quality and effectiveness of student support programs and services. These efforts are discussed college wide through participatory governance and public presentations. Feedback received in these settings inform these services, leading to improvement efforts toward the achievement of program’s outcomes.

### **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 offers 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 support 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. Admissions and Records, Transfer Center, and Veterans Resource Center are just a few units that use Chatbot for online support in addition to in-person services. Other services, such as [Counseling services](#), [Financial Aid](#), [Psychological Services](#), are also available via virtual drop in, in person drop in, and through online chat.

Here are the student support services offered by the College, including information about location and availability:

Service	Main Campus	Online	Sunnyvale
Admissions and 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>
Bookstore			
Cashier's Office	<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>?</p>

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/stu- dent-services.html</p>
Disability Resource Center	<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
Evaluations			

<p>Extended Opportunity Programs and Services (EOPS)</p>	<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>	<p>N/A</p>
<p>Financial Aid</p>	<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>	<p>N/A</p>
<p>Foothill Connect</p>			

Foster Youth			
International Students			
Judicial Affairs	<p>Location Campus Center Building 2000, Room 2002</p> <p>Hours Monday–Thursday: 9:00 a.m.–5:00 p.m.</p> <p>URL <a href="http://Foothill.edu/studentaffairs">Foothill.edu/studentaffairs</a></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> <p>URL <a href="http://Foothill.edu/studentaffairs">Foothill.edu/studentaffairs</a></p>	N/A
Occupational Training Institute/Cal Works			

Psychological Services	<p style="text-align: center;">Location Student Resource Center Building 5400</p> <p style="text-align: center;">Hours Monday–Thursday: 8:00 a.m.–5:00 p.m.</p> <p style="text-align: center;">URL Foothill.edu/drc</p>	<p style="text-align: center;">Location Virtual</p> <p style="text-align: center;">Hours Monday–Thursday: 8:00 a.m.–5:00 p.m. Friday: 8:00 a.m.–3:00 p.m.</p> <p style="text-align: center;">URL Foothill.edu/drc</p>	N/A
Student Affairs and Activities	<p style="text-align: center;">Location Campus Center Building 2000, Room 2002</p> <p style="text-align: center;">Hours Monday–Thursday: 9:00 a.m.–5:00 p.m.</p> <p style="text-align: center;">URL Foothill.edu/studentaffai rs</p>	<p style="text-align: center;">Location Virtual</p> <p style="text-align: center;">Hours Monday–Thursday: 9:00 a.m.–5:00 p.m. Friday: 9:00 a.m.–3 p.m.</p> <p style="text-align: center;">URL Foothill.edu/studentaffairs</p>	N/A
Testing and Assessment			

Transfer Center			
Veterans Resource Center	<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

**Analysis and Evaluation**

Foothill College offers students equitable and comprehensive access to a variety of student support services across locations and modalities. The institution leverages educational technologies so access to supports are available when students are not in person or when the main campus and Sunnyvale Center are closed.

**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**

Foothill College offers co-curricular and athletics programs that are suited to its mission and contribute to the social and cultural dimensions of students’ educational experience. Board policy [REF [BP 5560](#)] and California Education Code (Title 5) [REF [Title 5 §51023](#)] authorizes

students to form student body associations and provides students the opportunity to participate in the formation of policies and procedures that may affect their education and experience. Student life information, including athletics, is posted and publicly accessible [REF: [Student Life website](#)].

The Student Affairs and Activities Office is the leadership, diversity, events, and information center for students [REF: [Student Affairs & Activities website](#) ]. As the center of campus life, the office works together with the Associated Students of Foothill College (ASFC). While ASFC serves as “the voice” of the student body, appointing representatives to participatory governance and electing a student trustee who serves as a voting member on the district governing board, the Campus Center team advises ASFC and over 50 campus clubs (Inter Club Council: ICC), supports weekly College Hour events, organizes the nine-month annual Heritage and Health series, and updates an online student planner/handbook [REF: [ASFC website](#); [Student Affairs & Activities website](#); [College Hour website](#); [Heritage Month Programming](#) ]. All active clubs receive funding through the ASFC budget and the Inter Club Council (ICC) sponsors Club Day the third week of each quarter, during which students can learn about clubs on campus and clubs can increase their membership. Additionally, the Student Affairs and Activities Office offers leadership and community engagement classes, a course sequence designed to examine the linkage between concepts and theories of leadership to the everyday functioning of student organizations, in collaboration with faculty in counseling and social science [REF: SCREENSHOTS UPLOADED RE: LEADERSHIP COURSES].

ASFC finances are conducted in accordance with board policy with oversight provided by the Student Activities Accountant and the Vice President of Finance and Administrative Services to ensure compliance with the Fiscal Crisis and Management Assistance Team (FCMAT) [REF: [BP 5562](#)]. Funding for programming is sourced through the student body fee and student representative fee. The ASFC budget [REF [ASFC Budget](#)] is approved annually by the District Board of Trustees and the Budget Booklet [REF [ASFC Budget Booklet](#)] provides detailed information on all ASFC-funded programs. Links to the ASFC Budget website and the 2022-23 Budget Booklet and FCMAT publications [REF [FCMAT publications](#)] can be accessed online by students.

One aspect of campus life includes the athletics program. District board policy and administrative procedure, along with California Education Code (Title 5), identifies processes and procedures to ensure gender equity in athletic opportunities and for medical concussion protocol [REF [BP 5700](#); [AP 5700](#)]. Foothill College offers twelve intercollegiate teams: seven for women and five for men [REF: [Athletics Web Page](#)]. All athletics are housed in the Kinesiology and Athletics (KA) Division and are supervised by the KA Dean, who also functions as the

Athletic Director and is responsible for the control of these programs. Athletics personnel foster student engagement, equal opportunity, and innovation in meeting the student-athletes' educational and career goals [REF: [Opening Day Flyer](#) & [Opening Day Student Template](#), & [Opening Day Workshop Agenda](#), [Athletic Speaker Event](#)]. The athletics program participates in the College's program review process and the Athletics Director submits reports to the California Community Colleges Athletic Association (CCCAA) and Title IX compliance for all teams.

The Athletic Director reports to the Vice President of Instruction for operational updates and communicates with the Vice President of Finance and Administrative Services on financial and budgetary matters. Annual appropriations are communicated to the Athletic Director who informs the head coaches of their respective allocations for uniforms, equipment, student meals, and other team-related aspects of the programs. The Athletic Director directly oversees and monitors these funds, ensuring compliance with the standards of Title IX, and submits all athletic expenditures to the federal government via the Equity in Athletics Disclosure Act. [REF: EVIDENCE?]

Per the CCCAA guidelines, student-athletes must adhere to academic and behavioral guidelines to compete in any intercollegiate athletic program: they must maintain continuous enrollment in a minimum of 12 units during the season of sport; maintain a 2.0 GPA, and earn 24 units to be eligible for a second season. All student-athletes must have a comprehensive educational plan on file in the KA Office (REF: [Redacted Education Plan](#)) and are supported by a designated counselor. The Athletic Director conducts weekly unit checks to ensure eligibility in accordance with CCCAA 12-unit bylaws and removes any student-athletes who do not conform to these academic standards [REF: [New Student Checklist](#), REF: [CCCAA Competition Eligibility](#)]. Reports detailing student-athlete eligibility status are submitted to CCCAA prior to the start of the season and at the conclusion of each season for verification [REF: [CCCAA Season of Eligibility](#), REF: [Athletic Eligibility](#), REF: [Student Eligibility Report](#), REF: [Redacted Eligibility Report](#)]. Student-athletes are expected to follow a standard of conduct that clearly defines good citizenry and sportsmanship and provides for penalties including suspensions and expulsions from the sport. An annual athletic eligibility meeting is conducted for all student-athletes prior to the start of the sports season during which each athlete must sign a document that demonstrates their understanding and willingness to conform to such standards. These standards are aligned with the CCCAA's "Decorum," which is outlined in Bylaw 4.4 of the CCCAA Constitution [REF: [CCCAA Constitution](#), REF: [CCCAA Decorum](#)]. These standards of conduct and the regular academic evaluation of student-athletes ensure that student-athletes at Foothill College are held to high standards [REF: [Scholar Athlete Award Form](#)].

## **Analysis and Evaluation**

District 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 and global engagement and all aspects of campus life. The financial operations of Student Activities and Athletics are conducted with proper oversight, and all programs participate in the institutional program review process. The College provides a wide array of co-curricular and athletic offerings to promote the social, cultural, and educational development of the students.

**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 authorized by FHDA District Policy 5065 [[REF BP 5065](#)], Foothill College provides academic, personal, and career counseling and programs to support the student development and success of all its students, including those in specialized programs and baccalaureate degree tracks. The Counseling website demonstrates the variety of student populations served through their services, which, in addition to the general population, also includes: Athletics, Dual Enrollment, Extended Opportunity Programs and Services (EOPS) and Care; International Students; Veterans; Disability Resource Center (DRC); Psychological Services; Guardian Scholars; Transfer Counseling; Personal Counseling, Academic Counseling, and students in the Umoja, Puente, Honors, MPS, and Mellon Scholars learning communities [REF: [Counseling Web Page](#)] [REF: [Learning Communities Web Page](#)]. 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.

Counseling at Foothill College offers a wide breadth of services including but not limited to appointments that students can make in advance to assist them in reaching their diverse goals. These appointments are offered online, at the main campus, and at the Sunnyvale Center [REF: [SCREENSHOT SV HOURS IN CANVAS](#)], and include personal counseling; accommodations counseling for the Disability Resource Center (DRC), counseling for specialized programs that may include required visits with a counselor, such as students with F-1 visas; Honors students [REF: [Honors Form](#)]; students in the Bachelor's of Science in Dental Hygiene tracks; learning communities; EOPS [REF: [EOPS](#)]; Math Performance Success students [REF: [MPS WEB PAGE](#)],

etc.); retention services or support via Foothill Connect; academic probation, Transfer Center services, and CAPS-specific counseling [REF: [CAPS Counselors](#)]. Counselor specializations are identified and publicized for better student access regarding questions and concerns related to programs of study [REF: CAPS COUNSELORS – SCREENSHOT UPLOADED INTO CANVAS ALREADY]

In addition to participating in the institutional program review process, Counseling also conducts regular surveys and makes improvements as needed to ensure students understand the information shared by the services provided [REF: [DRC Survey](#)]. For example, students are asked to complete a feedback form that Counseling has used to implement more responsive and flexible services and support. Additionally, the incorporation of “Quick Questions” —15-minute, on-demand appointment options — allows for just-in-time support. This service is now publicized on the Counseling web page [REF: [Quick Questions](#)]. As a demonstration of ongoing and continuous improvement, Quick Question availability was increased to reach more students in a timely manner, and a messaging system to remind students of their appointments was launched to decrease the number of “no-shows” [REF: SCREENSHOT OF [LINK](#) NEEDED].

The Counseling department shares timely, useful, and accurate info about transfer policies through the Transfer web page [REF: [Transfer Web Page](#)]; articulation agreements with independent and /private college and universities; university representative visits; annual fairs, and posting of the General Education patterns such as IGETC, CSU, and AAs. General Education sheets, such as the baccalaureate sheet for Dental Hygiene [REF: [BSDH Sheet](#)], are updated annually by the Evaluations department and are uploaded onto the Transfer Center website. The institution also reports annually to the state about Transfer Center operational hours, traffic, and offerings [REF: [CCCCO Annual Report](#)].

In addition to efforts to orient and assist students in their transfer goals, the Counseling department has also been instrumental in institutionalizing meta major grouping and program maps to encourage all students to choose, stay on, and complete a path. Counselors have created Career and Academic Pathway maps [REF: [CAPS Web Page](#)] that are critical for the success of the initiative on the campus as these maps enable students to more easily navigate their chosen pathways. Maps were created with feedback collected from students to ensure accessibility [REF: [2021 Program Maps Survey](#)]. Furthermore, the College Curriculum Committee (CCC) voted to pass these mapping efforts [REF: [CCC Resolution](#)], demonstrating campus wide faculty support of program mapping.

The Counseling Department orients students to ensure their understanding of 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 (“DOH”)

events; online orientation and classes [REF: [SOAR Web Page](#); [DOTH Web Page](#)]. Foothill offers classes dedicated to helping orient students and preparing them for success by introducing students to the transfer process; helping them create education plans, and successfully establishing accommodations through the Disability Resource Center [REF: [Counseling Course Page](#)] The Articulation Office under the Dean of Counseling works with Foothill faculty and faculty from the CSUs and UCs to develop articulation agreements that students can use to learn what classes they need for their specific major and college of choice. These articulation agreements are housed on the site assist.org [[CNSL 5](#); [CNSL 8](#); [SPED 8](#)].

Foothill College prepares Counseling faculty and staff to support students through a variety of professional development opportunities, like annual strategic conferences [REF: [2022 Conference Video](#)] and ongoing training from the Vice President of Student Services [REF: [Events Archive](#)]. Training on DegreeWorks prepares faculty to provide accurate information to students [REF NEEDED], and a Canvas courses prepares new faculty [REF: [Canvas Training for New Faculty](#)]. Student Services also supports student development and success by implementing Chancellor's initiatives including Black Lives Matter [REF: [BLM Action Plan](#)] and Guided Pathways [REF: [GP Web Page](#)] in addition to Undocuually [REF: [Dreamers Web Page](#)], and providing legal services on campus [REF: [Legal Services](#)]. The Office of Retention Services, also known as Foothill Connect [REF: [Foothill Connect Workflow](#)] ensures student success and retention by connecting students virtually or in-person with resources on campus.[REF: [Office of Retention](#) ].

### **Analysis and Evaluation**

Foothill College provides counseling, assessment for placement, orientation, and test proctoring equitably to all students, including students enrolled in online learning/distance education and specialized programs, 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 navigate their pathways towards their goals. Counseling meets this standard by offering workshops, online and in person, on topics such as admissions and how to apply to the California State and University of California systems as well as providing information about graduation requirements and policies. Counseling is continuously improving and changing interventions to better meet student needs by surveying students. Counseling faculty and staff also engage in professional development to maintain currency in new state mandates, changes in transfer requirements and more, ensuring that their services remain up-to-date and relevant to assist students' attainment of their diverse educational and personal goals.

**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 adheres to admission policies consistent with its mission that is clarified in board policies and supporting administrative policies [REF: [BP 5010](#); [AP 5010](#); [BP 5040](#); [AP 5040](#); [AP 5011](#); [AP 5012](#); [AP 5013](#) ]. The institution’s catalog and website provides information about how to apply and register and includes information specific to various populations, such as first-time new students, first-time transfer, dual enrollment, adult learner, international, undocumented, veteran, returning, and those with disabilities [REF: <https://catalog.foothill.edu/academic-policies/#text>; <https://catalog.foothill.edu/student-services/admissions-assessment/>; <https://foothill.edu/reg/admission/apply.html>; <https://foothill.edu/reg/>; <https://foothill.edu/reg/admission/> -- SCREENSHOT MAY ALREADY BE UPLOADED IN CANVAS?]. Information about residency requirements, along with applications to any of the special admissions program, including the bachelor’s degree in Dental Hygiene, is also listed on the website.

Foothill’s admissions process begins by submitting an application through CCCApply, an open application that is supported by the California Community College Chancellor’s Office (CCCCO) [REF: CCCAPPLY WEBSITE – SCREENSHOT ALREADY UPLOADED IN CANVAS]. Applications to special admissions programs may include additional submission and review (allied health programs) or completion of another form (special admit dual enrollment) [REF: HS DUAL ENROLLMENT FORM – FORM ALREADY UPLOADED INTO CANVAS]. The International Student Program Office processes, reviews, and provides resources for any student applying for or transferring their F1 visa status through Slate.org, a web-based platform.

Information about program pathways are communicated through the Career & Academic Pathways website [REF: [CAPS website](#)]. The program maps are organized by areas of interest, career goals, and similar coursework. Information about related certificate and degree programs are also posted and accessible through the College catalog. Students can receive support at all stages of the admissions process and receive support toward their educational goals [REF: [Future and New Students website](#) -- SCREENSHOT ALREADY UPLOADED INTO CANVAS]. The Transfer Center provides information about workshops and webinars, general education, articulated courses, and Transfer Admission Guarantee (TAG) agreements [REF: TRANSFER CENTER WEBSITE – SCREENSHOT UPLOADED IN CANVAS ALREADY]. Students can track their academic progress through Degreeworks software, and receive career counseling,

academic counseling, personal counseling, and assistance with their educational plans through the Counseling Office.

### Baccalaureate Degree Program

The Dental Hygiene program's admissions policies are clearly stated on the website and the catalog for the entry level and the AS-to-BS programs [REF: CITE SCREENSHOTS PROVIDED BY THE BSDH PROGRAM, INCLUDING THE DENTAL HYGIENE PROGRAM CATALOG WEBSITE – THE DH CATALOG SCREENSHOOT IS ALREADY UPLOADED IN CANVAS]. The program also hosts presentations about the application requirements and process; once a year for the entry level program and twice a year for the AS-to-BS program. The program faculty make appropriate updates to the admission process and application, and ensure the dedicated counselor for Dental Hygiene students are informed of any program changes or updates.

### **Analysis and Evaluation**

Foothill College has adopted and adheres to admission policies consistent with its mission. District and College policies and processes specifies the qualifications of students appropriate for its programs. The institution's catalog and website publishes information, making them accessible to prospective, current, and future students. Information about defining and advising students on program pathways to complete certificate, degree, and transfer goals are provided through program maps, along with services from the Counseling Office and Transfer Center.

### **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 is an open access institution and applications are submitted through CCCApply. The CCCCO Student Success Suite User Group (formerly the CCCApply steering committee) meets regularly to assess and modify the application to improve access, use, and compliance with state and federal reporting requirements [REF: STUDENT SUCCESS SUITE USER GROUP WEBSITE – SCREENSHOT ALREADY UPLOADED IN CANVAS].

As part of its regular evaluation process, the Admissions and Records Office participates in program review, documenting its efforts for improvement [REF: [A&R Program Review Presentation](#) ; [A&R Program Review](#) -- BOTH ALREADY UPLOADED INTO CANVAS].

Additionally, Admissions and Records evaluates its admissions and placement process to ensure compliance with California AB 705, legislation that requires community colleges to maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year enrollment timeframe, and use, in the

placement of students into English and mathematics courses in order to achieve this goal, one or more of the following: high school coursework, high school grades, and high school grade point average. Guided self-placement is available for those students without an American-style high school transcript. All students are placed into transfer-level English (composition and reading) and mathematics (such as statistics or first quarter pre-calculus). Institutional Research and Planning (IRP) produces analysis related to AB 705 implementation outcomes and recommends updates and efforts needed as AB 1705 implementation begins, which requires students enroll in English and mathematics classes where they have the highest chances of completing transfer requirements and prohibits students from repeating previously passed coursework in these subjects [REF: [AB705 ENGL Evaluation](#); [AB705 Improvement Plan](#)].

Admissions and Records assesses its practices by collecting student data based on their interactions with their office and uses the results to improve, such as providing more virtual services [REF: A&R STUDENT FEEDBACK FORM – SCREENSHOT ALREADY UPLOADED IN CANVAS]. Another effort to improve effective services includes operationalization of the Strategic Vision for Equity, as documented by the office’s 13-55 Equity Action Plan and includes an effort to improve communication and onboarding among Black students [REF: ENROLLMENT SERVICES 13-55 EQUITY ACTION PLAN – ALREADY UPLOADED IN CANVAS]. Efforts to minimize bias in data collection and evaluation efforts include disaggregation by ethnicity and gender, as well as by specific population groups such as first-generation college going.

### **Analysis and Evaluation**

Foothill College regularly evaluates its admissions and placement instruments and practices to validate effectiveness while minimizing biases. These efforts are demonstrated through program review, compliance with AB 705 and AB 1705, and review of practices and engagement with students. Discussions about these activities, including conversations about minimizing bias, are not isolated within the Admissions and Records Office and includes faculty, administrators, and classified staff.

**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**

Foothill College has defined policies regarding the storage of student records. This guidance is set in district board policy that follows California Educational Code (Title 5), which states that the institution has a responsibility to maintain student records, including enrollment and scholarship information [REF: [BP 3410](#); [AP 3410](#)]. The Chancellor or designee shall review document and papers received or produced each year and classify them as permanent, optional, or disposable articles. Destruction of optional or disposable articles ensures that these records are permanently destroyed (e.g. recycling, burning, shredding, pulping). When records are kept electronically, there is a defined process to follow that ensures a certification copy as evidence is maintained in a document management system [REF: [Banner Document Mgmt System Instructions](#) - LINK IS BEHIND FIREWALL SO UPLOADED IN CANVAS ALREADY; [BDMS Training Presentation](#) - ALREADY UPLOADED TO CANVAS]. Authorized users with access to these documents must complete the Family Education Rights and Privacy Act (FERPA) training prior to receiving access [REF: [FERPA Training](#) - ALREADY UPLOADED INTO CANVAS]. Educational Technology Services (ETS) grants employee access to these student records (and the level of access) based on their position at the College. Security is also maintained as all access is monitored through unique employee collegewide identification numbers as well as a multifactor authentication process.

District board policies establishes policies for the release of student record that include the disclosure of student records [REF: [BP 5050](#); [AP 5050](#)]. These guidance are defined through FERPA and the institutions publishes information regarding the student's right to access their educational records and to request transcripts [REF: [STUDENT REQUEST FOR TRANSCRIPTS](#) – ALREADY UPLOADED IN CANVAS; [Student Request for Transcripts](#) ]. Exceptions to FERPA as related to the release of student records are made publicly accessible through the College website [REF: [Solomon Amendment](#)].

### **Analysis and Evaluation**

Foothill College adheres to the Family Education Rights and Privacy Act (FERPA) and California Education Code regarding the storage and release of student records. Board policy is clear about designating this responsibility and identifying which records to maintain and keep secure. Multifactor security measures are in place and only those who have been appropriately trained can access student records. The College posts information about these policies and processes so students are also able to request and access their own records.

### **Conclusions on Standard II.C: Student Support Services**

Foothill College's student support services and offerings are aligned with the College's mission, Strategic Vision for Equity, and are in compliance with all applicable local, state, and federal legal requirements. Student support services—including counseling, advising,

admissions, co-curricular activities, and athletics—support student learning in all modalities and locations and the successful completion of certificates, degrees, and pathways. Services are offered in a variety of modalities to ensure equal access for all students to aid in their success and are regularly evaluated for ongoing improvement. The College also regularly assesses services offered to ensure that its admission process and requirements are clearly communicated and evaluated to minimize bias. The institution is compliant with student records organization, storage, security, and the release of information. All programs which offer support services participate in program review and/or are in the process of creating equity action plans for the College’s 13-55 implementation effort.

**Improvement Plan(s)**

None needed.

**Evidence List**

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