



## STANDARD II: Student Learning Programs & Support Services

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***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.***

## Standard II.A - Student Learning Programs

### Standard II.A.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

The Foothill College mission statement declares the following:

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

Foothill College offers instruction leading to achievement in basic skills, transfer, and career preparation, with a diversity of delivery methods including, online, hybrid, and on-campus classroom instruction. Students may receive instruction at the Foothill main campus in Los Altos Hills and the new Sunnyvale Center campus in Sunnyvale, which began operation in September 2016. The College also offers a robust selection of online course options, with 662 courses approved for online delivery [II.A-1]. Regardless of location or mode of instruction, Foothill College ensures that students receive the equivalent high quality instruction, services, and resources.

## Sunnyvale Center

In May 2016, the Accrediting Commission for Community and Junior Colleges (ACCJC) accepted Foothill College's substantive change proposal to relocate its Middlefield Campus to the Sunnyvale Center [II.A-2]. The Commission also required a site visit within six months of operation, which took place in February 2017. The Sunnyvale Center offers the same range of student services and resources as the main campus [II.A-3] [II.A-4, page 22-27].

## Alignment to Core Mission

All Foothill College offerings, regardless of location or means of delivery, align with the core mission goals and maintain high quality through the following processes:

Curriculum Review and Oversight: Foothill College relies primarily on faculty for curriculum review and oversight. The central group responsible for oversight is the College Curriculum Committee (CCC), which is a subcommittee of the Academic Senate.

Established Procedures for New Programs: Foothill College has an established procedure for creating new programs for transfer or workforce, both of which are prominent in the College's core mission [II.A-5]. After receiving the proposal from discipline faculty, the division dean submits the plan to the appropriate Core Mission Workgroup (either transfer or workforce) for review and recommendation. The proposal then moves to the vice presidents and ultimately to the Planning and Resource Council (PaRC) for review and recommendation to the College president, who makes the final decision whether or not to proceed. Once approved, the formal application to the state is prepared and sent to the CCC for final approval before moving to the district Board of Trustees and then the state. Once approved by the Board, workforce programs undergo additional review and approval by the Bay Area Community College Consortium (BACC) to analyze regional need and capacity.

Proposals for all new courses, whether face-to-face or online, follow a similar path to approval, with the CCC determining the submittal data required in order to evaluate a course [II.A-6, II.A-7]. These criteria include proposed transferability, as well as identification of the degree(s) and/or certificate(s) to which the new course would be added. Using the online curriculum management system (C3MS) faculty can provide a proscribed 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 minimum every five years, or more frequently if a change(s) is/are proposed in the course; these reviews are vetted by each division's curriculum committee.

Review and Evaluation: Using a systematic series of evaluations, each instructional program at Foothill College that grants a degree or certificate completes an annual program review every year and a comprehensive program review every three years [II.A-8, II.A-9, II.A-10]. These evaluations require faculty, staff and administrators to review and explain how the program supports the College mission, College master plan, and student learning outcome achievement. Program faculty thereafter identify goals and resource requests to continue to improve the program [II.A-11]. In addition, workforce and career programs at Foothill College have advisory boards that consult with faculty on curriculum to ensure quality and applicability for currency and rigor. Program review serves as the basis of the resource allocation process [II.A-12].

## **Certificates, Degrees, and Transfer**

Foothill College offers 31 certificates of achievement and 73 associate degrees, including 21 associate degrees for transfer [II.A-13]. The College also offers one Bachelor of Science degree in Dental Hygiene. All degrees and certificates of achievement are consistent with the College's mission statement, and are designed to help students become "members of the workforce, future students (transfer) and global citizens." Foothill students can choose from 18 degrees that may be completed entirely online or in combination with on-campus and hybrid classes [II.A-14].

With transfer being one of the College's core mission goals, Foothill College currently has articulation agreements with 21 California State Universities (CSU) and all 10 University of California (UC) campuses [II.A-15]. The College also has articulation agreements with many private and out-of-state colleges and universities including Santa Clara University, University of the Pacific, University of Southern California, Biola University, and many others [II.A-16, II.A-17, II.A-18, II.A-19]. Foothill articulates many courses through the Course Identification Numbering System (C-ID) statewide program. To facilitate student success in achieving their educational goals, students may complete a Transfer Admission Guarantee (TAG) with 19 different universities, seven UCs, two CSUs, and 10 private universities [II.A-20]. As a result of these efforts, Foothill has one of the highest CSU transfer rates in the state. Courses are articulated to transfer institutions with no distinctions made about their mode of delivery. Regardless of modality, all Foothill College courses meet the same standards of rigor and quality.

Foothill College has adopted institution-set standards for job placement rates. These are reviewed by PaRC on an annual basis. In 2015, Foothill was placed on "enhanced monitoring" because its methodology resulted in standards below 40% for some programs (mostly due to the small number of data points for some programs). As a result, PaRC engaged in discussion about applying a new methodology to set appropriate job placement rate standards, including a minimum floor of 50 percent. [II.A-21]

### **Bachelor's Degree**

In response to changing educational demands in the field, dental hygiene faculty applied to be one of the pilot program colleges in California to offer a bachelor's degree. In May 2015, the ACCJC accepted Foothill College's substantive change proposal for a Bachelor of Science degree in Dental Hygiene [II.A-22]. The College admitted its first cohort of students to this program in fall 2016. The program is consistent with the College's mission to provide workforce training and opportunities for students, and the faculty have ensured that the courses in the program maintain the rigor and standards of both lower division and upper division work.

The program requires 86-quarter units of general education across both lower and upper division courses and 100-quarter units in the dental hygiene major and has been approved by the State Chancellor's office in June 2016 [II.A-23, II.A-24]. Faculty in the program have done much research and careful evaluation of all the courses in the program to ensure that the distinctions between lower and upper division courses are maintained and that students who graduate from the program have met the exacting standards of a Bachelor of Science degree.

The dental hygiene program, like all programs on campus, completes an annual program review and a comprehensive program review every three years. The program review process ensures that faculty are monitoring the institutional, program, and course learning outcomes for the program. In addition, the dental hygiene program also meets the accreditation standards of the American Dental Association Commission [II.A-25].

## **Analysis and Evaluation**

Foothill College meets the Standard. Foothill offers courses and programs that are 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 nation. Career technical education programs prepare students for the workforce, and the new Bachelor of Science degree in Dental Hygiene is meeting the industry demand for more highly educated workers and filling a gap in higher education where no such degree opportunity exists within the CSU system. The courses and programs at the College are aligned with the institutional mission and typical and appropriate for post-secondary two-year institutions. The College meets Eligibility Requirement 9.

Foothill College's program review process focuses the faculty, staff, and administration on the learning outcomes of courses and programs. As a result of this process, the program and course learning outcomes are regularly evaluated, analyzed, and updated as needed. This process also ensures that regardless of modality all courses taught at Foothill are appropriate for higher education and are of the highest quality. The program review process also includes analysis for achievement rates in transfer, completion, and employment. Standards for learning and achievement in the courses and programs are reviewed by faculty and approved by the governing board. Foothill College meets Eligibility Requirement 11.

## Standard II.A.2

**Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.**

### Evidence of Meeting the Standard

#### Curriculum Oversight

Faculty are primarily responsible for the quality of curriculum at Foothill College. Overarching supervision is provided by the CCC, a subcommittee of the Foothill College academic senate, which establishes and approves campus wide curriculum policy in compliance with State of California Educational Code and Title 5 of the California Code of Regulations. The CCC approves new programs, degrees and certificates and recommended general education requirements; provides college wide curriculum direction; approves divisional curriculum processes; and provides conflict resolution regarding curriculum issues. The College follows the program and course approval processes mandated by the state [\[II.A-26\]](#).

#### Curriculum Development and Review

Faculty are responsible for curriculum development and review by following guidelines for approval established by the CCC [\[II.A-27\]](#). Foothill College has a unique two-tiered curriculum committee process that begins with approval of courses and programs at the divisional curriculum committee level. Divisional curriculum committees are composed of faculty, both full and part-time, in related disciplines for area-specific curricular development and review. Each division has two representatives on the CCC who facilitate communication between the division and the curriculum committee [\[II.A-28, page 25\]](#).

The curriculum management system (C3MS) allows for multiple levels of review for curricular quality. The CCC modified the process in 2012 [\[II.A-29\]](#) by requiring faculty to first write a “new course proposal” that is reviewed by the CCC and communicated college wide to prevent an overlap and ensure that the new course is appropriate for inclusion in the College’s degree and/or certificate offerings [\[II.A-7\]](#). Faculty may then draft the course outline of record (COR) within the C3MS system, which contains fields that reflect Title 5 requirements. The faculty owner/editor then sends the COR to the division dean who adds the faculty load, seat count and budget code. The division dean then sends the COR back to the faculty owner for review. The faculty author forwards the curriculum to the division curriculum committee for approval. One of the two CCC division representatives then verifies division curriculum committee approval and once verified, the COR is sent to the articulation officer who reviews the course for transferability eligibility. Stand Alone courses (not part of a state-approved degree or certificate, and not part of general education) follow a similar process, but instead include the additional step of review and approval from the CCC [\[II.A-30\]](#). New programs and noncredit courses are discussed and approved at the divisional curriculum committee level, then sent forward to the CCC for final discussion and approval. Faculty are welcome to present their curriculum to the CCC to clarify or address concerns [\[II.A-31\]](#). On completion of review, it is sent to the Office of Instruction for final approval. For new curriculum and programs, the approval of the Board of Trustees is the final step in the process. Workforce programs and degrees are also sent to the Bay Area Consortium of Community Colleges (BACCC) for approval. The intent of the BACCC is to ensure that the job market can support new programs without duplication in multiple colleges in the area [\[II.A-32\]](#). For new curriculum and programs, approval by the Board of Trustees is the final step in the process.

Foothill College requires all course outlines be reviewed every five years to ensure currency. This systematic evaluation cycle allows for detailed review of the COR from multiple reviewers within a workable timeline.

### **Course Delivery and Methods of Instruction**

Methods of instruction are included on the COR and are discussed at the division curriculum committee level. Course delivery methods are also reviewed at the division curriculum committee level and discussion includes whether a course is appropriate for distance education (DE). For a course to be eligible to be taught online, faculty must submit the course approval application for online/distance learning delivery form. This form requires the division to note if the course is appropriate to either be online only, hybrid only, or if it's appropriate for both hybrid and fully online delivery options. The form also includes effective practices for online course delivery, as well as Foothill academic senate-recommended guidelines for regular, timely, and effective student/faculty contact [[II.A-33](#)]. In addition, each division has established criteria for quality of instruction for their online courses. Professional development training is provided to faculty teaching online courses [[II.A-34](#)]. These criteria provide a framework for selection of appropriate and effective methodologies [[II.A-35](#)]. The Academic Senate has had discussions about online course standards (including methodology) [[II.A-36](#)].

### **Systematic Evaluation**

Evaluation of instructional course and program improvement at Foothill College begins at the course level with student learning outcomes (SLOs) assessments and reflections. As a part of the comprehensive program review process, faculty assess the program-level student learning outcome achievement data and verify alignment with course-level student learning outcomes. This process allows for reflection on improvement while identifying resources needed to improve success in meeting stated outcomes [[II.A-11](#)]. Currently, all courses actively being taught in the curriculum have SLOs in the COR [[II.A-37](#)], thus course learning outcomes are the same for all sections and modalities of each course.

In the fall 2014 and winter 2015 quarters, the Academic Senate had robust discussions about how best to support meaningful assessment and reflection of course-level student learning outcomes [[II.A-38](#)]. As a result, the College decided to allow faculty to choose when and how to assess and reflect on student learning outcomes, provided they do so in a manner by which they have a complete, current set of data for each student learning outcome for every course to review when they completed their comprehensive program review.

Program review at Foothill College is used to ensure program quality and identify opportunities for improvement. The process is robust and inclusive of all instructional, student services, and administrative areas. Each program completes a comprehensive program review every three years and submits annual program reviews for the two years between the comprehensives. The goal is to achieve ongoing deep reflection of programs and link program planning to program goals, institutional goals, student learning outcomes, resource allocation, the educational master plan, and the College mission [[II.A-39](#)]. The comprehensive template asks if their assessment findings led them to the implementation of any changes in curriculum, pedagogy, classroom assessment techniques, the SLO or SLO assessment itself, or in any other area. Faculty are also asked to identify resources necessary to implement the changes proposed to improve student learning [[II.A-11](#)].

Program review procedures ensure that the process is formative in the development of the College's integrated planning and budgeting cycles. Faculty and staff in departments who contribute to programs participate in program review. To assist faculty and staff with program review, the Office of Instruction and Institutional Research produces departmental data sheets that include five years of comparable data on enrollment, weekly student contact hours (WSCH), productivity, retention, success, and full-time and part-time FTEF. The data sheet also includes an annual report on success and nonsuccess broken down by ethnicity, gender, and age. These reports are accessible to the faculty, staff and general public [[II.A-40](#)].

Through a collaborative process, all divisions and departments prioritize their resource requests and submit them to their dean for prioritization. The dean in turn submits the division's priorities to the vice president who prioritizes them for the Operations Planning Committee (OPC). Upon ranking by OPC, the requests are reviewed by the Planning and Resource Council (PaRC) which makes final recommendations to the College president.

Because the program review is directly linked to the resource allocation process, program reviews are completed in the fall quarter to best inform the integrated resource allocation process that begins in the winter quarter and concludes in the spring quarter, with allocated resources being effective the following academic year [[II.A-41](#)]. Comprehensive program reviews are forwarded to the Program Review Committee (PRC) in the winter term [[II.A-42](#)].

### **Analysis and Evaluation**

Foothill College meets the Standard. Existing curriculum creation and review processes serve to ensure instructional programs meet professional standards. The College has a strong SLO assessment process that emphasizes student learning and success. Both full- and part-time faculty participate in this process to ensure the highest quality of instruction and that the content and methods of instruction meet generally accepted academic and professional standards. The program review process for the College ensures that faculty are engaged in a continuous process of program and course improvement.

## Standard II.A.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

In 2001, Foothill College partnered with the League for Innovation's 21<sup>st</sup> Century Learning Outcomes Project to investigate a new approach to college wide learning initiatives and to make progress toward defining learning outcomes for the institution as a whole. The outcome of this partnership was the adoption of Foothill College's Institutional Learning Outcomes, also known as the "4-Cs"—communication; computation; creative, critical and analytical thinking; and community/global consciousness and responsibility.

These outcomes provide the framework for the development of breadth and depth in course and program outcomes and form the basis of all learning experiences. Thus, if courses, programs, and degrees are to properly prepare the student for work or transfer, they must address these core competencies to reach the depth, breadth, and rigor of academic preparation. The institutional learning outcomes provide the foundation for student learning outcomes at the course, program, degree, and core mission levels of basic skills, workforce, and transfer. Faculty are asked to align the course-level SLOs with a minimum of one institutional learning outcome [[II.A-43](#)]. In addition, administrative and service area outcomes must be aligned with at least one institutional learning outcome.

### SLO Development and Approval

At the course level, Foothill College's SLO process requires that every course have a minimum of two measurable outcomes identified and mapped to the applicable institutional student learning outcome(s). This mapping carries forward to the program and degree-level learning outcomes [[II.A-44](#)]. The process begins at the department level. Faculty review the course outlines for each course in the department and develop SLOs for those courses and an assessment cycle. A faculty and staff SLO "toolbox" is made available, including a rubric [[II.A-45](#)] to assess the strength of the SLO. All course outlines, including their SLOs, are approved by the division curriculum committee [[II.A-30](#)].

### SLO Assessment Cycle

Foothill College's Academic Senate approved a resolution to allow each division to adopt its own SLO assessment cycle timing. While the College had initially established a (minimum) cycle of assessment and reflection on at least one SLO every year for every course taught, each division may agree to adopt a different cycle if desired, provided that each SLO for each course is assessed and reflected upon at least every three years. This three-year time span is intended to ensure that divisions will have a minimum of one full set of SLO Assessment Cycle data for every course by the time their comprehensive program review is due. At the same time, the three-year cycle allows time for deeper and more collaborative reflection. Divisional curriculum representatives were asked to lead faculty discussions to determine the SLO Assessment Cycle timing that makes the most sense for their division.

Participation in the SLO process is required of all full- and part-time faculty. At a minimum, new faculty orientations direct all new full- and part-time faculty to include the official SLOs for their courses in their course syllabi [II.A-46]. Furthermore, the instrument for formal faculty evaluations (Form J1) evaluates for “participation in special assignments, committees, projects, SLO/SAO processes, research and development areas as needed in the discipline/department/district” [II.A-47]. Finally, adjunct participation in at least one departmental meeting per year where SLOs are discussed is required per the faculty agreement [II.A-48, Article 7.24].

### **SLO Documentation and Management**

In fall 2011, Foothill College purchased TracDat, a web-based software that automates the assessment process by providing a structured framework for continuous quality improvement for both instructional and non-instructional programs. SLO data are input into the system and the results are used to determine if changes in the outcome, content, or teaching methods are required, as well as identifying resources needed for improvement. The recognition of resources is directly connected to the resource allocation process through PaRC.

### **SLO Oversight and Institutionalization**

In 2016, Foothill College created the SLO Committee, which is charged to:

- Make recommendations to the Academic Senate and Office of Instruction in regard to Student Learning Outcomes (SLO) practices, timelines, technologies, and accreditation.
- Plan and facilitate training for faculty on SLOs.
- Make recommendations to the Academic Senate and Office of Instruction about SLO coordination structures.
- Make recommendations to the Academic Senate and Office of Instruction on the use of SLOs in Program Review [II.A-49].

### **Program Learning Outcomes**

Foothill College faculty define the Program Learning Outcomes (PL-SLO) by utilizing a matrix to map program core and elective courses to the PL-SLOs (previously defined during the program review process) [II.A-50]. Once mapped, faculty reflect upon when/where students are expected to develop the identified competencies during the program and use this information to decide when, where, and how best to assess the PL-SLOs. Faculty are encouraged to reflect on the role(s) each course is fulfilling in the program and to collaborate with faculty in other disciplines to discuss how learning outcomes may overlap or complement one another. A completed matrix makes visible which disciplines contribute to student development in a particular program, and consequently, which discipline faculty should ideally be involved in planning the program assessment.

### **Program Review**

Foothill College’s program review process supports continuous quality improvement to enhance Student Learning Outcomes (SLOs) and, ultimately, seeks to increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection and to ensure that program planning is related to goals at the institutional and course levels.

Instructional programs at Foothill College (as well as administrative units and student services) are reviewed annually using the annual program review form, with an in-depth, comprehensive review occurring on a three-year cycle [[II.A-51](#), [II.A-11](#)]. Faculty and staff in departments who contribute to these programs participate in program review. Deans provide feedback upon completion of the annual templates and forward the program review on to the next stage of the process. Comprehensive program reviews are forwarded to the PRC in the winter quarter [[II.A-42](#)].

Program review addresses five core areas, with a final section for administrator comments and their reflections:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths & opportunities for improvement
6. Administrator's comments, reflection and next steps

### **Bachelor's Degree**

Student achievement and learning outcomes assessments are up-to-date for the dental hygiene baccalaureate degree program. The dental hygiene program recently completed a comprehensive program review examining both student learning outcomes and achievement. The Program Review Committee examines program review data as part of an integrated planning and resource allocation process [[II.A-52](#), [II.A-53](#), [II.A-54](#)].

Dental hygiene students are given a course syllabus or "green sheet" each quarter by the instructor of record that includes the student learning outcomes, learning objectives and goals, grading criteria, assignments, projects and evaluation methodology for the course. Instructors review the course SLOs and all other course policies at the beginning of the quarter. Instructors evaluate the SLOs at the end of each quarter and complete a reflection and course planning document on TracDat. Administrators and College governance committees submit the SLOs annually with the program review document for evaluation. The dental hygiene program is up-to-date on review and submission of program review documents, SLOs and PLOs.

### **Analysis and Evaluation**

Foothill College meets the Standard. Since beginning in earnest in fall 2008, Foothill College has made steady progress in completing course-level student learning outcomes for all active courses and assessing every course at least once per year. Program-level student learning outcomes and assessment criteria are established and are housed in the newly upgraded TracDat. The connection of institutional student learning outcomes to course-level student learning outcomes through course completion connects the institutional student learning outcomes to degree-level and certificate-level student learning outcomes.

## Standard II.A.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 math, English and English for Second Language Learners (ESLL), distinguishing pre-collegiate courses from the college-level courses through careful and strategic course sequencing and prerequisites.

### Curriculum Sequencing and Prerequisites

The pre-collegiate curriculum in math, English, and ESLL at Foothill College has been developed and sequenced by the faculty to follow a ladder to increasingly more complex and advanced training. These are designed so that students complete their pre-collegiate course work and then advance up the sequence towards college-level work. For example, students in the lowest level English course will have to take two courses in English, Introduction to College Reading and Introduction to College Writing, both of which prepare them for English 1A: Composition and Reading. The curriculum in these two developmental courses is designed and sequenced to ensure that successful students have the knowledge and skills necessary to succeed in a transfer-level course. The math department offers both pre-collegiate level and collegiate level mathematics courses for credit, and in order for students to take collegiate level math courses, they must satisfy pre-collegiate math prerequisites.

Faculty work collaboratively to align pre-collegiate level curriculum with college-level curriculum to ensure clear and efficient pathways for students. For example, in the ESLL department, faculty identified challenges with critical reading among ESLL students, and subsequently wrote a co-requisite reading course, ESLL 249, to be taken with ESLL 25, the department's composition course one level below transfer, for the purpose of better preparing students for English 1A [[II.A-55](#)].

All curriculum, including pre-collegiate curriculum, is developed and reviewed by faculty in the given discipline. Prerequisites and advisories are also reviewed by the division and college curriculum committees through a content review process, during which the department first determines if a course needs a prerequisite. Questions considered in the content review include: Do baccalaureate institutions require a particular prerequisite or co-requisite for articulation? In the case of Foothill's collegiate level math courses, the prerequisites and co-requisites for these courses are aligned with the equivalent courses offered at UCs and CSUs [[II.A-56](#)].

Foothill College courses are then clearly numbered according to a clear and codified numbering system that indicates to students whether a course is pre-collegiate or college/transfer-level [[II.A-57](#)]. Courses numbered from 1-49 are typically approved for transfer to the University of California (UC); courses numbered 1-99 are typically approved for transfer to the California State University (CSU); courses numbered 100 and above are typically not transferable; courses numbered 1-199 are degree applicable for Foothill College AA/AS degrees; courses numbered 200-299 are non-degree-applicable and include prerequisites for required courses that lead to the associate degree; courses numbered 400-499 are non-credit, adaptive learning, or other areas that do not apply to the associate degree. Pre-collegiate courses also have smaller seat counts to provide more face time between the faculty and the students [[II.A-57](#), [II.A-58](#) p. 128].

## Direct Support through Pathways, Learning Communities, and Bridges

Foothill College offers several pathways aimed to support the timely completion of the basic skills-to-transfer sequence, improve persistence, and increase metacognitive student skills:

Accelerated English Pathway: English 1S&T is a two-quarter integrated reading and writing course that focuses on techniques of critical reading, critical thinking, and written communication. The course is designed for students who place into the basic skills/pre-collegiate English, but successful completion of 1S&T satisfies General Education requirements for Area II English; IGETC; and UC/CSU transferability (five units). In addition, the course is supported by a two-quarter, four-unit co-requisite in student-managed portfolio development. In this course, instruction surveys basic theory, design, and implementation strategies for student-managed portfolios, with emphasis on the reflective and evaluative processes necessary for portfolio development [[II.A-58](#), [II.A-59](#)].

First Year Experience: FYE is a one-year learning community that provides first-year college students the resources and support needed to successfully transition to college. Students begin in pre-collegiate English and/or math and in three quarters, move through the sequence to complete college-level coursework (English 1A) or Math 220, along with four UC/CSU-transferable GE courses in disciplines such as history, sociology, and art. Students receive support from a team of instructors, librarians, peer mentors, and counselors, as well as participate in on-campus community activities [[II.A-60](#)].

Umoja: Umoja, a Kiswahili word meaning unity, is a year-long learning community and critical resource at Foothill College, dedicated to enhancing the cultural and educational experiences of African American and other students. Umoja pairs English, communication, and math together in a three-quarter program that begins with English 209 (pre-collegiate reading), English 110 (pre-collegiate writing), or the English 1S&T pathway. Students also take courses in psychology and counseling [[II.A-61](#)].

Puente: The mission of the Puente Project is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations. Students enroll in the English 1S&T pathway, paired with dedicated counseling and service/mentoring opportunities [[II.A-62](#)].

Summer Bridge Programs: The Summer Bridge Math Program is an opportunity for students to improve placement testing scores by mastering key math concepts. With this foundational knowledge, students are more successful in math courses, including intermediate algebra and beyond [[II.A-63](#)]. The Summer Bridge English Program helps students refresh their reading, writing, and grammar skills to be better prepared for the placement test, their first college English course, and all writing-intensive courses across the curriculum [[II.A-64](#)].

STAT Way: This program allows students who are liberal arts or social science majors to move through elementary algebra to complete a transferable statistics course in two quarters [[II.A-65](#)].

Math-My-Way: This program helps students develop math confidence and grasp basic math concepts. It includes a hands-on series of self-paced math learning modules that combine patient, caring, understanding instruction with a group of students who have similar math skill levels. Along with the small groups and one-to-one attention from math instructors, Math My Way includes computer and paper drills, and computer games [\[II.A-66\]](#).

Non-Credit Curriculum and Certificates: In addition to the credit curriculum in pre-collegiate basic skills, Foothill College offers a range of courses in non-credit ESLL (NCEL). Like credit courses, these non-credit offerings are structured and sequenced to facilitate student movement into credit ESLL and, ideally, into transfer-level coursework in English. In 2017 the NCEL faculty wrote and submitted two Certificates of Completion in English for Second Language Learners, to prepare students to advance to credit levels of ESLL and to provide the foundations for students to meet the requirements of an associate degree. This supports the College's prioritization of course success rates and Basic Skills/ESL completion rates, with a specific equity goal to "collaborate with K-12, adult education, and four-year institutions in ways that serve students and society" [\[II.A-67\]](#). The faculty who developed the NCEL courses in these certificates worked with their colleagues in the adult schools in our service area to ensure that the courses in the program created a ladder from the adult school ESLL curriculum to the college's ESLL curriculum [\[II.A-68, II.A-69, II.A-70\]](#).

Foothill College serves as the lead agency for SB1070, the primary focus of which is to align Career Technical Education (CTE) programs throughout the region. The College is also a member of the Career Pathways Trust Grant, which aligns the information and computer technology pathways with feeder high schools. As part of this work, the College has a designated CTE Career Pathways Coordinator, a STEM Core Pathway Coordinator, as well as an AB86 Pathways Coordinator that works with AB86 block grant and adult schools [\[II.A-71, II.A-72, II.A-73, II.A-74\]](#).

### **Support Services for Success in Pre-Collegiate Courses**

Foothill College supports students in developmental course sequences, which help them learn the academic skills necessary to advance to, and succeed in, college-level courses [\[II.A-75\]](#).

The Teaching and Learning Center provides supplemental reading and writing instruction for students in both pre-collegiate and collegiate level courses, and the STEM Success Center provides support for students in all STEM courses [\[II.A-76, II.A-77\]](#).

The Foundations Lab was established in 2014 initially to support students in basic skills math courses. Students who use the lab receive both drop-in and scheduled academic support from adjunct instructors. Surveys indicated that students at this level did not feel comfortable seeking assistance in the STEM Center alongside students studying physics, chemistry, and higher level math. The Foundations Lab provides a more sheltered environment and is intentionally staffed with instructors that have shown strong empathy and patience. Before opening this new lab, 7.5 percent of the students seeking tutorial assistance through the STEM Center were from MATH 48A and below. Now 17.5 percent of students seeking assistance are from these classes. In 2017, basic skills English course assistance was added to the Foundations Lab, as well as chemistry courses typically taken by biological health students [\[II.A-78\]](#).

The Owl Scholars program supports students in basic skills English, math, and ESL by reaching out to them early in the quarter and helping provide resources for success. For example, the Owl Scholars program connects students with financial resources to buy books or classroom materials, and/or they may help students connect to counseling or tutoring [[II.A-79](#)].

The Extended Opportunities Programs and Services (EOPS) program provides support services and programs for financially needy and educationally disadvantaged students to achieve their goals, including obtaining job skills, occupational certificates or associate degrees, and/or transferring to four-year institutions. Services include assistance in textbook purchases; academic and personal counseling; peer advising; peer tutoring; and a summer college readiness program. The program also provides, based on available funding, calculators and laptops on loan; computer lab and printing; field trips to regional four-year universities; and scholarships for transfer and continuing students [[II.A-80](#)].

The Pass the Torch program was designed to help at-risk students earn the highest potential grade in a specific course in order to advance to the next level of instruction. The program links students who excel in English, ESLL, and math, with students who want support in these same core classes. Students are paired in one-on-one study teams that include a “leader” (peer tutor) and a “member” (tutee). Leaders are students who have completed one of the Pass the Torch core courses with an A grade and are recommended by an instructor. Over its history, the program has seen its students transfer to and graduate from institutions such as Stanford, UC Berkeley, UCLA, and UC Hastings College of Law, among others [[II.A-81](#)].

The Basic Skills Workgroup, a core mission workgroup of PaRC, coordinates the design and implementation of programs that support the development of foundation skills in reading, writing, mathematics, English for Second Language Learners, and learning/study to achieve success in college-level courses. The workgroup focuses on necessary and purposeful activities in four areas of effective practice: organization/administration, program design, staff development, and instructional practice [[II.A-82](#)].

## **Analysis and Evaluation**

Foothill College meets the Standard. Foothill provides pre-collegiate curriculum in math, English, and ESLL that is designed and sequenced to facilitate progression into and success at the transfer level. The faculty in math, English, and ESL regularly review their course curriculum to ensure that students can successfully navigate the sequences of courses to reach college-level curriculum. Various pathways and learning communities are available to encourage the timely completion of basic skills through transfer courses, providing the necessary community and academic support to increase retention and persistence. Additional support programs, including OWL Scholars, Pass the Torch, and the TLC/STEM center provide tutoring and other resources to support student success.

## Standard II.A.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 follows practices common to higher education to determine the breadth, depth, rigor, and course sequencing for all its programs and courses. All courses and programs are approved by the department, the division, the College, the Board of Trustees, and the State Chancellor's office.

All associate degrees, including associate degrees for transfer, require a minimum of 90 quarter units to complete, and the Bachelor of Science in Dental Hygiene requires a minimum of 192 quarter units to complete [[II.A-58](#), p. 75, [II.A-83](#)]. To earn an associate's degree, students must complete at least 27 quarter units of discipline-specific preparation and 30 quarter units of general education [[II.A-58](#), p. 78]. As a result, students receive both broad training in general education and in-depth training in their chosen major.

The Bachelor of Science in Dental Hygiene requires two years of prerequisite courses, including the required general education, science courses, and social sciences courses; then, following an application and acceptance to the dental hygiene program, two years of dental hygiene core courses and upper division general education. The bachelor's degree requires completion of one of the following general education patterns: CSU General Education Breadth Requirements or the Intersegmental General Education Transfer Curriculum (IGETC) [[II.A-84](#)].

### Length, Breadth, Depth

Foothill College ensures the quality, length, breadth, depth, and rigor of courses through several processes.

#### Curriculum Process

High-quality curriculum is a core component in maintaining high-quality learning experiences for students. Verification of the content, breadth, depth, rigor, sequence, time to completion, and synthesis of learning is performed using various curriculum development tools and ensured through review by faculty-driven evaluation processes.

New and existing curriculum follows a rigorous process for development and review that begins at the department level, moves to the division level, and then to the College curriculum committee (CCC). At each step of this process, the curriculum is evaluated for its relevance to existing course sequences and programs and adjusted accordingly [[II.A-6](#), [II.A-30](#)].

An initial process that works to assure the basic quality of a course is the Title 5 course outline of record (COR) process. Required by the state, faculty are responsible for the development of CORs that include student learning outcomes (SLOs), course objectives, lab requirements, instruction and evaluation methods, and a full range of technical information that ensures course quality. CORs must be updated at minimum every five years by faculty teaching in the subject area and the updates are approved by faculty from the appropriate divisional curriculum committees [[II.A-57](#)].

The CCC uses a robust process to review and approve courses for inclusion in the College's general education pattern; this assures that general education courses at Foothill College contain appropriate quality, depth, breadth and rigor [\[II.A-83\]](#). For a course to be approved by the CCC as general education, it is subjected to a rigorous application process whereby a proposing faculty member must identify the content and instructional methods proposed for the course. The course is reviewed by a subcommittee based on content and, if approved, forwarded to the entire CCC for review. The general education pattern divides courses into subject matter areas, with subject-appropriate questions [\[II.A-26, II.A-85\]](#).

The general education pattern is also intentionally designed to ensure that students reach competency in the four overarching institutional learning outcomes (ILOs): communication; computation; creative, critical and analytical thinking; and community/global consciousness and responsibility [\[II.A-86, II.A-87\]](#). ILOs provide the framework for the development of breadth, depth, and syntheses in course and program outcomes. To ensure instructional quality and identify areas for improvement, the course, program, and institutional student learning outcomes are assessed and reflected upon at least every three years (concurrent with comprehensive program review).

Courses for the Bachelor of Science in Dental Hygiene also go through this process, including CCC discussion of the process for inclusion in upper division. The CCC engaged in robust discussion and vetting of distinctions between upper and lower division coursework [\[II.A-88, II.A-89\]](#).

#### Program Review

This process requires that all programs undergo an annual review, with a comprehensive review every three years [\[II.A-42, II.A-8\]](#). Each year the Program Review Committee (PRC) makes recommendations to the Planning and Resource Council (PaRC) upon examination of all comprehensive program reviews to determine continued program viability and to provide feedback to program faculty and staff about the strengths and weaknesses of their programs. Each program is evaluated on several criteria, including data analysis, SLO reflections and analysis, and equity. Each program is then given a red, yellow, or green designator along with written feedback from the committee about the strengths and weaknesses of their program review. Programs that receive a red or yellow designator are asked to address the committee's concerns in their next program review and may be asked to complete another comprehensive program review out-of-cycle the following year to address these concerns [\[II.A-39, II.A-48, II.A-11\]](#).

The SLO process ensures that all courses and programs are meeting their designated student and program learning outcomes. The Academic Senate adopted a resolution to allow each division to adopt its own SLO assessment cycle timing. While the campus had initially established a (minimum) cycle of assessment and reflection on at least one SLO every year for every course taught, each division may agree to adopt a different cycle if desired, provided that each SLO for each course is assessed and reflected upon at least every three years. This three-year time span is intended to ensure that divisions will have a minimum of one full set of SLO assessment cycle data for every course by the time their comprehensive program review is due; at the same time, the three-year cycle allows time for deeper and more collaborative reflection. Divisional curriculum representatives are asked to lead faculty discussions to determine the SLO assessment cycle timing that makes the most sense for their division [\[II.A-87\]](#).

Each division has at least one SLO coordinator who assists faculty in developing SLOs and SL-PLOs, and with evaluating those outcomes. This process is ongoing and continuous and helps ensure that students achieve the skills and training necessary to complete a course and/or program, and it provides faculty the opportunity to discuss the quality and rigor of their programs and courses and make changes as needed.

## **Bachelor's Degree**

Foothill College continues to meet all commission policies, including the policy on institutional degrees and credits. Regarding the policy on institutional degrees and credits, the BSDH degree program has 194 quarter units (129 semester units). This number of units is comparable to other accredited California private colleges with dental hygiene programs such as University of the Pacific, University of Southern California and Loma Linda University. This plan follows other allied health programs at institutions offering the dental hygiene bachelor's degree. For example, University of Pacific's WASC-Accredited Dental Hygiene Curriculum is similar to the Foothill College BSDH degree pilot program [[II.A-90](#)].

The Commission on Dental Accreditation (CODA) must accredit all dental hygiene programs. CODA has subject matter mandates for curriculum that must be adhered to in all dental hygiene programs. The Foothill College Dental Hygiene Program is CODA-accredited without reporting requirements. The last self-evaluation and site visit were in 2011. The next site visit will be in 2018.

## **Analysis and Evaluation**

Foothill College meets the Standard. All of Foothill's courses and programs follow a rigorous development and review process that ensures that courses and programs meet the practices common to American higher education. All associate degrees require a minimum of 90 quarter units and the Bachelor of Science in Dental Hygiene requires a minimum of 192 quarter units. Using the existing curriculum, SLO, and program review processes, faculty routinely evaluate their courses and programs to make sure that they are meeting the standards and rigor expected of college-level courses and programs. The general education curriculum is aligned with the University of California and California State University expectations. Private colleges accept the course and program curriculum for transfer as well. Foothill College meets Eligibility Requirement 12.

## **Plans for Future Action**

While Foothill College's time-to-degree is within the norms for higher education, the College has recognized that more can be done to ensure appropriate time-to-completion. The Academic Senate has spearheaded these discussions in 2016-17 [[II.A-91](#)]. This has led to the development of a Quality Focus Essay on improving support of students in obtaining their educational pathways goals.

## Standard II.A.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

The ability of Foothill College students to complete their degrees and certificates is a significant part of each division's decision-making with regards to scheduling, and all course sequences and pathways are published in the annual course catalog for the College [[II.A-58](#), p.127-337]. Curriculum sheets are available for students to determine which courses they need to take for their major as well as the GE requirements for the degree [[II.A-92](#)].

The scheduling of courses at the College is done primarily at the division level. Each division dean works with his/her faculty to develop a schedule of classes for the year. The College's goal is to produce and publish a predictable annual schedule so that students can plan their course-taking to complete their degrees and certificates within two to three years, depending on the degree.

The College offers tools to help students complete their programs. The Counseling Division helps students make appropriate and successful educational decisions, set achievable and realistic goals, adjust to changing roles in a global society, and resolve academic, transfer, and career concerns that can interfere with the ability to succeed in their college experience. Academic counselors provide up-to-date information on institutional and transfer requirements; develop a Student Educational Plan (SEP) for certificates, graduation and/or transfer; address academic and progress probation; provide referrals to other support services on campus; and assist with IGETC and CSU GE certification eligibility [[II.A-93](#)].

In April 2017, after a year-long pilot program, the College will begin implementation of degree, career, transfer planning, and course management software called EduNav, which will supplement DegreeWorks, Ellucian's degree-planning program. EduNav is a state-of-the-art online tool with a patented student lifecycle system that intelligently and automatically creates a personalized education plan for each student based on personal circumstances and career/life goals. EduNav then proactively adjusts the plan, picking the correct set of courses and sections every term, guiding student progress on a personalized pathway to successful on-time completion. EduNav, the only system of its kind that integrates with assist.org for a student transfer component, assists in enrollment management by aggregating and analyzing all student plans to optimize the institutional class schedule, forecasting demand for courses by term [[II.A-94](#), [II.A-95](#), [II.A-96](#)].

When scheduling, the College is also sensitive to the needs and demands of students' lives. Schedules are crafted so that students can take courses in the evenings and some programs even offer courses on weekends. The College also provides courses in multiple modalities so that students may choose to complete their required courses online, face-to-face, or both. Some career and technical education (CTE) courses run year-round to ensure that students can complete their degrees in a timely fashion [[II.A-97](#), [II.A-98](#), [II.A-99](#)].

## **Bachelor's Degree**

Dental hygiene courses are mapped and scheduled to be completed in a time period similar to other programs in higher education.

### **Analysis and Evaluation**

Foothill College meets the Standard. Using its internal, existing processes, the College provides students with several means to plan their course-taking so that they can complete their certificate and/or degree programs within established time expectations of higher education. The College publishes an annual catalog of course offerings and programs, and provides curriculum sheets to students that specify classes needed for a major course of study and the GE pattern needed to complete a degree. The replacement of DegreeWorks with EduNav will also allow students to plan their educational objectives dynamically, with the system adjusting as students matriculate through their programs or certificates. Courses and programs are of sufficient length and rigor. The College meets Eligibility Requirement 9.

### **Plans for Future Action**

While Foothill College has a high completion rate both statewide and nationally—with a graduation rate above the national average [\[II.A-100\]](#)—the College has recognized that the rates vary by student group. While the College is continuously assessing the needs of students in scheduling courses, with discussion between instructional and student services staff, Foothill seeks improvements to close the gap between student groups. This has led to the development of a Quality Focus Essay on improving support of students in obtaining their educational pathways goals.

## Standard II.A.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 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 “face-to-face”), or they can opt for hybrid classes (a combination of online delivery of course material with face-to-face interaction). Faculty are engaged in dialogue around equity and success both for on-campus and online classes in forums such as division and department meetings, campus committees, and professional development workshops.

### Culture of Equity

The Student Equity Workgroup (SEW) supports Foothill College’s goal of reducing barriers and facilitating students’ ease-of-access across the District and region. The College is committed to implementing activities to improve the achievement of student outcomes among those population groups experiencing disproportionate impact. The College is also committed to creating a culture of equity that promotes student success, particularly for underserved and underrepresented students [II.A-10]. All activities and initiatives are developed with the goal of increasing student outcomes in the five focus areas of Foothill College’s Student Equity Plan: access, course completion, basic skills and ESLL completion, transfer, and degree and certificate completion [II.A-101, II.A-102].

#### The Student Equity Plan supports five overarching activities:

- Creation of a student success and retention team with members from both student services and instruction to provide both operational support and program coordination to equity activities.
- Development of an early alert system that integrates student services and instruction to provide student engagement and support for a variety of needs.
- Development of a mentoring program that includes faculty and staff as well as peer- to-peer mentoring and is integrated with the early alert system.
- Provision of professional development that is action-oriented to provide support for change, as well as support for practical and tangible activities, to better serve and support disproportionately impacted students.
- Application of a robust research agenda to provide faculty and staff with data showing the most productive ways to help our students.

In fall 2016, the College hired an interim Director of Equity Programs whose job was to coordinate the efforts of several learning communities; develop, implement, and coordinate a professional development program; and support a comprehensive early alert program with a mentoring component. The director of equity programs position, with the help of the College’s Student Success Collaborative and newly formed Student Success Retention Team, remained responsive to changing state guidance with respect to integration of basic skills, equity, and student success initiatives, while maintaining strategic alignment with the College mission and master plan [II.A-103, II.A-104].

## Teaching Methodologies

In addition to program review and SLO assessment, departments at Foothill College engage in research- and theory-based dialogue around pedagogical practice in support of diverse and changing student needs, equity, and success. For example, members of the chemistry department assessed SLOs through exams, online homework, and lab reports. Members of the chemistry department submitted a funding request [[II.A-105](#)] to the SEW to research classroom and curriculum strategies for promoting student success and increasing course completion rates, particularly for the targeted groups that are forming a larger percentage of chemistry enrollments. In addition to the research, the department is working with the office of instruction to study the academic achievement and course patterns of students in the Chemistry 25-1A-1B pipeline. In spring 2016, members of the chemistry and biology departments, following trainings in reading apprenticeship, held meetings to discuss how they use the techniques in class, with particular focus on techniques to use in program solving and reading scientific texts, as well as metacognitive skills that help students identify and overcome reading difficulties [[II.A-106](#)]. In addition, faculty have ongoing discussions of unconscious bias in assessment and alternative ways of assessing student learning. At least one participant has revised pedagogy to include active learning components to student grades, and labs are now done collaboratively rather than independently [[II.A-107](#)]. In the language arts division, faculty organized a three-part series of professional development workshops focusing on reading pedagogy for English and English for Second Language Learners (ESLL) faculty. Attended by both full-time and part-time faculty, the workshops included conversations and presentations that provided opportunities to discuss teaching methodologies for overcoming reading difficulties as they occur for all levels of English and ESLL, how to engage students in reading process, and how to select texts that inspire students [[II.A-108](#)].

Professional development opportunities also encourage cross-disciplinary conversation around teaching and learning, focusing on pedagogical practices using an equity lens. One such example is that of eight faculty from a variety of disciplines traveling to San Diego in April 2016 to participate in a two-day workshop to help them better integrate cultural competence in their classrooms [[II.A-109](#)]. Another example is found in the District Opening Day 2016 program [[II.A-110](#)]. The theme of the day was “applied equity” and faculty were able to choose from ten different workshops designed to help them collaborate to reflect on classroom pedagogy with equity in mind. Seven Foothill faculty members (both full- and part-time) demonstrated equity leadership as presenters at the event.

With support from the equity plan, beginning in summer 2016 faculty participated in a 3CSN-guided, yearlong community of practice to examine and plan classroom exercises aimed at improving student equity and success. The community of practice, named the Faculty Teaching and Learning Academy (FTLA), sought to foster the highest standards of teaching and learning scholarship and to encourage the development of institutional cultures and environments that are learning-centered, technologically advanced, and culturally responsive. Participants explored and tested methods of teaching and learning; facilitated the design of new classroom approaches to student success; increased knowledge and skills in a variety of new learning technologies; and contributed to an ongoing dialogue about pedagogy, curriculum, and equity. Participants were encouraged to put what they learned into immediate practice by applying the concepts and techniques they acquired to address real teaching and learning needs [[II.A-111](#)].

Foothill College’s Student Equity Workgroup also hosted a spring 2016, “Beyond Diversity” two-day seminar designed to help faculty, staff, students, and administrators understand the impact of race in student learning and investigate the role that racism plays in institutionalizing academic achievement disparities [[II.A-112](#)].

The Professional Development Committee invited faculty and staff to participate in a 7 x 9 x 25 Challenge, during which individuals created blogs that focused on teaching, learning, and student success, writing a total of seven posts over the span of nine weeks that featured 25 sentences or more. The short-term goal of the challenge was to give staff, administrators, and faculty a space

to share and learn from what colleagues were doing in other classes and on campus. The long-term goal of the 7 x 9 x 25 Challenge is to push teachers, staff, and administrators to be reflective and collaborative practitioners in the field of education [[II.A-113](#)].

The Professional Development Committee invited faculty to participate in a peer-to-peer faculty exchange program spring quarter 2017. In the exchange, faculty form cohort groups of three to observe and discuss teaching and learning, including different teaching styles, pedagogical practice, equity strategies, and course design. The program will culminate in four-page reflections on the experience [[II.A-114](#)].

### **Delivery Modes**

Foothill College strives to achieve equivalent course quality with respect to teaching methodologies regardless of delivery mode. All classes offered online or in hybrid form must be approved for online delivery by the faculty in that department and division. A distance learning application must be completed by the faculty and approved by the division curriculum committee before it is submitted to the CCC [[II.A-33](#)]. In addition, by resolution of the Foothill Academic Senate, the faculty in each division developed guidelines for effective online instruction [[II.A-115](#), [II.A-35](#)]

Distance education planning is addressed by several shared governance committees at Foothill College, including the Technology Committee, the Distance Education Advisory Committee (DEAC), and the Committee on Online Learning (COOL) [[II.A-116](#)]. Distance education success rates are evaluated by the College as a whole, and the Educational Master Plan adopted by the College in 2016 identifies a major goal to “enhance support for online quality and growth for web-based instruction and student services” [[II.A-117](#), p. 28]. COOL reports to the Academic Senate, recommending policies and providing a forum for dialogue regarding online course quality, professional development for online faculty, and support for online faculty. In recognition of the opportunity for continuous quality improvement this dialogue is ongoing, but has already led to the recommendations for divisions to develop and implement online course quality standards, and increase support (classified staff) for online faculty in the area of course design [[II.A-35](#)].

In addition, program review data for all programs is disaggregated for online classes so that faculty can make evidenced-based decisions when addressing inequities in student success and completion rates in their online classes. The comprehensive program review document requires faculty to address gaps in achievement between their online and face-to-face classes.

### **Learning Support Services**

Foothill College supports students in ways that reflect the diverse and changing needs of its students, in support of equity in success for all students.

**The Teaching and Learning Center** provides reading and writing supplemental instruction for students in both pre-collegiate and college-level courses, and the STEM Success Center provides support for students in all STEM courses [[II.A-76](#), [II.A-77](#)].

**The Foundations Lab** was established in 2014 initially to support students in basic skills math courses. Students who use the lab receive both drop-in and scheduled academic support from adjunct instructors. Surveys indicated that students at this level did not feel comfortable seeking assistance in the STEM Center alongside students studying physics, chemistry, and higher-level math. The Foundations Lab provides a more sheltered environment and is intentionally staffed with instructors who have shown strong empathy and patience. Before opening this new lab, 7.5 percent of the students seeking tutorial assistance through the STEM Center were from MATH 48A and below. Now 17.5 percent of students seeking assistance are from these classes. In 2017, basic skills English course assistance was added to the Foundations Lab, as well as chemistry courses typically taken by biological health students [[II.A-78](#)].

**The Owl Scholars** program supports students in basic skills English, math, and ESLL by reaching out to students early in the quarter and helping provide resources for their success. For example, the Owl Scholars program connects students with financial resources to buy books or classroom materials, and can also help students connect to counseling or tutoring [[II.A-79](#)].

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### **Analysis and Evaluation**

Foothill College meets the Standard. Through its existing processes and services, the College works to achieve equitable outcomes for students in all courses regardless of delivery mode. Faculty are provided disaggregated data for online and face-to-face classes and directed to speak to gaps in achievement in their comprehensive program reviews. Support services like the Owl Scholars program, the Teaching and Learning Center, and the STEM Success Center provide students access to one-on-one support and embedded tutoring in strategically chosen courses. The effectiveness of these programs is determined by analyzing data about success rates of students who receive these services, and the comprehensive program review process requires faculty to respond to disparities in course success rates for online versus face-to-face students.

### **Plans for Future Action**

While Foothill College has high success rates compared to the state average [[II.A-100](#)], the College recognizes that the rates vary by student group and instructional modality. While improvements have been made for online success rates, the College recognizes that more needs to be done to assist online students in meeting their educational pathway goals. This has led to the development of a Quality Focus Essay on improving support of students in obtaining their educational pathway goals.

## Standard II.A.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

All allied health programs at Foothill College include certifying and licensure exams administered after the student has completed the program of study. To prepare, programs administer practice tests, and dental assisting and dental hygiene include a practice practical. In radiologic technology, students are required to complete the Health Education Systems, Inc. test, which is administered in the final quarter [[II.A-118](#)]. Though the exam is not graded, the program evaluates the information to assess how prepared students are for the national exam.

The emergency medical technician (EMT) and paramedic programs require exit exams that students must pass. The EMT certificate of completion is awarded to students only after they pass a written and skills test, after which they may sit for the written national test. The skills criteria are based on National Registry of Emergency Medical Technicians (NREMT) skills sheets, with six skills tested per evening over two days. Prior to testing, proctors are briefed and parameters are discussed, and each proctor tests one skill. To ensure consistency, rubrics are used to assess methodology and identify critical fails that result in automatic failure of the test. Should a student need to retest, he or she will not be re-evaluated by the same proctor. The instructors of record do not proctor the skills exam; rather, they coordinate the proctors and ensure consistency. The written exam begins with questions from the publisher. An analysis is conducted each time the test is administered, and questions are evaluated based on rates of correct responses. Those with a high failure rate are rewritten.

The paramedic program requires students to take the national skills test, proctored by the national boards, prior to graduation from the program. The respiratory program final is a computerized test created by the National Board of Respiratory Care. Faculty who are not involved in writing the questions receive results with a general breakdown by section.

### Assessment and Placement

In accordance with Title 5 Assessment regulations, all California community colleges are required to assess for placement using multiple measures [[II.A-119](#)]. Foothill College currently assesses for placement in several ways:

**Accuplacer Placement Test:** The Accuplacer instrument is used for placement into the English, ESL, and math course sequences [[II.A-120](#)].

**Early Assessment Program (EAP):** EAP tests are administered to California high school students. With a “standard exceeded” result in English, a student can go directly into English 1A; and with a “standard exceeded” result in math; a student can enroll directly into Math 10, 11, or 44. EAPs are processed by the Admissions & Records Division, as part of the prerequisite clearance process [[II.A-121](#), [II.A-122](#)].

**High School Transcript Data:** In 2015-16, Foothill College piloted the use of high school transcript data for placement into the English and math course sequences. In winter 2015, the English 1A pilot utilized a non-disjunctive model that determined placement from the student’s high school grade point average (GPA) and Accuplacer English placement test score. Pilot participation was contingent upon student submission of their official high school transcript [[II.A-123](#)].

The **Testing and Assessment Center (TAC)** then launched the English course sequence pilot and the Math 10 pilot in summer 2016, using the Research & Planning Group-recommended high school transcript decision rules and disjunctive model design [\[II.A-124\]](#). Pilot populations included summer placement testing students for fall 2016 enrollment in the English course sequence and Math 10. Preliminary data showed that the course success rates for pilot students were similar to other students in the courses.

### **Validation of Tests**

Per Title 5 regulations, Foothill College assessment instruments must be validated and studied for implicit bias in order to ensure that instruments used are placing students fairly and appropriately [\[II.A-125\]](#). The last validation studies were completed in 2010 by a third-party contractor. In fall 2016, the TAC facilitated the chemistry validation study conducted by the Student Success and Support Program (SSSP) researcher. The College was granted temporary approval for the Chemistry 1A Placement Exam [\[II.A-126\]](#). In May 2016, the CCCCO issued the Extended Suspension of Approval Process for Assessment Instruments memo. In an effort to allow colleges time to prepare for the Common Assessment System adoption, the state suspended validation study requirements temporarily [\[II.A-127\]](#).

Efficiency of the College's assessment and placement services is documented by the program review process, in which the department's work is evaluated by the division dean and vice president of student services [\[II.A-128\]](#). In addition, the Foothill Assessment Taskforce oversees College assessment for placement issues and makes recommendations for improvement [\[II.A-123\]](#).

### **Analysis and Evaluation**

Foothill College meets the Standard. While there are no internally developed department or course-wide examinations, the College does employ validated placement tests for math, English, ESLL and chemistry. The College is preparing for the implementation of the state-wide common assessment instruments and has begun to pilot multiple measures placement methods, including the use of high school transcripts.

## Standard II.A.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 and degrees and certificates based on student attainment of learning outcomes.

#### Student Learning Outcomes

Student Learning Outcomes (SLOs) for all courses at Foothill College are developed at the department level and included in each course outline of record. The learning outcomes are based on the professional judgment of faculty. The SLOs for all the courses at the College are assessed at least once every three years that the courses are taught [[II.A-129](#)].

SLOs are shared with students through the course syllabus and with students and the public through the course outline of record. They are also discussed in all comprehensive program reviews, which are conducted by each program at least every three years [[II.A-8](#)].

Artifacts from individual courses are collected and assessed by faculty who regularly teach the courses to determine if the SLOs for a particular course are satisfactory and are truly measuring student achievement. Evaluation of student attainment in an individual class is made by individual faculty and is based in part on whether or not a student achieves the student learning outcomes for a course.

#### Program Learning Outcomes

Program Learning Outcomes (PLOs) are also provided to students through the college catalog and through curriculum sheets [[II.A-130](#)]. Program learning outcomes are based on a culmination of what students should achieve if they successfully complete the program's course of study. PLOs are also assessed regularly to determine if the outcomes for a program are appropriate.

For example, students seeking an Associate of Arts in Fine Arts will complete a rigorous course of study both in their major and their general education courses. According to the faculty in the department, the evaluation of their program learning outcomes will:

Allow [the faculty] to continue to update the Foothill College ART AA degree, [so that] it continues to encourage students to receive strong formal, conceptual and critique skills in all courses and this is reflected in [their] reflections [on] core foundation classes for the AA degree. These changes enable students to provide both core curriculum and degrees that are acceptable to the State and to multiple institutions including UC and CSU as well as higher educational level private art institutions. It enables Foothill Art students more opportunities for future educational goals. [[II.A-131](#)].

## **Award Units of Credit**

Foothill College awards credit based on standardized meeting times (lecture or lab) and based on federal regulations [[II.A-132](#)]. Students meet for 5 hours a week in a standard five-unit course for a twelve-week quarter. A student is also expected to complete at least two hours of homework for every standard hour of lecture. Foothill College complies with Title 5 [[II.A-133](#)] in scheduling standard hours for classes in 50-minute blocks with a minimum of ten minutes of time passing between classes.

The College relies on its scheduling system, Banner, to ensure that classes are scheduled according to all applicable laws and regulations and to ensure that conflicts with scheduling are resolved. The College does not offer courses based on clock hours.

## **Bachelor's Degree**

Foothill College dental hygiene faculty have based the BSDH degree curriculum on Commission on Dental Accreditation (CODA) curricular mandates, California Dental Hygiene Committee regulations for dental hygiene education programs, and the professional standards for the practice of dental hygiene from the American Dental Hygienists Association [[II.A-134](#)]. Graduates of the Foothill College Dental Hygiene Program are eligible to take the National Dental Hygiene Board Exam and clinical licensing exams to receive licensure as Registered Dental Hygienists (RDH), which is required prior to practicing dental hygiene.

Every course in the dental hygiene program has an approved course outline with objectives, student learning outcomes, evaluation methodology, an outline of content areas, textbooks and resources. The dental hygiene curriculum was thoroughly revised with upper-division rigor, assignments, objectives and outcomes assessment. The standard numbers of hours to unit value calculations were used to assign courses units. All courses have been approved at the department, division and college level. Courses and curriculum requirements for the BSDH degree are published in the 2016-17 Foothill College catalog and available online. [[II.A-135](#)].

The dental hygiene program participates in the process of program review annually and evaluates program and student learning outcomes using the TracDat system to record SLOs, reflections and plans for course improvements or changes. This will continue under the BSDH degree pilot program. In addition, the program maintains CODA accreditation status by ongoing program outcome assessments and curriculum review, planning and implementation.

## **Analysis and Evaluation**

Foothill College meets the Standard. The College awards credit, degrees, and certificates based on students achieving learning outcomes determined by the faculty. Students must earn a C or P 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. Foothill College meets Eligibility Requirement 10.

## Standard II.A.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

The Foothill College catalog advises students to confirm course transferability with a counselor. A complete list of transferable courses is updated regularly on the official statewide repository of articulation database [[II.A-15](#)] The counseling department and Transfer Center also provide detailed information regarding the general education requirements for the various associate degree programs as well as for transfer general education (e.g., CSU, IGETC, and seven-course course requirement for UC high-unit majors) [[II.A-136](#), [II.A-52](#), [II.A-53](#)].

Transfer of credit policy for acceptance of courses from other institutions is published in the Foothill College catalog and can be accessed through multiple access points on the College's website. The catalog outlines how transfer credit from other institutions will be applied toward a Foothill degree and states, "Foothill College accepts credit for lower-division coursework previously completed at a college accredited by one of the six regional accrediting associations." The catalog also clearly delineates the process for transfer of credit from foreign and non-regionally accredited colleges [[II.A-58](#), p. 44].

The College offers students the option of receiving college credit for external exams such as Advanced Placement (AP), College-Level Examination Program (CLEP), and through its own credit-by-exam options. Also published in the College catalog is a grid for AP credit reference, listing what credit is granted per AP exam and what score a student would need in order to gain Foothill course credit [[II.A-58](#), p.49]. The grid also lists transfer content credit in relation to IGETC/CSU GE as well as transferable units. In 2016, departments including English, foreign languages, math, and chemistry, reviewed and revised, as appropriate, their AP credit policies to align with UC and CSU policy [[II.A-137](#), [II.A-138](#)].

Foothill College now awards credit for the International Baccalaureate (IB). IB credit may be awarded for purposes of certifying CSU General Education/Breadth or Intersegmental General Education Transfer Curriculum (IGETC) requirements and for Foothill College's A.A/A.S general education. In addition, some course credit for IB exams is awarded [[II.A-58](#), p. 53]

For students with prior coursework from another college looking to complete an ADT, the Guidelines for Certifying Students For the Associates Degree for Transfer outlines Foothill College's policy [[II.A-139](#)]. For students looking to complete a local degree at Foothill, but who have already completed the general education at or received a degree from another California community college, the policy allows the College to waive the local GE pattern [[II.A-140](#)].

## Comparable Learning Outcomes

Through a collaborative process that includes instructional faculty, students, counselors, Admissions and Records staff, and the evaluations staff, academic work completed at other regionally accredited institutions is reviewed, evaluated, and incorporated into the Foothill College student's academic record at the student's request. When students come to Foothill from another campus, they are able to submit official transcripts of prior coursework along with a transcript evaluation request form [\[II.A-141\]](#). This prompts the evaluations office to evaluate courses in relation to the IGETC and CSU GE pattern criteria. This information is then entered in the DegreeWorks program for students and counselors to reference.

Students who previously completed coursework at non-regionally accredited colleges may petition for individual courses taken at a non-regionally accredited college to be accepted for major requirements. Students are advised that such credit is non-transferable toward a bachelor's degree. Students are expected to provide Foothill College with official transcripts, college/university catalog course descriptions and, when appropriate, course outlines and/or syllabi in order for the institution to provide a comprehensive evaluation of incoming transfer coursework. Students who transfer to Foothill College with college credit and the intent of later transferring to a baccalaureate-granting institution may also request to have their courses evaluated for the purpose of "pass along" certification for the CSU and/or IGETC general education certification, thus saving them unnecessary course repetition. This process is facilitated by counselors, evaluators and instructional faculty after the student completes the General Education Certification Request form [\[II.A-142\]](#).

Coursework completed at regionally accredited institutions is applied toward the student's intended academic goal as appropriate. While the granting of academic credit for work completed at other regionally accredited colleges and universities typically commences when the student meets with a counselor to assess his/her prior work in order to develop an efficient educational plan, discipline faculty are also frequently involved in this process. The student begins by obtaining a petition for course substitution or waiver forms from the admissions office or online [\[II.A-143\]](#). The evaluator maintains a list of courses from other institutions that were previously determined to be acceptable. Such courses may be directly applied toward the student's intended goal. Discipline faculty review student petitions and supporting documentation for other courses in order to determine whether the prior academic work is comparable to Foothill College requirements. In cases where faculty determine the submitted courses are not equivalent, the student may appeal to the academic council for reconsideration.

When students come to Foothill with coursework from another college and would like to pursue a local degree, the counselor they work with will refer to local GE applications in order to evaluate if a course meets local GE content criteria [\[II.A-26\]](#). If the course taken at the previous institution matches Foothill College's GE criteria, the student is granted GE credit for that course. For students looking to complete a local degree at Foothill, but have already completed general education requirements at or received a degree from a previous California community college which participates in the General Education Agreement, the College policy allows for them to waive the local GE pattern [\[II.A-144\]](#).

## Articulation Agreements

It is paramount that transfer students receive appropriate credit for coursework completed at Foothill College. The articulation and curriculum officer is responsible for developing and maintaining comprehensive articulation agreements with baccalaureate-granting institutions. Articulation agreements are no different for courses that are on campus or taught as distance education. All College courses, regardless of instruction modality, have a single COR. Articulation agreements with California's public universities are available on ASSIST.org, the official repository of California public postsecondary articulation information [[II.A-15](#)]. Foothill offers more than 1,500 CSU transferable courses and offers articulation agreements with 21 CSU campuses and with 10 UC campuses. The College also maintains articulation agreements with many private and out-of-state colleges and universities. Information regarding the articulation agreements with private and out-of-state institutions is available on the Transfer Center webpages [[II.A-20](#)]. The articulation webpage provides students access to ASSIST; individual college and university catalogs and transfer admission agreements; and established course equivalencies and transfer guides for dozens of independent and out-of-state institutions for which traditional articulation is not available [[II.A-145](#)].

In the Foothill College catalog, each course description includes a notation designating whether the course is accepted by the UC or CSU system, or both. The catalog also outlines the Foothill College course numbering system, which is designed to offer a clear way for students and universities to distinguish which college courses are transferable to UC/CSU, AA/AS-degree applicable, non-degree applicable, or noncredit levels [[II.A-58](#), p. 128].

## Articulation Officer

As a voting member of the California community colleges, the articulation and curriculum officer updates the committee on statewide curriculum trends and articulation and transfer policy changes, and brings issues such as College Level Examination Program (CLEP), AP, credit-by-exam and IB policies to the group for discussion and possible policy revisions. Through the curriculum management system, the articulation and curriculum officer reviews and validates (for articulation purposes) all new or revised courses. In order to ensure that the College offers curriculum that is closely aligned with the needs of transfer students, the articulation and curriculum officer works closely with CCC representatives and division deans to advise them of new, revised and terminated degrees at CSU, UC, and other institutions [[II.A-26](#)].

Foothill College maintains effective working relationships with dozens of other baccalaureate-granting colleges and universities through participation in the California Intersegmental Articulation Council (CIAC), a professional organization that includes representatives from all sectors of California postsecondary education, including both public and private institutions [[II.A-146](#)]. Members of this organization meet regularly to outline best practices in establishing articulation agreements, to which the College closely adheres. Foothill College has taken a leadership role in this organization in light of the fact that the articulation and curriculum officer has served as an officer and member of the CIAC executive committee for the past several years. In addition, the College also participates in various intersegmental articulation efforts such as the statewide California Common Course Identification System Project (C-ID) and the Carnegie Foundation STAT Way (basic math skills through college-level statistics project) [[II.A-147](#)]. The articulation and curriculum officer stays abreast of important articulation issues by representing the SF Bay Area on the California Community College Chancellor's Office (CCCCO) Articulation Officer Advisory Committee, by serving as one of four CCC articulation officers representing the state on the C-ID Articulation Subgroup, and by serving on the CCCC Historically Black Colleges and Universities Grant Advisory Committee [[II.A-148](#), [II.A-149](#), [II.A-150](#)]. To maintain an open line of communication regarding transfer and articulation issues, the articulation and curriculum officer provides regular updates to faculty and administrators through the CCC, the transfer work group (a sub-committee of PaRC) and other College committees as appropriate.

## **Bachelor's Degree**

The first two years of the Bachelor degree in Dental Hygiene program at Foothill College are preparation for the major. Students may take the required preparation and prerequisite courses at other accredited institutions. The dental hygiene website has a chart showing equivalent courses offered by other California community colleges. Foothill College has assigned an evaluator to serve part time for the allied health programs in order to assist students and the program in determining course equivalency.

## **Analysis and Evaluation**

Foothill College meets the Standard. The College is committed to facilitating the transfer of its students to four-year institutions, both public and private, and to ensuring that students receive appropriate credit for work accomplished at other colleges and universities. Foothill employs an articulation officer whose primary job is to assist college faculty in articulating their courses with transfer institutions.

The College ensures that students receive appropriate credit for prior work at other accredited institutions by a rigorous transcript evaluation process that includes both faculty and staff. This evaluation process can include an analysis of the student's transcripts, the official course description, and/or a review of the course's participation in the Common Course Identification system.

Students are provided meaningful transfer and articulation information through meeting with a counselor or by using programs like ASSIST.org. The College also uses a course numbering system that communicates to students which courses are transferable to UC and CSU campuses, and which courses are degree applicable and which are not. Credit requirements and course transferability are communicated to students on the college website and in the college catalog. Foothill College meets Eligibility Requirement 10.

## Standard II.A.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 Foothill. These skills include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies. Foothill College has defined four core competencies (4-Cs) as its Institutional Learning Outcomes (ILOs) and rubrics for assessing them [[II.A-87](#)]:

- **Communication:** Demonstrate analytical reading and writing skills including evaluation, synthesis, and research; deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions.
- **Computation:** Demonstrate complex problem-solving skills, technology skills, computer proficiency, decision analysis (synthesis and evaluation); apply mathematical concepts and reasoning, and ability to analyze and use numerical data.
- **Creative, Critical, and Analytical Thinking:** Demonstrate judgment and decision making skills, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.
- **Community/Global Consciousness and Responsibility:** Demonstrate social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning.

A fifth core competency was established in 2001 to address technology. The information competency reads, “Information competency (ability to identify an information need; to find, evaluate and use information to meet that need; to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families and their communities).”

The definition of information competency is based on the Association of College and Research Libraries Information Literacy Competency Standards for Higher Education [[II.A-151](#)]. For over 15 years, academic librarians relied on these standards for teaching information literacy. Each standard included a set of outcomes, which proved especially useful when Foothill College began to emphasize student learning outcomes. Recently, however, ACRL instigated a change in the approach to information literacy with its Framework for Information Literacy for Higher Education [[II.A-151](#)], a guide based on threshold concepts, i.e. the ways of thinking about a field, usually new and transformative, that a student must grasp in order to progress in studying and understanding the subject. Like most college librarians across the country, the librarians at Foothill College will be evaluating the new framework to understand how to transition to it in a way that meets the needs of the College.

Under the current curriculum model at Foothill, information competency is infused across the curriculum as an Institutional/General Education SLO in a broad mixture of subject disciplines. Information competency is listed on each of the seven general education area requirement descriptions [II.A-84]. Many colleges prefer this model because they do not want to add another unit of work required of students. Under this system, information competency is assessed by faculty teaching on-campus and online courses. The following GE areas have optional or required depth criteria:

The Foothill College GE pattern—inclusive of courses in the seven areas of humanities; English; natural sciences; social and behavioral sciences; communication and analytical thinking; United States cultures and communities; and lifelong understanding—supports the institutional learning outcomes of communication; computation; creative, critical and analytical thinking; and community and global consciousness and responsibility. The GE pattern, with inclusion of the institutional learning outcomes, establishes the depth, breadth, skills and capabilities for an individual to be a productive lifelong learner [II.A-86]. Specifically:

- **Area I**     **Humanities, optional depth criterion (H10):** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination [II.A-144].
- **Area II**    **English, required depth criterion (E8):** Research print and electronic media and attribute sources through textual citations and MLA documentation [II.A-145].
- **Area V**     **Communication & Analytical Thinking, optional depth criterion (C8):** Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision making, and presentation [II.A-143].
- **Area VII**   **Lifelong Learning, required depth criterion (L5):** Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information [II.A-146].

Information competency is listed on each of the seven general education area requirement descriptions [II.A-26]. Courses applying for general education status must demonstrate meeting the information competency criteria.

Program reviews at Foothill College are completed on an annual basis to reflect on program outcomes and assess the need for resource allocation. As a part of this process, faculty assess their program level outcomes and ensure alignment with course level and institutional level outcomes [II.A-152]. The Student Learning Outcomes Committee (SLOC) is actively engaged in campus wide discussions on developing a robust process for student learning outcomes and assessment framework that is working well at other institutions. As an example, the SLOC reached out to Skyline College to better understand diverse perspectives in engaging in student learning outcomes assessment process as well as disaggregation of student data [II.A-153].

## **Bachelor's Degree**

The Foothill College Bachelor of Science degree graduate will demonstrate their competence in his or her role as a health professional at the local, state, and national levels. The graduate will possess the ethics, values, skills, and knowledge integral to all aspects of the profession.

### **PLO I. Professionalism**

The Foothill College Bachelor of Science degree graduate will demonstrate their competence in their role as health professionals at the local, state, and national levels. The graduate will possess the ethics, values, skills, and knowledge integral to all aspects of the profession.

#### **Outcomes Assessment:**

- National Board exam scores
- RDH licensing exams
- E-portfolio capstone project

#### **Related Institutional Learning Outcomes:**

- Communication
- Creative, critical and analytical thinking
- Computation
- Community/global consciousness and responsibility

### **PLO II. Health Promotion and Disease Prevention**

The Foothill College Bachelor of Science degree graduate will be competent in the performance and delivery of oral health promotion and disease prevention services in public health, private practice and alternative settings. The graduate will be able to exercise evidence based practice, critical thinking and communicate effectively in all professional employment settings.

#### **Outcomes Assessment:**

- National Board exam scores: Professional Responsibility and Liability section
- State of California Law & Ethics for the RDH exam scores
- E-portfolio law & ethics project

#### **Related Institutional Learning Outcomes:**

- Communication
- Creative, critical and analytical thinking
- Computation
- Community/global consciousness and responsibility

One hundred percent of dental hygiene graduates will submit a comprehensive e-portfolio demonstrating competency in the four domains: dental hygiene process of care, health education, infection and hazard control, and ethical/legal practices.

The Foothill College dental hygiene program collects data on the program learning outcomes annually, including degree completion, National Dental Hygiene Board Exam, California Dental Hygiene Law & Ethics exam, clinical RDH licensure passage rates and job placement. The program engages in a continuous dialogue about SLOs and program improvement within the College and with its advisory board. These practices will continue with the move to the BSDH degree program.

Student achievement and SLO assessments are up to date and recorded in the TracDat system. The dental hygiene program recently completed a comprehensive program review examining both SLOs and achievement. The Program Review Committee, as part of an integrated planning and resource allocation process, examines program review data, PLOs and SLOs [[II.A-52](#), [II.A-53](#), [II.A-54](#)].

### **Analysis and Evaluation**

Foothill College meets the Standard. Appropriate competencies are included in communication, information, quantitative, analytic inquiry, ethical reasoning, and the ability to engage diverse perspectives.

## Standard II.A.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

At Foothill College, the philosophy that underlies all decisions regarding inclusion in the GE pattern is that the courses provide content that is broad in scope, at an introductory depth, and require critical thinking. The GE pattern is designed to enable students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21<sup>st</sup> century. 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" [II.A-58, page 32]. Foothill has defined, and states in its catalog, four core competencies (4-Cs) as its Institutional Learning Outcomes [II.A-58, p. 78].

### The GE Curriculum: Faculty-Driven

Foothill College has a clear process for review of all courses seeking inclusion in the GE curriculum. Under the leadership of the CCC, the College created the general education handbook to articulate a GE philosophy, curriculum pattern, and review process [II.A-84]. Since the Foothill College Academic Senate and Curriculum Committee adopted the institutional learning outcomes as the general educational student learning outcomes, the College general education pattern is designed to ensure that students meet the four institutional/general education student learning outcomes of communication; computation; creative, critical and analytical thinking; and community/global consciousness and responsibility [II.A-86].

For a course to be approved by the CCC as general education, it is subjected to a rigorous application process whereby a proposing faculty member must identify the content and instructional methods proposed for the course. To ensure that content and instructional methods are appropriate, the general education process divides courses into the subject matter areas shown below, each using subject appropriate questions:

- **Area I** – Humanities
- **Area II** – English
- **Area V** – Communication & Analytical Thinking
- **Area VII** – Lifelong Learning

In the application, a faculty member describes how the course meets both the breadth and depth criteria for a specific area (e.g., communications) using appropriate course outcome/objectives (the stated learning outcomes) from the course outline of record as evidence. The application is reviewed and approved by the division curriculum committee, which then forwards to the area

subcommittees for review. The subcommittees, comprised of faculty with diverse discipline expertise, determine the appropriateness of each course by examining the application in conjunction with the course outline of record [[II.A-26](#), [II.A-144](#)]. The course is reviewed by the subcommittee based on content and, if approved, forwarded to the CCC for final approval. The review process is represented by a flow chart in the handbook and follows a schedule determined by the committee [[II.A-84](#)].

### **Learning Outcomes**

The Foothill College general education (GE) pattern—inclusive of courses in the seven areas of humanities; English; natural sciences; social and behavioral sciences; communication and analytical thinking; United States cultures and communities; and lifelong understanding—supports the institutional learning outcomes of communication; computation; creative, critical and analytical thinking; and community and global consciousness and responsibility. These outcomes prepare students for responsible participation in civil society through a broad comprehension of the development of knowledge, practice, interpretive approaches in the arts and humanities, sciences, mathematics, social sciences. The GE pattern, with inclusion of the institutional learning outcomes, establishes the depth, breadth, skills and capabilities for an individual to be a productive lifelong learner [[II.A-86](#)]. Credit requirements and course transferability are communicated to students on the College website and in the College catalog. Foothill College meets Eligibility Requirement 10.

### **Bachelor's Degree**

The general education requirements are consistent with levels of quality and rigor appropriate to higher education. Students awarded the Foothill College BSDH degree must complete a CSU or IGETC transfer pattern for the lower-division general education, which totals 67 quarter units. Coursework has been added in critical thinking, writing and research at the upper-division level for the baccalaureate degree. This includes 13 units of upper division general education consistent with CSU requirements in statistics, and composition, critical reading, analysis and thinking to bring depth and rigor to the baccalaureate level.

### **Analysis and Evaluation**

Foothill College meets the Standard. The College's curriculum includes a carefully considered general education pattern. The philosophy concerning general education is manifested in pathways to the University of California, the California State University as well as a locally defined general education pathway for associate degree completion. Credit requirements and course transferability are communicated to students on the College website and in the College catalog. Foothill College meets Eligibility Requirement 12.

## Standard II.A.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

All Foothill College degree programs have a content-specific core of required courses that have been developed and approved by faculty.

The requirements for the Foothill College associate in art or associate in science degree include completion of:

- A minimum of 90 units in prescribed courses;
- A minimum of 18 units taken at Foothill College;
- A grade point average of 2.0 or better in all college courses including Foothill courses;
- A major of at least 27 units in a curriculum approved by the Foothill College Curriculum Committee; and
- Completion of seven general education requirements in addition to meeting the minimum proficiency in math, as evidenced by placing above or passing with a “C” grade in Math 105, 108 or 17 [[II.A-58](#), p.33].

Foothill College awards five types of degrees [[II.A.58](#), p.32-34]: 1) Associate in Science, 2) Associate in Arts, 3) Transfer Associate, 4) Associate in Science-Transfer, 5) Associate in Arts-Transfer, and 6) Bachelor of Science.

#### Associate in Science Degree (AS Degree)

The AS degree is awarded to the student who completes all of the requirements in a major or area of emphasis in the areas of science, technology, engineering or mathematics. This degree also requires completion of the Foothill College general education requirements. The student who plans to complete this degree and who also intends to transfer to a four-year college or university is advised to meet with a Foothill counselor for assistance in developing an educational plan that satisfies both sets of requirements.

#### Associate in Arts Degree (AA Degree)

The AA degree is awarded to the student who completes all of the requirements in a major or area of emphasis in the liberal arts, social sciences and fields other than science, technology, engineering, or mathematics. This degree also requires completion of the Foothill College general education requirements. The student who plans to complete this degree and who also intends to transfer to a four-year college or university is advised to meet with a Foothill counselor for assistance in developing an educational plan that satisfies both sets of requirements.

To earn Foothill College AA and AS degrees, students must successfully complete a minimum of 30 units from general education-approved courses, with at least one course in seven of the general education areas: English, humanities, natural sciences (with lab), social and behavioral sciences,

communication and analytical thinking, United States cultures and communities, and two courses in lifelong learning from two different academic departments. Students also must meet the math minimum proficiency by 1) taking a math placement test and placing into a math level beyond Math 105 (intermediate algebra) or 2) passing with a “C” grade or better in Math 105, 108 or 17. The general education course requirements are meant to provide a broad base of knowledge, and allow students to view their major course of study from different disciplinary perspectives.

### Transfer Associate Degree

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746–66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an “associate degree for transfer;” a variation of the associate degrees traditionally offered at a California community college. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor’s degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to one of the CSU campuses, and are granted a GPA advantage when applying to CSU impacted campuses or majors. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework (90 quarter units) with a minimum GPA of 2.0. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Students transferring to a CSU campus that accepts the AA-T or AS-T, will be required to complete no more than 60 units after transfer to earn a bachelor’s degree. This degree may not be the most appropriate option for students intending to transfer to a particular CSU campus or major that does not accept the AA-T and/or AS-T, nor students intending to transfer to a university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

### Associate in Science-Transfer (AS-T Degree)

Similar to the AS degree, the AS-T degree is awarded to the student who completes all of the lower-division major preparation requirements for a related major in the areas of science, technology, engineering, and math. This degree also requires completion of either the CSU general education/breadth requirements or the Intersegmental General Education Breadth Requirements (IGETC). The student who plans to complete this degree and who intends to transfer to a non-local CSU, UC or other college or university, is advised to meet with a Foothill counselor for assistance in developing an educational plan, as additional coursework may be helpful or required.

### Associate in Arts-Transfer (AA-T Degree)

Similar to the AA degree, the AA-T degree is awarded to the student who completes all of the lower-division major preparation requirements for a related major in academic areas such as the liberal arts, social sciences and related fields other than science, technology, engineering, or mathematics. This degree also requires completion of either the CSU general education/breadth requirements or the Intersegmental General Education Breadth Requirements (IGETC). The student who plans to complete this degree and who intends to transfer to a non-local CSU, UC or other college or university is advised to meet with a Foothill counselor for assistance in developing an educational plan, as additional coursework may be helpful or required.

## Bachelor of Science Degree

Foothill College offers a Bachelor of Science in Dental Hygiene, under a pilot program (SB 850) authorized by the California Community College State Chancellor's Office (California Education Code 78040). The Foothill College Dental Hygiene Bachelor of Science program requires 192 total units, comprised of both lower and upper division courses. The program also requires full completion of either the IGETC, or the CSU general education/breadth requirements. A 2.5 is the minimum college GPA required for program eligibility [[II.A-154](#)].

### **California Community College Bachelor's Degree Requirements include:**

- 1.** A combination of lower division and upper division coursework totaling a minimum of 120 semester or 180-quarter units that are applicable to a baccalaureate degree as defined within these guidelines.
- 2.** Completion of the California State University (CSU) General Education Breadth or Intersegmental General Education Transfer Curriculum (IGETC) pattern.
- 3.** Completion of a minimum of 24 semester or 36 quarter units of upper division courses, including a minimum of 6 semester or 9 quarter units of upper division general education.
- 4.** An identified major that includes a minimum of 18 semester or 27 quarter units of lower division courses and 18 semester or 27 quarter units of upper division courses.

### **Analysis and Evaluation**

Foothill College meets the Standard. As part of the annual program planning and review process, departments and divisions review student achievements and program outcomes to make changes or adjustments in curriculum when needed. The AA, AS, AA-T and AS-T degrees provide students with an introduction to broad areas of study in the general education courses and a focused study in the major. The Bachelor of Science in Dental Hygiene degree combines a breadth and depth of lower division coursework, and program-specific upper division coursework appropriate for a baccalaureate degree.

## Standard II.A.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

Competency levels and measurable student learning outcomes are determined based on the type of CTE program. There are two main types at Foothill College—those that are reviewed by an outside accrediting agency and those that are not. The allied health programs of the Biology & Health Sciences Division, such as radiologic technology, pharmacy technology, respiratory therapy, emergency medical technician, dental hygiene and veterinary technology, are accredited by specialized professional organizations that monitor the program curriculum, standards, competencies, resources and institutional support. The table below gives the accrediting body for each of the programs.

**FIGURE 54:**

| Accreditation of Programs     |   |
|-------------------------------|---|
| Program                       | Accrediting Body  |
| Dental Assisting              | Commission on Dental Accreditation  |
| Dental Hygiene                | Commission on Dental Accreditation  |
| Diagnostic Medical Sonography | Joint Review Committee on Education in Diagnostic Medical Sonography        |
| EMTP (Paramedic)              | Committee on Accreditation of Educational Programs for EMS Professions      |
| Pharmacy Technician           | American Society of Health System—Pharmacists                               |
| Primary Care                  | Accreditation Review Commission on Education for the Physician Assistant    |
| Radiologic Technology         | Joint Review Committee on Education in Radiologic Technology                |
| Respiratory Therapy           | Committee on Accreditation for Respiratory Therapy                          |
| Veterinary Technology         | American Veterinary Medical Association, Committee on Veterinary Technology |

To graduate, students are required to sit for a licensure or certification exam. The accrediting bodies have specific competencies that each student must achieve. The role of the faculty in these programs is to develop the methodology and process for the competencies and to evaluate the students to ensure that they have achieved the required skills and knowledge.

**FIGURE 55:**

**Programs with External Licensure or Certification Exams**

|                              |   |
|------------------------------|---|
| <b>Dental Assisting</b>      | Dental Assisting State Written Exam, State Law & Ethics Exam and Dental Assisting State Practical Exam<br><br><a href="http://www.dbc.ca.gov/applicants/rda/exam_rda.shtml">http://www.dbc.ca.gov/applicants/rda/exam_rda.shtml</a>   |
| <b>Dental Hygiene</b>        | Dental Hygiene National Exam, Western Regional Exam Board-clinical Exam, CA State Law & Ethics Exam<br><br><a href="http://www.dhcc.ca.gov/applicants/becomelicensed_rdh_wreb.shtml">http://www.dhcc.ca.gov/applicants/becomelicensed_rdh_wreb.shtml</a>                        |
| <b>DMS</b>                   | Diagnostic Medical Sonography National Board Exam<br><br><a href="http://www.ardms.org/Pages/default.aspx">http://www.ardms.org/Pages/default.aspx</a>  |
| <b>EMT</b>                   | National Registry of Emergency Medical Technicians (NREMT) Exam<br><br><a href="https://www.nremt.org/rwd/public">https://www.nremt.org/rwd/public</a>  |
| <b>Paramedic</b>             | National Registry of Emergency Medical Technicians-Paramedic (NREMT-P) Exam<br><br><a href="http://www.emsa.ca.gov/paramedic">http://www.emsa.ca.gov/paramedic</a>  |
| <b>Pharmacy Technology</b>   | Pharmacy Technician Certification Exam<br><br><a href="https://www.ptcb.org/get-certified/prepare#.WO_KSo5Jm-o">https://www.ptcb.org/get-certified/prepare#.WO_KSo5Jm-o</a>   |
| <b>PA Program</b>            | National Commission on Certification of Physician Assistant Exam and Physician Assistant National Certifying Exam<br><br><a href="http://www.nccpa.net/">http://www.nccpa.net/</a>  |
| <b>Radiologic Technology</b> | American Registry of Radiologic Technologists Exam<br><br><a href="https://www.arrt.org/">https://www.arrt.org/</a>   |
| <b>Respiratory Therapy</b>   | National Board of Respiratory Care Certified Respiratory Therapist Exam<br><br><a href="https://www.nbrc.org/Pages/default.aspx">https://www.nbrc.org/Pages/default.aspx</a>  |
| <b>Vet Tech</b>              | Veterinary Technician National Exam and California Registered Veterinary Exam<br><br><a href="http://www.vmb.ca.gov/applicants/schedule.shtml">http://www.vmb.ca.gov/applicants/schedule.shtml</a><br><br><a href="https://www.aavsb.org/vtne/">https://www.aavsb.org/vtne/</a> |

CTE programs that do not have a programmatic accrediting agency, such as Horticulture and Music Technology, regularly consult with industry employers and professional associations to develop competencies relevant to the workplace.

## Industry Standards and Employment Opportunities

Each CTE program at Foothill College is required to have an external advisory board, with at least 50 percent of the members being external to the College, which meets at a minimum on an annual basis. For those programs with accrediting agencies, the advisory boards provide guidance regarding the way the program implements the accrediting body standards. For other CTE programs, the advisory board is an essential guiding force to ensure that they are providing 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](#)]. The faculty are also active in the industry, allowing them maintain a strong awareness of what is required for student success in the workplace [[II.A-159](#), [II.A-160](#)].

CTE Employment Outcomes Surveys of exiting students, alumni and employers are administered annually to ensure that the program is meeting the needs of the students as well as the industry employers [[II.A-161](#)].

Foothill College also licenses Economic Modeling Specialists Incorporated (EMSI) software and utilizes the data in three ways:

- 1. Program Review:** For all CTE programs, annual labor market reports focusing on a 3-year timeline are created to identify job growth, opportunities, supply, demographics, wages, and skills.
- 2. New Program Development:** Labor market reports are created to demonstrate a need for the jobs based on the training provided by the proposed program.
- 3. Grants:** Labor market report specifications as determined by the grant requirements.

The College also utilizes CTE Launchboard, a stateside data system and interactive portal supported by the CCCC and hosted by Cal-Pass Plus, offering program snapshots as well as the Career and Technical Education Outcomes Survey (CTEOS) Tool [[II.A-162](#)]. In addition, Core Indicator reports, part of Perkins reporting, provide employment data that the College references to help set the institutional targets as part of the ACCJC annual report [[II.A-163](#)].

Finally, the College examines “other external factors,” or variables that may affect employment, including evolving skill sets and competencies, other regional programs, and licensure requirements, if applicable. These skill sets are included in the labor market report produced for program review [[II.A-41](#)].

## Standards-Based Assessment

Foothill College has implemented student learning outcomes (SLOs) and program learning outcomes (PLOs) for all CTE programs [[II.A-12](#)]. Faculty measure and evaluate the SLO outcomes at the end of each quarter and reflect using the TracDat to record and post their findings.

In addition to PLOs and SLOs, CTE program learning outcomes are required by national and state agencies to be assessed annually by a variety of measures, such as pass rates on national and/or state licensing examinations, successful completion of program competencies, capstone projects, and e-portfolios. The evaluation methods used in the programs include process evaluations and end-product assessments of student performance, as well as a variety of objective testing measures. The program directors maintain data on students and report the outcomes to their professional accrediting bodies. These mechanisms provide student performance data related to measuring the defined program outcomes, competencies throughout the programs for the students, faculty and college administration [[II.A-99](#)].

The Foothill College allied health programs at have exceptional pass rates on licensing exams as evidenced by the data in Figure 56.

**FIGURE 56:**

| <b>Licensure Exam Pass Rate for Biological &amp; Health Science Programs - 2016 Graduates</b> |   |   |
|---|---|---|
| <b>Program</b>  | <b>Name of Licensing Exam</b>   | <b>Pass Rate</b>                              |
| Dental Assisting  | State Written Exam  | 100%  |
|   | State Law & Ethics Exam   | 100%  |
|   | Dental Assisting State Practical Exam   | 100%  |
| Dental Hygiene  | National Exam, Western Regional Exam  | 100%  |
|   | Board Clinical Exam   | 100%  |
|   | State Law & Ethics Exam   | 100%  |
| Diagnostic Medical Sonography   | National Board Exam   | 100%  |
| Emergency Medical Technician  | National Registry of Emergency Medical Technicians (NREMT)  | 89%<br>(reflects first of 3 allowed attempts) |
| EMTP (Paramedic)  | National Registry of Emergency Medical Technicians Exam   | 100%  |
| Pharmacy Technician   | Pharmacy Technician Certification Exam  | 100%  |
| Primary Care  | National Commission on Certification of Physician Assistants and Physician Assistant National Certifying Exam | 98%   |
| Radiologic Technology   | The American Registry of Radiologic Technologists   | 100%  |
| Respiratory Therapy   | NBRC CRT Exam   | 100%  |
| Veterinary Technology   | Veterinary Technology National Exam   | 90%   |
|   | State Registered Veterinary Technology Exam   | 92%<br>(first attempt)                        |

[[II.A-164](#)]

## **Bachelor's Degree**

The Foothill College Dental Hygiene Program has a 100 percent pass rate on the Dental Hygiene National Board Examination for the 50-year history of the program. This is a remarkable achievement, particularly given that the average failure rates on the Dental Hygiene National Board Examination range from 2 to 6 percent, depending on the year cited. In 2008 the Joint Commission on National Dental Examinations (JCNDE) discontinued program ranks based on Dental Hygiene National Board Examination results. However, the JCNDE continues to report data on Dental Hygiene National Board Examination results, and dental hygiene programs receive data on their students' performance in each of the 14 subject matter areas compared to the national average.

Survey data show that Foothill graduates are successful in gaining employment in the dental hygiene field in the San Francisco Bay Area region. From 2005-2014, Foothill College dental hygiene graduates have reported six months post-graduation on the alumni survey that 100 percent have found employment in the dental field. Some graduates choose to work part-time, but the majority (77 percent) report working full-time (four days/week). These outcomes are consistent with the labor market information showing high job demand and strong job placement for dental hygienists. One of the positive aspects of Foothill students graduating with BSDH degrees in the future is that more varied job opportunities will be open to them in fields such as education, sales and marketing, public health and research. The ASDH (associate degree) graduate is qualified for clinical practice, but does not meet minimum qualifications for these other job opportunities.

## **Analysis and Evaluation**

Foothill College meets the Standard. CTE programs at Foothill College exceed the Standard as evidenced by superior outcomes on licensing examinations. The analysis of performance on licensing exams is an essential aspect of the evaluation of CTE programs. Furthermore, the accreditation of the programs by specialized accrediting bodies has consistently affirmed the quality of the career technical programs.

All Foothill College CTE programs have advisory boards that meet annually, or more often if needed, to review program outcomes, discuss changes in the fields that may drive curricular changes and provide feedback on the quality of the graduates from these programs. Advisory boards consist of practicing professionals in the field, professional association representatives, industry, former graduates, student members, program faculty and College administrators.

## Standard II.A.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

If, following program review at Foothill College, discontinuance of the program is the final recommendation, then per Board Policy 6015 1.D, the College president will share the timeline with affected administrators, staff and faculty regarding communications with the Academic and Professional Matters Committee (APM) and the Chancellor's Advisory Council (CAC), as well as provide written formal notice to program faculty, staff, and appropriate bargaining units, and collaborate on a plan to allow for students to complete their educational plans through limited offerings, course substitutions, or other agreed upon options [[II.A-26](#) p.16].

It is the responsibility of each academic division to inform and update the campus community regarding all changes that take place regarding program elimination and/or modification. Notification of updates are posted online under each academic division's web page. Program changes are relayed to the Counseling Division and the Office of Instruction and Institutional Research. The Counseling Division is notified to ensure that students are advised according to the new requirements in place and to ensure that students are accommodated if their program is eliminated, as stipulated by the Discontinued Degrees Policy that is published in the College catalog [[II.A-58](#), p. 73]. Students who have maintained continuous enrollment may file a petition for graduation within seven years of the time a program is discontinued.

To ensure that students may complete their education in a timely manner with a minimum of disruption when programs are eliminated or program requirements are significantly changed, the College identifies potentially impacted students, honors catalog rights, and provides individual and group advising to discuss options for completing program requirements. In order to accommodate students' needs, the department faculty in consultation with counselors assist students in identifying options and petitioning for individual course substitutions and/or course waivers as appropriate [[II.A-143](#)]. Every effort is made to identify course substitution options rather than waiving requirements. In cases where programs are eliminated, sufficient information is provided to adequately inform currently enrolled students and counselors so that they may develop an individual educational plan to complete their intended program. These educational plans may include course substitutions, waivers, and/or, if appropriate, petitions for independent study.

One example of a program being discontinued is the Primary Care Associate (PCA) program. To facilitate a smooth transition of the Primary Care Associate (PCA) program (also known as Physician Assistant program) from Foothill College to Stanford University, a meeting was held on the Stanford campus between Foothill and Stanford administrators. The following administrators were in attendance: Foothill College Dean of Biological and Health Sciences, Foothill PCA Program Director, Stanford Senior Associate Dean for Medical Education, Stanford PCA Associate Medical Director, PCA Medical Director and two senior education consultants for the PCA program from the dean's office.

The staff discussed the transition of the program. The Foothill and Stanford administrators agreed that the program would need to continue under the arrangements and curriculum that was originally approved when the current students began the program until the final cohort graduates in 2018. Since that meeting, the Stanford PCA program director and Foothill dean have regular meetings to discuss any student issues and coordinate support for students as needed to ensure successful completion of the program.

In order to ensure that new students interested in pursuing the PCA program after the program transfers to Stanford are aware of the changes, the Foothill College website was updated to describe the termination of the program and direct students to Stanford's website. Additionally, internal ad hoc committee meetings were held with deans of counseling, admissions and records, and financial aid to ensure that all departments were aware of the timelines and changes.

### **Analysis and Evaluation**

Foothill College meets the Standard. If the College eliminates or significantly reduces a program, there is a process in place to ensure that students can complete the program with minimum disruption.

## Standard II.A.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 ensures the quality and improvement of all instructional courses and programs offered in the name of the institution, which include collegiate, pre-collegiate, developmental, fee-based community education, short-term training courses, international student programs and apprenticeship programs. Foothill College offers credit, noncredit, and fee-based courses on the main campus, Sunnyvale Center, online, and at local high schools and occupational centers [\[II.A-95\]](#). All courses offered in the name of Foothill College are held to the same high standards of review at the course, program and institutional level [\[II.A-39\]](#). Advisory boards, and labor market research and analysis are used to identify new programs to meet local and regional needs [\[II.A-99\]](#).

Curriculum is developed by Foothill College faculty and reviewed and approved by the CCC. Since Foothill College is an open-access institution, classes at off-site locations are open to all students. Developmental courses include a broad offering of credit and noncredit courses in ESLL [\[II.A-165\]](#), English [\[II.A-166\]](#), and math [\[II.A-167\]](#). Curriculum is developed and reviewed by faculty and the CCC [\[II.A-168, II.A-169\]](#). Ongoing evaluation and assessment of student learning outcomes occurs at least once every three years [\[II.A-170\]](#).

The College offers community non-credit education. The program's offerings are geared toward the non-traditional college student, including older adults and working professionals, as well as children and teens [\[II.A-171\]](#).

Apprenticeship programs, in partnership with local apprenticeship training organizations, offer related instruction in a variety of trades, including general and residential electrician; field ironworker; plumbing, pipefitting, and steamfitting; refrigeration, heating, ventilation, and air-conditioning; sheet metal; and sound and communication. The curriculum is faculty-driven and held to the Foothill College review and approval and outcomes process. Because of the unique relationship between on-the-job and classroom apprenticeship training, admission to apprenticeship classes is limited to apprentices who are registered with the California Department of Apprenticeships Standards. This limitation is authorized by the California Labor Code, Section 3074.3 [\[II.A-172\]](#).

The International Programs Office caters specifically to international students on F-1 visas. Foothill College provides counseling and assistance to more than 1,000 students from over 100 different countries. According to Open Doors, a report published by the Institute of International Education, Foothill is currently ranked eleventh in the country for enrolling international students. International students are enrolled and assessed along with resident students in all Foothill College courses [\[II.A-173, II.A-174\]](#).

Historically, Foothill had offered four to five study abroad programs both during academic quarters and as special summer programs. Though the College decided to temporarily discontinue the program until the overall economy improved, the Campus Abroad program was revived in 2014 with fall 2015 sessions in London and Florence, and 2016 in Barcelona. The College is currently considering Costa Rica for spring or summer 2018.

## **Regular Evaluation of Quality and Currency**

Quality assurance for curriculum is supervised by the CCC, which establishes and approves campus wide educational curriculum policies and procedures in compliance with State of California Educational Code and Title 5 of the California Code of Regulations. The CCC approves new programs, degrees and certificates; approves the recommended general education requirements; provides college wide curriculum direction; approves divisional curriculum processes; and provides conflict resolution regarding curriculum issues [[II.A-175](#)].

Faculty are responsible for curriculum development and review, following the guidelines for approval established by the CCC [[II.A-6](#), [II.A-57](#)]. Foothill College has a unique two-tiered curriculum committee process that begins with approval of courses and programs at the divisional curriculum committee level. The divisional curriculum committee is composed of faculty in related disciplines for area-specific curricular development and review. Each division has two CCC representatives who communicate policy and information from the divisional and faculty level to the college wide CCC.

The curriculum management system (C3MS) allows for multiple levels of review for curricular quality. The process for curriculum to pass through the system electronically begins with faculty writing the COR within the system that contains fields reflecting Title 5 requirements. The faculty owner/editor then sends the COR to the division dean who adds the faculty load, seat count and budget code. The division dean then sends the COR back to the faculty owner for review. The faculty owner forwards the curriculum to the CCC representative who verifies that the course outline has been reviewed and approved by the division curriculum committee. Once verified, the completed COR is sent to the articulation officer who will review the course for transferability eligibility [[II.A-29](#)].

On completion of review, it is sent to the Office of Instruction for final approval. New general education courses, programs and noncredit courses are discussed and approved at the divisional curriculum committee level, then sent forward to the CCC for final discussion and approval. Faculty is welcome to present their curriculum to the CCC in order to clarify or address concerns.

Foothill College requires that all course outlines be reviewed every five years to ensure currency. For new curriculum and programs, Board of Trustees' approval is the final step in the process. This system allows for detailed review of the COR from multiple reviewers within a workable timeline. Workforce programs and degrees are also sent to the Bay Area Consortium of Community Colleges (BACCC) for approval. The intent of the BACCC is to ensure that the job market can support new programs without duplication in multiple colleges in the area [[II.A-36](#)].

## **Systematic Improvement of Programs and Courses**

### SLO Cycles

Evaluation of instructional course and program improvement at Foothill College begins at the course level with student learning outcomes (SLOs) assessments and reflections [[II.A-123](#)]. Currently, all courses actively being taught in the curriculum have SLOs attached to the COR [[II.A-37](#)]. Evaluation is data-driven, for example using a new inquiry tool that provides disaggregated data on courses success, persistence, and matriculation [[II.A-172](#), [II.A-173](#)].

## Program Review

Each Foothill College department completes a program review. The cycle is three years. One of the three years, the department does a comprehensive review and the other two years, the department does an annual program review [[II.A-39](#), [II.A-8](#)].

Departments are guided by templates provided by IP&B and PRC. The templates contain prompts on data analysis, student learning outcomes, and program feedback. The templates allow for consistency in reporting information, and the program review is directly linked to the resource allocation process, with faculty requests put forward through program review.

Therefore, program reviews are completed in the fall quarter in order to best inform the integrated resource allocation process that begins in the fall quarter, and concludes in the spring quarter, with resources being allocated effective the following academic year [[II.A-9](#)].

### **Career & Technical Education (CTE)**

While the annual review template at Foothill College is the same for all programs, the comprehensive program review template, which is completed every three years, has a section that addresses CTE-specific programs. There are three questions in this section of the template:

1. What is the regional three-year projected occupational growth for your program?
2. What is being done at the program level to assist students with job placement and workforce preparedness?
3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements [[II.A-11](#)].

Programs with outside accrediting bodies also go through an annual reporting process, a midterm report, self-evaluation and site visit during each accreditation cycle. Additional information is required by programmatically accredited programs, such as licensure and job placement rates. The allied health programs of the Biology & Health Sciences Division, such as radiologic technology, pharmacy technology, respiratory therapy, emergency medical technician, dental hygiene and veterinary technology, are accredited by specialized professional organizations that monitor the program curriculum, standards, competencies, resources and institutional support (see Figure 54).

## **Online/Distance Education**

Foothill College as a whole evaluates the quality of distance education, with a focus on the improvement of student success and the related support for online faculty that is required to improve student success. Faculty are engaged in dialogue around improving student success, both in face-to-face and in online classes, in forums such as division and department meetings and in specific groups such as the Committee on Online Learning (COOL) [[II.A-116](#)]. This group reports to the Academic Senate, recommends policies and provides a forum for dialogue regarding online course quality, professional development for online faculty, and support for online faculty. This dialogue led to the recommendation for divisions to develop and implement online course quality standards [[II.A-35](#)], and has led to the recommendation for increased support (ie: classified staff support) for online faculty, including an instructional designer and technology training specialist [[II.A-175](#)].

## **Analysis and Evaluation**

Foothill College meets the Standard. The College has a robust program review process focused on program improvement. Data is systematically used to review programs by mode of delivery and location. CTE program reviews incorporate labor market information as well as an analysis of certificate and degree attainment.

## **Standard II.A Evidence**

- [II.A-1](#) List of Courses Approved for Distance Education
- [II.A-2](#) Substantive Change Proposal: Sunnyvale Center, Mar. 17, 2016
- [II.A-3](#) Foothill College Website: Sunnyvale Center, Student Services
- [II.A-4](#) Substantive Change Proposal: Sunnyvale Center (pp. 22-27)
- [II.A-5](#) Foothill College Website: Curriculum, Program Creation Guidelines
- [II.A-6](#) Foothill College website: Curriculum, New Course Creation Steps
- [II.A-7](#) Foothill College website: Curriculum, New Course Proposal Form
- [II.A-8](#) Program Review Schedule, 2016-2019
- [II.A-9](#) 2016-17 Comprehensive Administrative Program Review Template
- [II.A-10](#) Student Success Scorecard
- [II.A-11](#) 2016-17 Comprehensive Instructional Program Review Template
- [II.A-12](#) Foothill College Website: Instructional Program Reviews, all divisions
- [II.A-13](#) Foothill College Website: Online Course Catalog
- [II.A-14](#) ACCJC 2016 Annual Report
- [II.A-15](#) Assist.org Website
- [II.A-16](#) Santa Clara University, Transferring Credits
- [II.A-17](#) University of the Pacific, Transferring/Articulating Classes
- [II.A-18](#) University of Southern California, Articulation Agreements
- [II.A-19](#) Biola University, Transfer Equivalencies
- [II.A-20](#) Foothill College Website: Transfer Center
- [II.A-21](#) PaRC Minutes, Mar. 16, 2016
- [II.A-22](#) ACCJC Letter, May 19, 2015
- [II.A-23](#) Substantive Change Proposal, Dental Hygiene, Apr. 6, 2015
- [II.A-24](#) CCC Chancellor's Office letter, June 1, 2016
- [II.A-25](#) CODA: Commission on Dental Accreditation
- [II.A-26](#) Foothill College Website, Curriculum
- [II.A-27](#) College Curriculum Committee
- [II.A-28](#) Integrated Planning & Budgeting Governance Handbook (p. 25)
- [II.A-29](#) College Curriculum Committee Minutes, Jan. 17, 2012

[II.A-30](#) Course Outline of Record (COR Process in C3MS)

[II.A-31](#) Program Creation Guidelines

[II.A-32](#) Website: Bay Area Community College Consortium (BACCC)

[II.A-33](#) Distance Learning Application Form

[II.A-34](#) Online Learning Faculty Training

[II.A-35](#) Academic Senate Division-Specific Online Course Standards

[II.A-36](#) Foothill College Academic Senate Meeting Minutes, Feb. 22, 2016

[II.A-37](#) Foothill College Website: Course Outlines search tool

[II.A-38](#) Foothill College Academic Senate Meeting Minutes, Feb. 23, 2015

[II.A-39](#) Foothill College Website: Program Planning and Review

[II.A-40](#) Foothill College Website: Program Review Data Sheets

[II.A-41](#) Resource Allocation Flowchart

[II.A-42](#) Foothill College Website: Program Review Committee (PRC)

[II.A-43](#) TracDat User Guide – Instructional Course-Level SLOs

[II.A-44](#) Screenshot: TracDat SLO-PLO Mapping Tool

[II.A-45](#) SLO Assessment Rubric

[II.A-46](#) New Faculty Orientation Presentation

[II.A-47](#) Appendix J1: Administrative and Peer Evaluation Form

[II.A-48](#) FHDA Faculty Agreement: Article 7, Part-Time Faculty

[II.A-49](#) Foothill College Website: Student Learning Outcomes (SLO) Committee

[II.A-50](#) Program Level Assessment Matrix

[II.A-51](#) 2016-17 Annual Program Review Template

[II.A-52](#) Dental Hygiene Program Review

[II.A-53](#) Dental Hygiene Data Sheets

[II.A-54](#) Dental Hygiene Program Report

[II.A-55](#) Course Outline of Record: ESLL 249

[II.A-56](#) Content Review for Requisites Form

[II.A-57](#) Title 5 Compliance Checklist

[II.A-58](#) Foothill College 2016-17 Course Catalog

[II.A-59](#) Course Outline of Record: ENGL 1T

[II.A-60](#) Foothill College Website: First Year Experience

[II.A-61](#) Foothill College Website: Umoja

[II.A-62](#) Foothill College Website: Puente

[II.A-63](#) Foothill College Website: Summer Bridge, Math

[II.A-64](#) Summer Bridge English Brochure

[II.A-65](#) Foothill College Website: Statway

[II.A-66](#) Foothill College Website: Math My Way

[II.A-67](#) EMP Goals + Objectives

[II.A-68](#) Foothill College Website: ESLL department

[II.A-69](#) Noncredit Program Narrative: Certificate of Completion, ESL Beginning

[II.A-70](#) Noncredit Program Narrative: Certificate of Completion, ESL Language Intermediate

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# Standard II.B - Library & Learning Support Services

## Standard II.B.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.

### Evidence of Meeting the Standard

#### Background

The Foothill College Library provides access to 70,000 books, 210,000 electronic books, 230 print periodicals, 30,000 online periodicals, 54 online databases, and 20,000 streaming educational videos. The library is currently staffed by 4 full-time faculty librarians, 4 part-time librarians (1.5 FTE), and 6 classified staff. The library is centrally located and is open 53.25 hours per week on the main campus, and 20 hours per week at the Sunnyvale Center, meeting provisions set forth in Title III of the California Education Code Regulations [[II.B-1](#)].

A multimillion-dollar renovation of the library was completed in fall 2015. The new state-of-the-art facility includes the following:

- An information commons with 45 networked computers
- A multimedia classroom with 50 Mac computers and two projection screens
- Improved individual and group study areas
- Ten group study rooms equipped with a large screen, High Definition Display onto which students can project their personal devices using various device interfaces. In addition, easily accessible power outlets are provided for students, as well as a wall-sized whiteboard for group work. Rooms are bookable online via the library website.
- Six break-out study areas surrounded by wall-sized whiteboards
- Self-serve, pay-for-print kiosk and 2 black & white photocopiers
- Electrical outlets near every seating area and desk in the library

The library has adapted to changes in information technology and education to maintain quantity, quality, depth, and variety in resources and services, gradually shifting the collection from primarily print to primarily digital. In anticipation of the library renovation, in 2013-14 the library team undertook a rigorous review of the entire book collection (the first such review since the library opened) and trimmed it by thirty percent, discarding books that were outdated, worn, no longer supported the curriculum, or had not used in several years. The remaining collection is current, more attractive, and easily browseable. By transforming from a book-centered facility to a learner-centered space, the renovated library better meets the needs of the College's students.

## **Selection of Library Resources**

One of the Foothill College library's goals is to acquire, organize, and maintain relevant resources that support the College's teaching and learning mission. District Board Policy 6170, as well as the library's own collection development policy, acknowledge that selection of library materials is a joint responsibility of the teaching and library faculty [[II.B-2](#), [II.B-3](#)]. Library faculty have established a variety of channels for receiving information about student learning needs from instructional faculty and staff.

Each tenured librarian acts as a liaison to one or more academic divisions [[II.B-4](#)]. The liaison is familiar with the curriculum taught in the division(s) to which s/he is 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 Biological & Health Sciences Division also collaborates with faculty in allied health programs that undergo accreditation (e.g., radiologic technology, veterinary technology) to ensure that the library's books and periodicals are sufficient in quantity and currency to meet students' needs. This liaison recently conducted a needs assessment of the library collection as part of the application to offer the baccalaureate degree in dental hygiene. Although some divisions lack a liaison due to a decrease in the number of full-time library faculty, other librarians step in as needed; for example, the librarians recently worked together to meet a request from chemistry faculty for an online subscription to the journal *American Chemical Society* needed for an honors course and to disseminate information about a new collection of e-books, Safari Tech Books.

In addition, faculty are invited to submit recommendations, and the Systems & Technology Librarian facilitates trials for new databases under consideration [[II.B-5](#)]. A librarian serves on the CCC and shares new course offerings with the other librarians through the CCC communiqué. The popular reserve book collection, which depends on faculty donations and a grant from the Associated Students of Foothill College (ASFC), is driven by student demand.

The librarians also request information from instructional faculty and staff on an ad hoc basis in specific situations. The library was renovated in 2015, and at the beginning of the planning process, faculty, staff, and students were invited to an open session to envision the new 21<sup>st</sup>-century library, and the proposed renovation was adopted as part of the Education Master Plan [[II.B.6](#)]. When the systems and technology librarian redesigned the library website in 2016, he first consulted with the marketing department as well as library faculty and staff and then solicited feedback from instructional faculty and students during an extensive testing phase.

## **Quantity, Quality, Depth, and Variety**

The effectiveness of the Foothill College library's collections, instruction, and other services is assessed in a variety of ways. Each year library faculty and staff consider collection counts, a variety of usage statistics, and surveys of faculty and students when writing program reviews, and every three years this data is also used to assess and reflect on SLOs [[II.B-7](#)].

A major student learning outcome for the library is that students who use the library will be able to locate resources in a variety of formats that meet their information needs. In other words, the library has the information students need, and it is organized and accessible. To assess whether the library meets this goal, each year librarians measure the number of information resources the library has in various formats, conduct a survey of students asking whether they are able to find resources in the library (books, ebooks, course reserves/textbooks, online periodicals, and streaming videos) to meet their information needs, and compile statistics on circulation of books and database usage.

## **Equal Support with Respect to Services and Accessibility**

The library strives to provide equitable resources and services to all students at Foothill College, regardless of race, gender, location, or disability.

In general, to protect user privacy (a core value of the library profession), the library does not engage in any systematic tracking that would enable access to the demographics of the students served. However, for purposes of comprehensive program review and in light of the College's commitment to student equity, in fall 2014 one component of library services was identified—student use of physical collections—for which student IDs could be captured and provided to the College researcher for analysis comparing the demographics of these users to students College wide in 2013-2014.

The data was roughly parallel to Foothill College's in terms of gender—slightly more female than male. While the ethnicity analysis was reflective of the College's distribution overall, there were several points worth noting. Reserve collection usage among African American, Latino, and Filipino/Pacific Islander students was a close match with the College's headcount percentages for these groups, but usage of non-reserve collections (books, periodicals, etc.) showed these groups slightly underrepresented compared to the overall campus population. The two largest library user groups in terms of ethnicity are Asian and white, and here the analysis showed more of a disparity in comparison with the campus population; among our borrowers, Asian students were overrepresented, and white students were underrepresented.

To improve outreach and service to the groups targeted in the Student Equity Plan, the library offers a personal librarian service and special sections of its one-unit research course, Library Science 10, to students in the FYE pilot, and the College approved the hiring of an Equity Programs Librarian in 2016-17.

To serve Foothill College students at the Sunnyvale Center, a small library lends reserve textbooks and is staffed by a librarian who is available 20 hours per week to provide reference and instruction. For students in online classes, the library provides extensive online resources that are available to all students 24 hours a day, seven days a week [II.B-8]. These resources include e-books, streaming video, reference materials, and article databases supporting the College's curriculum that students can access from anywhere with a computer, an internet connection and their CWID. To help with the use of this "virtual library," the library home page was redesigned in 2016 and provides a comprehensive online guide to "Off-Campus Library Services"; this guide received more than 2,000 uses during 2015-2016 [II.B-9]. The library also offers several online library guides on different subjects and for specific courses [II.B-10]. Reference service is available to off-campus users by phone, chat, and text, and after hours by email. The Library Science 10 course is regularly offered online. A link to Foothill College library resources is included in the navigation of each course site in Canvas, the College learning management system. At a minimum, these library resources link to an A-Z database list, a full list of databases to which the library subscribes, including trial access. Library resources can also be customized by a librarian for each course if requested by faculty—for example academic integrity, citation help, evaluating information sources, and off-campus library services.

To serve students with disabilities, the Foothill College library's renovated facility meets all ADA requirements, and a librarian worked with Disability Resource Center staff to establish priority wheelchair seating throughout the building, as well as a Stryker emergency evacuation chair for emergency exits by wheelchair users from the upper level. To ensure that audiovisual materials are accessible to all students, the library purchases only videos that are closed-captioned or subtitled; closed-captioned streaming educational videos are also provided through a license with films on demand.

To serve basic skills students, the library offers a well-used collection of ESLL books; databases that can be geared to students at a basic reading level; library instruction sessions at the request of instructors teaching basic skills classes; and the online learning express library, a database that offers students 24/7 access to targeted skill-building interactive courses in math, reading, and writing. To serve transfer students, the library offers a carefully selected book collection; access to thousands of scholarly journals in print and online; college guides and library instruction sessions at the request of instructors teaching transfer-level courses; and a one-unit course, LIBR 10, that is transferable to CSU and UC. To serve career/workforce students, the library offers subject-specific books, career guides, periodicals, databases for certificate programs (e.g. paramedic, veterinary technician, and dental hygiene), and library instruction sessions at the request of instructors teaching workforce/career technical education programs.

### **Bachelor's Degree**

Foothill College offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated SLOs. The College provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Comprehensive student services are available to students enrolled in the baccalaureate degree of dental hygiene, including but not limited to academic counseling, financial aid, library services, health services, psychological services, legal services, tutoring, veteran's services, the Disability Resource Center, ride sharing, transfer services, and transition to work. The baccalaureate pilot will have focused strategies to ensure broad diversity of participants to fulfill the college mission and Educational Master Plan goals [[II.B-11](#)].

### **Analysis and Evaluation**

Foothill College meets the Standard. The library offers a robust set of services that are available to all students. The library services, resources and technology are sufficient to meet students' needs and aligned with the courses and programs. Foothill College meets Eligibility Requirement 17.

## Standard II.B.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

In addition to the library resources discussed in II.B.1, the Foothill College library also provides students with access to:

- An information commons with 45 networked computers;
- 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 display port cables. In addition, easily accessible power outlets are provided for students, as well as a wall-sized whiteboard for group work. Rooms are bookable 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; and
- Calculators.

### Selection of Education Equipment and Materials to Support Student Learning

The Core Committee for the library renovation had final responsibility for selecting most of the educational equipment and materials listed above. The self-serve pay-for-print system, ePRINTit, was selected at the district level by a committee consisting of ETS staff, librarians, and front-line staff from both campuses.

The effectiveness of the Foothill College library's learning support equipment and materials is assessed in a variety of ways. Each year library faculty and staff consider collection counts, a variety of usage statistics, and surveys of faculty and students when writing program reviews, and every three years this data is also used to assess and reflect on SLOs [II.B-7]. In addition to the channels for receiving information about student learning needs from instructional faculty and staff described in II.B.1, librarians work with the dean of online learning and the Committee on Online Learning (COOL) to connect online students with the library resources they need.

### Analysis and Evaluation

Foothill College meets the Standard. The library has a systematic process for selection of resources to support student learning that is driven by faculty expertise.

## Standard II.B.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 is evaluated in a number of ways. Each year library faculty and staff consider collection counts, a variety of usage statistics, and surveys of faculty and students when writing program reviews. Every three years this data is also used to assess and reflect on SLOs [II.B-7]. In addition, library faculty in tenure review or seeking professional growth awards (PGA) write self-evaluations and are evaluated by students, faculty peers, and administrators.

### Assessment of Use, Access, and Relationship of the Services Tied to Student Learning Outcomes for Programs

The Foothill College library usage statistics that inform program review and the assessment of SLOs include off-campus use of the library's online resources. Online students and students who take on-campus classes are invited to complete the annual student survey. Librarians rely on division assistants to communicate with all faculty, including DE faculty, in the divisions for which they serve as library liaisons, and the library's Resources for Faculty guide invites instructional faculty to submit recommendations [II.B-4, II.B-5].

Under the current curriculum model at Foothill, information competency is infused across the curriculum as an institutional/general education SLO in a broad mixture of subject disciplines [II.B-12]. Under this system, information competency is assessed by faculty teaching on-campus and online courses. The library provides a variety of learning support to students such as study room reservations, circulation reserves, research appointments, and credit course workshops and orientations [II.B-13]. In keeping with student use, access, and relationship of services provided by the library, the Foothill College library created a Collection Development Policy [II.B-14].

The College initiated a Calculator Loan Program in spring 2015 as part of its student equity initiative. Although this program was available to all students, low income and disproportionately impacted students were identified from course completion indicators per the Student Equity Plan [II.B-15]. All students were required to present their library card in order to receive a graphic/scientific calculator.

### Analysis and Evaluation

Foothill College meets the Standard. The library routinely evaluates its services to assess student needs. This information is included in the annual program reviews.

## Standard II.B.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 the contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

### Evidence of Meeting the Standard

#### Contracts

The library collaborates with other institutions and establishes formal agreements at the local, regional, and national level to maximize information resources for the college's programs. Locally it shares reciprocal borrowing privileges with its sister library at De Anza College, but the collections at the two libraries are distinct with autonomous collection development.

Regionally, the library is a member of the Community College Library Consortium (CCLC), which provides a cooperative buying program for community college libraries for discounted subscriptions to online resources [II.B-17]. Its services also include usage statistics; faculty and student input on products; and product comparisons and reviews.

The library is also a member of the Online Computer Library Center (OCLC), which provides services and support for interlibrary loan (ILL) and shared cataloging that includes access to and maintenance of cataloging records [II.B-18]. Interlibrary loan services are available to all Foothill students, faculty, and staff when they need class materials that are not available at Foothill.

The library also contracts with Sirsi/Dynix to provide an integrated library system with the necessary functions for acquisitions, cataloging, serials, circulation, and statistical reporting [II.B-19]. The library's 2015 contract with Sirsi/Dynix includes a hosted server. The maintenance agreement covers system upgrades, diagnosis, and repair and provides technical support.

Library copiers are provided and serviced by an outside copying vendor, Kenpo Electronics [II.B-20].

#### Security

Security for the library is the responsibility of the district police department. Foothill and De Anza College have an emergency notification system (ENS) that sends voice, email, and text messages to all faculty, staff, and students in the event of an emergency. Fire, disaster, and active shooter drills are carried out at the discretion of the college and fire department. The newly renovated library is equipped with an emergency alert system; an emergency wheelchair that enables the evacuation of a person with disabilities from the library's mezzanine; and a security camera located on the outside of the building.

The recent library renovation reconfigured access points to the building. The library has public entrance/exit doors at the front of the library and an additional door leading to a patio area and the Teaching and Learning Center. New security gates were installed during the renovation. The doors were purchased and are maintained by 3M Detection Systems. Books, journals, audiobooks, and VHS/DVD videotapes are processed with security tapes which trigger an alarm in the security gates when materials are not desensitized during proper check out.

There are four emergency doors in the public service area of the library. The emergency doors and alarms are monitored by library staff who respond to activated alarms and determine the need for further action. Staff members have access to a key that deactivates the alarm. There are additional access points to the library through doors to an adjacent classroom, Technical Services and Foothill Online Learning departments and a conference room. These additional doors have led to security concerns by library staff, who are working with the lockshop to make corrections, including keying the doors to a fob.

### **Maintenance**

As with all campus buildings, library maintenance and repair is the responsibility of the district facilities, operations, and construction management department. The maintenance of computers and equipment is managed ETS) The library printer is provided through a district wide printing system, e PRINTit. Printing equipment is maintained by ETS and ePRINTit. The district's ETS department provides a call center for reporting computer and printing problems. The library's experience with current district maintenance is that response time to work orders and repairs is adequate. Daily custodial service is excellent, including the restrooms, which were an ongoing concern for students in the former library facility.

### **Processes for Evaluation & Gathering Information for Assessment**

Contracts: Library staff members routinely monitor and evaluate services for their relevance and effectiveness to student needs and library staff responsibilities. Library staff and librarians monitor the effectiveness of Online Computer Library Center (OCLC) services for cataloging and ILL services, as well as the various SirsiDynix WorkFlows modules. The Systems and Technology Librarian oversees the contracts for the Community College Library Consortium (CCLC) and Sirsi/Dynix. Twice a year the librarians evaluate the offerings from CCLC considering several factors: requests from students and faculty, needs observed at the reference desk, usage statistics, and reviews, especially those provided by CCLC's Electronic Access & Resources Committee.

Maintenance: Library staff members also monitor and evaluate the maintenance of the library facility. The construction contractor for the library renovation project was responsible for building repairs after the new facility opened. Library staff members have kept an ongoing list of construction-related issues resulting from the renovation and continue to work with the College's facilities department, which communicates with contractors to resolve construction-related issues. As the renovation project nears completion, the responsibility of building repairs will revert to district facilities. The library's experience with current district maintenance is that response time to work orders and repairs is adequate.

### **Analysis and Evaluation**

The College meets the Standard. The library regularly evaluates the services it provides using outside partners for security and maintenance of the facility. All services provided through contractual relationships with outside vendors or providers are reviewed and monitored by the institution with full supervision and oversight retained by Foothill College. The College meets Eligibility Requirement 17.

## **Standard II.B Evidence**

[II.B-1](#) Title 5 Regulations

[II.B-2](#) FHDA Board Policy 6170: Library Materials Selection

[II.B-3](#) Foothill College Library Collection Development Policy

[II.B-4](#) Resources for Faculty: Library Contacts

[II.B-5](#) Resources for Faculty: Materials Selection

[II.B-6](#) Education Master Plan

[II.B-7](#) Student Services Program Reviews, including SA-SLO report

[II.B-8](#) Foothill College Library Webpage

[II.B-9](#) Off-Campus Library Services: Home

[II.B-10](#) Foothill College Online Library Guide

[II.B-11](#) Substantive Change Proposal Baccalaureate Degree in Dental Hygiene

[II.B-12](#) Foothill College General Education Requirements

[II.B-13](#) Library Resources for Students

[II.B-14](#) Library Collection Development Policy

[II.B-15](#) Student Equity Plan

[II.B-17](#) Community College Library Consortium (CCLC)

[II.B-18](#) Online Computer Library Center (OCLC)

[II.B-19](#) Sirsi/Dynix Software and Service

[II.B-20](#) Kenpo Electronics

# Standard II.C - Student Support Services

## Standard II.C.1

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

### Evidence of Meeting the Standard

Foothill College offers a comprehensive array of services to support students at all levels as they pursue their individual educational goals. To ensure that programs and resources do indeed meet the needs of students, the College uses a variety of methods to monitor, assess and revise its services. In addition, a rich college dialogue exists around the development, assessment and delivery of student services, led by PaRC and involving presentations by student services groups that focus on specific areas such as counseling services, outreach/retention, university transfer services, admissions, and financial aid. Discussions and evaluations of student services also take place through the Student Success Collaborative, which consists of the SEW, SSSP Advisory Group, and basic skills initiative. This ensures that knowledge of student services permeates through the College community, that these combined efforts maintain high quality services to students, and that the College remains responsive to student needs as called out by the College community. [\[II.C-1\]](#).

### Evaluating Student Services

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

Program Review: Foothill College's program review process of individual student service areas is the primary way in which individual student service departments evaluate program quality. The program review process includes administrative unit program reviews for the Sunnyvale Center and student services units [\[II.C-2\]](#). The program review data includes disaggregated information by ethnicity, gender, online status, and campus. The data allows special programs such as EOPS, DSPS, and Financial Aid to examine student achievement data. Both annual and comprehensive program reviews serve as valuable tools for student services to examine service area outcomes, evaluate student access to services, and revising services to better meet student needs. For example, the 2014-15 counseling program review data revealed that in the 2013-14 year, there was a 15 percent increase in the numbers of students who attempted to make a counseling appointment via the online scheduling system (SARS) compared to the previous year. Specifically, there were 182,869 unsuccessful attempts in making a counseling appointment. At that same time, there were only a total of 1,018 students served utilizing drop-in counseling for that year. To be more accessible to students, counseling began offering more drop-in (quick questions) counseling throughout the year and in the summer. In 2015-16, counseling dramatically increased quick questions to serve 3,784 students. With its success, counseling is currently offering more drop-in counseling at strategic times of the year, such as during the busy registration periods of each quarter as well as during breaks between each quarter and the summer.

Retreats: Student services also hosts annual retreats both for professional development and to discuss new ideas for improving services. Focus groups have also been held to solicit feedback on services. For instance, in May 2015, the vice president hosted a meeting to solicit feedback from campus ambassadors to discuss their suggestions for removing barriers or adding resources to better support student success. Their top recommendation was a streamlined online method to develop a college/career pathway to replace DegreeWorks which initiated research on technology products that would fit the bill.

This eventually led to a partnership with EduNav to design a product that would generate a personalized, up-to-date optimal pathway to degree completion and help students take ownership of their success by providing real-time, sophisticated academic planning. Foothill is set to launch EduNav in fall 2017 and will be the first community college to do so. A student services managers' retreat in July 2017 also brought about another technological advancement for the division. In a discussion to find better ways for students to send high school transcripts to Foothill College, the dean of enrollment services found Naviance, which was already used by many of the College's feeder high schools. The addition of Naviance allows the College to sync with high schools and receive electronic high school transcripts. Students simply click a button and have no need to return to their high schools or pay a fee to get a copy.

Surveys: Student services staff also participates in and uses data from various surveys to evaluate and assess the effectiveness of its programs and services. These surveys include the Community College Survey of Student Engagement (CCSSE) and a campus climate survey. CCSSE provided information on student behavior in areas such as career counseling, academic advising and planning. One thing noted from the 2012 survey was that even though students viewed academic advising as very important, they only sometimes, if not rarely, used the services. This led to a number of improvements including a quick questions counseling booth in the cafeteria area as well as the beginning of drop-in counseling hours [\[II.C-3\]](#).

### **Maintaining Access to Services**

In keeping with the mission of Foothill College, student services endeavors to empower students with accurate information about College processes and procedures, student pathways to transfer and graduation as well as workforce and CTE related careers. The College provides equitable access for services to students who take classes online, in-person, or at the Sunnyvale Center. With the influx of SSSP funding, the College has either increased staffing to ensure quality access in all locations and areas, or has implemented online services. For example, the use of Clockwork database software for students with disabilities allows online students to submit documentation of disability and send accommodation letters to their faculty without even setting foot on campus. Similarly, this database is accessible to staff from the Sunnyvale Center so they have all the information they need for accommodated testing services at that location.

Foothill College's Office of Student Development provides a host of services assisting students in succeeding throughout their college experience [\[II.C-4\]](#). Similarly, the Disability Resource Center provides suitable resources for students to be successful in their educational goals [\[II.C-5\]](#). The Student Success & Retention Team also continually strives to provide a variety of student support resources in order to improve the achievement of student outcomes [\[II.C-6\]](#).

As of the fall quarter of 2016, students at the Sunnyvale Center are able to speak with faculty and staff who are located at the Foothill College main campus. This occurs in multiple ways, including Zoom video conferencing, a blog interface, or a virtual whiteboard. Student services staff are also available for students to meet with one-on-one at the Sunnyvale Center. Furthermore, all students now have the option of making Zoom appointments in all student services areas. When this is not available, students are able to use similar interfaces as those provided for academic assistance, as well as a dedicated video terminal from Cisco called telepresence. High-end computers in combination with the virtualized desktop infrastructure (VDI) system create a uniquely adaptable instructional computing environment. Pervasive self-service wireless networking is available to everyone, from the casual visitor to full-time students. Cutting-edge multimedia classroom equipment enhances the collaborative learning experience through the use of the latest digital, laser, and wireless technologies. Remotely managed and monitored technology equipment increases reliability and reduces response time to requests for assistance.

As a means to increase access to education, Foothill College offers distance education courses through its online learning program. Online learning provides students with information about comprehensive instructional and student support services. Foothill Online Learning coordinates with student services to ensure that distance education students have access to counseling services via telephone, online messaging, video conferencing, and searchable FAQs [[II.C-7](#), [II.C-8](#)].

Faculty and staff engage in iterative processes to monitor, evaluate and improve the quality of DE instruction and services. Online learning offers a wide complement of services in support of faculty and students engaged with distance education courses. It conducts annual program reviews to ensure that services are annually reviewed in line with the mission of Foothill College and its goals.

### **Analysis and Evaluation**

Foothill College meets the Standard. Foothill College provides appropriate student support services that foster student learning and development within the context of the institutional mission for all of its students. Multiple evaluative methods and implementation of SLOs, SAOs, and AUOs ensure that students are receiving the support they need. The College offers multiple modes of access to services both online, in-person, and at both campus locations. Many changes have come about as a result of evaluations, including but not limited to the reduction of processing time for prerequisites, evaluations and degree audits; increased availability of online services; early intervention for probation students; and increase in the number of associate degrees for transfer.

Through its established equity plan and disability services, Foothill College maximizes student access to services, curriculum and facilities. Student services are aligned with identified student needs and designed to facilitate student success along the college pathway to degree, certificate or transfer. Foothill College meets Eligibility Requirement 15.

## Standard II.C.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

Through an integrated program review process that is tied to resource allocation and institutional planning, backed by qualitative and quantitative data, Foothill College ensures that the learning support needs of students are identified and met through its comprehensive array of services and programs. In addition, student needs are assessed through information gathered by student service areas where students interact with staff, and discuss challenges to their achieving academic success. In order to provide the best quality of student services possible, the College engages in constant review and reflection to ensure that the student services program remains aligned with the mission of the institution and the core services mandated by SSSP. The College program review process provides an opportunity for the institution to generate valid data to support planning decisions in program development, program enhancement, and resource allocation.

The student services program review planning process includes service area outcomes (SAOs), which are aligned with the instructional program review timeline and processes. By closely aligning both instructional and student services program review timelines and processes, student services are reviewed annually and are in-line with the College mission and goals. The College review process also includes SAOs and AUOs [\[II.C-2\]](#).

Student services engage in additional assessment and evaluation of learning support outcomes by way of the 3SP Program Plans of 2014-15 and 2015-16. Both outline Foothill College's implementation of SSSP core services, including:

- Orientation
- Assessment for placement
- Counseling and other education planning services
- Follow-up for at-risk students

The Office of Institutional Research provides data analytics for each core service and student success measure. Data for student success from the California Community Colleges Chancellor's Office MIS Data Mart are assessed and evaluated for areas on which to improve. For example, in 2014-15, 55 percent of students in the target population participated in orientation. To better serve students who cannot attend the orientation in person, the online version of the orientation, Go2Orientation, was created and implemented in spring 2016. Currently, Foothill College offers orientation in various modalities, including face-to-face (on-campus), and online. Counseling utilizes SARS, an online scheduling system, to assess student accessibility.

Foothill College offers DE courses through its online learning program, and the College maintains instructional and student success resources for DE students. In addition, faculty and staff reflect on, evaluate, and improve the quality of distance education instruction and services. The mission of online learning is to increase educational access for students by supporting technology-mediated delivery of high-quality instruction and providing students with a flexible, convenient, and cost-effective system for achieving their educational goals. The program's mission aligns with the College's by emphasizing educational access and providing students with the scheduling and logistical flexibility they need to overcome barriers to success in their educational pursuits. The College's well-developed and successful DE program, which has continued to expand, offering courses via the Canvas online course delivery software.

With the philosophy that online education is not for every student, Foothill College's online learning website dedicates an entire page to providing students with information and a readiness self-assessment questionnaire to determine personality traits, learning aptitude, technical knowledge (hardware and software), and study skills for online learning [[II.C-9](#)]. The main student page provides an array of resources and information for distance education students, including:

- **Apply and Register**
- **New Online Student**
- **Skills – Understanding College and College Life**
- **Access Your Online Course – Etudes or Canvas**
- **Online Tutoring**

As DE has expanded over the years, support services have also grown to better accommodate and serve students taking online courses. From the point-of-entry, to Foothill College, to graduation or transfer, online services are now in place to support students along their educational pathway. Improvements have been made to house online support services in the student portal, with single sign on at Go2Orientation; DegreeWorks; Ed Ready, an online math placement test prep; Academic Works scholarship application software; and ClockWork. MyPortal is accessible to all Foothill students 24 hours a day, 7 days a week.

Specific attention is paid to mirroring academic and transfer counseling services for both in-person and online students. It is an ongoing goal that, regardless of physical location, Foothill College students have access to all counseling services. Education plans are built and saved on the DegreeWorks system so that they may be accessible to students at all times. Phone and live video conference counseling appointments are available in the event that a student is not able to be physically on campus. In addition to phone and in-person appointments, students have the option to interact with counselors through email, as well as online using Freshdesk software.

During the past six years, Foothill College has conducted a program review of all of its student services programs. These program review cycles were initially conducted during 2003 and 2006. Beginning with the 2009–2010 cycle, student services program reviews were reformatted and updated annually to reflect program outcomes and assess the need for resource allocation. The ongoing goal remains to generate valid data to enable the student services areas to make data-driven planning decisions in program development; program improvement; and human, financial, and facilities resource allocation. Each student services program review is updated annually with a comprehensive program review once every three years [[II.C-10](#)].

### **Analysis and Evaluation**

Foothill College meets the Standard. Program reviews, SAOs, SSSP plans, and student utilization rates with key student support programs provide benchmarks for decisions about student support programs and services. Student support programs and services are continuously improving based on the assessment data, especially with the infusion of technology to offer both online and face-to-face services.

## Standard II.C.3

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

### Evidence of Meeting the Standard

Foothill College takes pride in offering equitable access to a myriad of support services in order to ensure the academic success of all students, regardless of service location or delivery method. Along the College pathway for each student, there are comparable services available in face-to face format at both the main campus and the Sunnyvale Center, as well as online services and resources for Foothill DE students [II.C-3]. To meet the needs of a diverse student population, the College provides classes in the evening with a host of services for student success [II.C-11]. The College routinely provides professional development opportunities to faculty and staff regarding student engagement and success [II.C-12]. The Student Handbook and planner are multi-purpose and designed to help students with their class schedules as well as helping students develop successful study habits and partake in co-curricular activities offered at Foothill College [II.C-13]. The College's commitment to increase equitable outcomes for all students is demonstrated in the Student Equity Plan that outlines several initiatives undertaken by student services in collaboration with other divisions and departments at the College [II.C-14].

FIGURE 57:

### Student Services Locations & Hours

Detailed information about all student services can be found in the following chart.

| Service          | Main Campus   | Online  | Sunnyvale  |
|------------------|---|---|--|
| <b>BOOKSTORE</b> | <p>The main campus has a fully stocked bookstore for textbook purchase and rental.</p> <p><u>Location</u><br/>Campus Center<br/>Building 2300</p> <p><u>Hours</u><br/>Monday – Thursday<br/>7:45 a.m. – 6 p.m.</p> <p>Friday<br/>7:45 a.m. – 1 p.m.</p> <p><u>URL</u><br/><a href="http://books.foothill.edu">http://books.foothill.edu</a></p> | <p>Students may order textbooks online via the campus bookstore website. Free shipping is included for all textbooks.</p> <p><u>URL</u><br/><a href="http://books.foothill.edu">http://books.foothill.edu</a></p> | <p>The Sunnyvale Center maintains a bookstore in Room C-7 to serve the needs of its programs and students.</p> <p><u>Location</u><br/>Onizuka Café</p> <p><u>Hours</u><br/>Monday – Thursday<br/>9 a.m. – 1 p.m. &amp; 4 p.m. – 7 p.m.</p> <p><u>URL</u><br/><a href="http://books.foothill.edu">http://books.foothill.edu</a></p> |

| Service                                   | Main Campus   | Online   | Sunnyvale   |
|---|---|--|---|
| <b>COUNSELING</b>                         | <p>Counseling at the main campus encompasses academic, career, and personal counseling services. Academic focuses on helping students explore majors and set academic goals. Career involves helping students explore career options and paths. Personal addresses personal issues affecting students' college success.</p> <p><u>Location</u><br/>Student Services Building<br/>Room 8302</p> <p><u>Hours</u><br/>Monday &amp; Tuesday<br/>8:30 a.m. – 6 p.m.</p> <p>Wednesday &amp; Thursday<br/>8:30 a.m. – 5 p.m.</p> <p><u>URL</u><br/><a href="https://www.foothill.edu/counseling/index.php">https://www.foothill.edu/counseling/index.php</a></p> | <p>Students may take advantage of online quick questions, live video counseling, and phone counseling. Appointments may be made online.</p> <p><u>URL</u><br/><a href="https://www.foothill.edu/counseling/counselappt.php">https://www.foothill.edu/counseling/counselappt.php</a></p>  | <p>Counseling services are offered on an appointment-only basis. There is also a weekly “quick questions” session.</p> <p><u>Location</u><br/>Room 109C</p> <p><u>Hours</u><br/>Wednesday<br/>2 p.m.–4:30 p.m. &amp; 5 p.m.–7 p.m.</p> <p>(6 p.m. – 7 p.m. is for quick questions only)</p> <p><u>URL</u><br/><a href="https://foothill.edu/sunnyvale/student-services.php">https://foothill.edu/sunnyvale/student-services.php</a></p> |
| <b>EARLY ALERT (Owl Scholars Program)</b> | <p>The Owl Scholars Program provides 1:1 case management support and academic counseling to struggling students in a prescribed set of mostly basic skills courses to guide them toward course completion.</p> <p><u>Location</u><br/>Student Services Building<br/>Room 8302</p> <p><u>Hours</u><br/>Monday – Tuesday<br/>8:30 a.m. – 6 p.m.</p> <p>Wednesday<br/>8:30 a.m. – 5 p.m.</p> <p>Friday<br/>8:30 a.m. – 3 p.m.</p> <p><u>URL</u><br/><a href="http://www.foothill.edu/owl scholars">www.foothill.edu/owl scholars</a></p>   | <p>The Hobson’s Starfish is an online early alert program which addresses, evaluates, and manages students having difficulties in class as reported by faculty. There is an appointment scheduling software program and education planning tool as well.</p> <p><u>URL</u><br/><a href="http://www.starfishsolutions.com/">http://www.starfishsolutions.com/</a></p> | <p>The Owl Scholars team offers classroom presentations in basic skills courses upon instructor request.</p>  |

| Service                           | Main Campus  | Online  | Sunnyvale  |
|-----------------------------------|--|---|--|
| <b>DISABILITY RESOURCE CENTER</b> | <p>The Disability Resource Center provides accommodations, assistive technology, counseling, academic technology, book vouchers, and testing to students with disabilities.</p> <p><u>Location</u><br/>Building 5400</p> <p><u>Hours</u><br/>Monday &amp; Tuesday<br/>8 a.m. – 7 p.m.</p> <p>Wednesday &amp; Thursday<br/>8 a.m. – 5 p.m.</p> <p>Friday<br/>8 a.m. – 3 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/drc/index.php">https://foothill.edu/drc/index.php</a></p>  | <p>Online students may schedule appointments with various specialists online through Clockwork. Students have the option of calling in for their appointment instead of coming to campus.</p> <p><u>URL</u><br/><a href="https://foothill.edu/drc/index.php">https://foothill.edu/drc/index.php</a></p>   | <p>Students at Sunnyvale Center may request appointments there. Accommodated testing is provided at Sunnyvale as well.</p> <p><u>URL</u><br/><a href="https://foothill.edu/placement/fc_testingschedule.pdf">https://foothill.edu/placement/fc_testingschedule.pdf</a></p>   |
| <b>ENROLLMENT SERVICES</b>        | <p>Enrollment Services guides students through the entire application process. The office is also responsible for grades, adding/dropping classes, payment plans, parking permits, evaluation, and transcripts. The admissions process is entirely online, but students may call or visit the building for assistance.</p> <p><u>Location</u><br/>Student Services Building<br/>Bldg 8100</p> <p><u>Hours</u><br/>Monday – Tuesday<br/>7:30 a.m. – 7 p.m.</p> <p>Wednesday – Thursday<br/>7:30 a.m. – 5 p.m.</p> <p>Friday<br/>8 a.m. – 3 p.m.</p> <p><u>URL</u><br/><a href="https://www.foothill.edu/admissions.php">https://www.foothill.edu/admissions.php</a></p> | <p>The Foothill College application process is entirely online. Students may apply, register, pay fees, add/drop classes, order transcripts, and order parking permits.</p> <p>Forms are available for students to download as PDF documents. Additionally, the course catalog and class schedule are online.</p> <p><u>URL</u><br/><a href="https://www.foothill.edu/admissions.php">https://www.foothill.edu/admissions.php</a></p> | <p>The Sunnyvale Center has a full-time admissions coordinator. All of the services available at the main campus are also available at Sunnyvale.</p> <p><u>Location</u><br/>Main Entrance Lobby</p> <p><u>Hours</u><br/>Monday – Thursday<br/>10 a.m. – 7 p.m.</p> <p>Friday<br/>10:30 a.m. – 12 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/sunnyvale/student-services.php">https://foothill.edu/sunnyvale/student-services.php</a></p> |

| Service   | Main Campus  | Online  | Sunnyvale  |
|---|--|---|--|
| <p><b>EXTENDED OPPORTUNITY PROGRAMS &amp; SERVICES (EOPS)</b></p> | <p>The EOPS office provides students with textbook vouchers and purchasing assistance, fee waivers, personal counseling, peer advising, and tutoring.</p> <p><u>Location</u><br/>Student Services Building<br/>Room 8202</p> <p><u>Hours</u><br/>Monday &amp; Tuesday<br/>8:30 a.m. – 6 p.m.</p> <p>Wednesday &amp; Thursday<br/>8:30 a.m. – 5 p.m.</p> <p>Friday<br/>8:30 a.m. – 3 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/services/eops/services.php">https://foothill.edu/services/eops/services.php</a></p>   | <p>Several forms are available online as is the Student Services Book Exchange. This interactive online service allows students to view and create listings of books for exchange.</p> <p><u>URL</u><br/><a href="https://foothill.edu/eops/getting-started/">https://foothill.edu/eops/getting-started/</a></p>  | <p>EOPS and CARE programs do not have an office at the Sunnyvale Center, but students may apply as long as they meet the program eligibility requirements.</p> <p><u>URL</u><br/><a href="https://foothill.edu/services/eops/services.php">https://foothill.edu/services/eops/services.php</a></p>   |
| <p><b>FINANCIAL AID</b></p>                                       | <p>In addition to general financial aid, this office is in charge of scholarships, student employment, and foster youth. Students may call the office for assistance or set up appointments with staff members. Outreach staff also present several workshops throughout the year.</p> <p><u>Location</u><br/>Student Services Building<br/>Room 8100</p> <p><u>Hours</u><br/>Monday – Tuesday<br/>8 a.m. – 6 p.m.</p> <p>Wednesday – Thursday<br/>8 a.m. – 5 p.m.</p> <p>Friday<br/>8 a.m. – 3 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/financialaid/">https://foothill.edu/financialaid/</a></p> | <p>If you already know you need an appointment and know the person you should meet with, you can <a href="#">schedule an appointment online</a>. Many students do not need to have any substantial contact with the Financial Aid Office as the vast majority of tasks can be completed online. All relevant information is on the website or MyPortal. The website also includes self-service videos available 24/7.</p> <p><u>URL</u><br/><a href="https://foothill.edu/financialaid/">https://foothill.edu/financialaid/</a></p> | <p>A financial aid staff member has limited hours at the Sunnyvale Center. Workshops are also offered at the center.</p> <p><u>Location</u><br/>Room 109C</p> <p><u>Hours</u><br/>Thursday<br/>3 p.m. – 7 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/sunnyvale/student-services.html">https://foothill.edu/sunnyvale/student-services.html</a></p> |

| Service                          | Main Campus   | Online  | Sunnyvale  |
|----------------------------------|---|---|--|
| <b>HEALTH SERVICES</b>           | <p>Health Services provides reproductive and primary care visits for the Foothill community. In addition, Health Services also provides health education.</p> <p><u>Location</u><br/>Campus Center<br/>Room 2126</p> <p><u>Hours</u><br/>Monday &amp; Wednesday<br/>8:30 a.m. – 4:30 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/health/">https://foothill.edu/health/</a></p>   | <p>Student Health 101—an online health education/promotion magazine and Kognito, online training related to stress management—are both available on the College website.</p> <p><u>URL</u><br/><a href="http://readsh101.com/foothill.html">http://readsh101.com/foothill.html</a></p>  | <p>N/A</p>   |
| <b>INTERNATIONAL STUDENTS</b>    | <p>The International Programs Office caters specifically to international students on F-1 visas. The office provides counseling and assistance to more than 700 students from over 70 different countries.</p> <p><u>Location</u><br/>Building 1900<br/>Room 1933</p> <p><u>Hours</u><br/>Monday – Thursday<br/>9 a.m. – 5 p.m.</p> <p>Friday<br/>9 a.m. – 4 p.m.</p> <p><u>URL</u><br/><a href="http://www.foothill.edu/international/">http://www.foothill.edu/international/</a></p> | <p>Online services are limited due to immigration regulations.</p>  | <p>N/A</p>   |
| <b>INTERNSHIPS &amp; CAREERS</b> | <p>A variety of paid and unpaid internships are available to students in disciplines such as science, technology, engineering, mathematics, business, fine arts, and more. The office sponsors on-campus job and internship fairs and workshops.</p> <p><u>Location</u><br/>Sunnyvale Center</p> <p><u>Hours</u><br/>Monday – Friday<br/>7 a.m. – 3:30 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/internships">https://foothill.edu/internships</a></p>                   | <p><i>InternMatch</i> is an online platform that connects students with companies. <i>AfterCollege</i> is the largest online career network for college students and recent graduates that connects new job seekers with the best entry-level opportunities to suit their skills and education through alumni, faculty and other networks. <i>LearnUp</i> helps students understand the skills needed for a job and ways to obtain those additional skills to complement their degree or certificate.</p> | <p>The office is located at Sunnyvale Center.</p> <p><u>Location</u><br/>Sunnyvale Center</p> <p><u>Hours</u><br/>Monday – Friday<br/>7 a.m. – 3:30 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/internships">https://foothill.edu/internships</a></p> |

| Service                 | Main Campus   | Online  | Sunnyvale  |
|-------------------------|---|---|--|
| <b>JUDICIAL AFFAIRS</b> | <p>The Student Affairs office manages liability issues that arise on the Foothill campus. It provides information including procedures regarding formal student grievances; student conduct, due process and student discipline; student rights and responsibilities; the Foothill College Academic Honor Code; and other student and legal issues.</p> <p><u>Location</u><br/>Campus Center<br/>Rooms 2002-2005</p> <p><u>Hours</u><br/>Monday – Thursday<br/>8 a.m. – 4:30 p.m.</p> <p>Friday<br/>8 a.m. – 3 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/campuslife/affairs.php">https://foothill.edu/campuslife/affairs.php</a></p> | <p>Students have the option to request meetings and/or hearings by phone or by Zoom. Any paperwork that needs to be signed or completed is sent by email and returned by email.</p> <p><u>URL</u><br/><a href="https://foothill.edu/campuslife/affairs.php">https://foothill.edu/campuslife/affairs.php</a></p>                       | <p>The Sunnyvale Center Dean is the main point of contact for student conduct issues. In some cases, the Office of the Dean of Students completely addresses student conduct issues at Sunnyvale Center.</p>   |
| <b>LIBRARY</b>          | <p>The Foothill College Library provides access to 70,000 books, 295,000 electronic books, 230 print periodicals, 30,000 online periodicals, 54 online databases, and 20,000 streaming educational videos. The library is adequately staffed and centrally located.</p> <p><u>Hours</u><br/>Monday – Thursday<br/>7:45 a.m. – 7 p.m.</p> <p>Friday<br/>8 a.m. – 4 p.m.</p> <p><u>URL</u><br/><a href="http://foothill.edu/library/">http://foothill.edu/library/</a></p>  | <p>Online resources include e-books, streaming video, reference materials, and article databases supporting the College’s curriculum that students can access from anywhere with a computer, an internet connection and their CWID.</p> <p><u>URL</u><br/><a href="http://foothill.edu/library/">http://foothill.edu/library/</a></p> | <p>The Sunnyvale Center offers limited library services.</p> <p><u>Location</u><br/>Student Resource Center<br/>211 B</p> <p><u>Hours</u><br/>Monday, Wednesday, Friday<br/>10 a.m. – 2 p.m.</p> <p>Tuesday &amp; Thursday<br/>3 p.m. – 7 p.m.</p> <p><u>URL</u><br/><a href="http://foothill.edu/library/">http://foothill.edu/library/</a></p> |

| Service  | Main Campus  | Online  | Sunnyvale  |
|--|--|---|--|
| <b>OCCUPATIONAL TRAINING INSTITUTE/ CALWORKS</b> | <p>The OTI coordinates with local county CalWORKs/Social Services Agencies for services and advocacy. The program provides orientation; assessment; academic, personal and career counseling/advising; student progress monitoring; work study; job placement; and direct support for students including textbooks, child care, transportation and educational supplies.</p> <p><u>Location</u><br/>Student Services Building<br/>Room 5004</p> <p><u>Hours</u><br/>Monday – Friday<br/>7:30 a.m. – 4 p.m.</p> <p><u>URL</u><br/><a href="http://www.deanza.edu/oti/calworks.html">http://www.deanza.edu/oti/calworks.html</a></p> | N/A   | N/A  |
| <b>ORIENTATION</b>                               | <p>Orientation is coordinated by the Student Success and Support Program and is nicknamed SOAR (Student Orientation, Assessment &amp; Registration). Events are held on campus throughout the year.</p> <p><u>URL</u><br/><a href="https://foothill.edu/soar/">https://foothill.edu/soar/</a></p>  | <p>Students are able to access the online orientation, Go2Foothill, through the student portal.</p> <p><u>URL</u><br/><a href="https://myportal.fhda.edu/cp/home/displaylogin">https://myportal.fhda.edu/cp/home/displaylogin</a></p> | <p>SOAR events are held at the Sunnyvale Center.</p> <p><u>URL</u><br/><a href="https://foothill.edu/soar/">https://foothill.edu/soar/</a></p> |

| Service                      | Main Campus  | Online   | Sunnyvale  |
|------------------------------|--|--|--|
| <p><b>PASS THE TORCH</b></p> | <p>Pass the Torch is a unique peer tutoring program that links students who excel in English, ESLL and math with students who want support in these same core classes.</p> <p><u>Location</u><br/>Building 3600</p> <p><u>Hours</u><br/>Monday – Thursday<br/>8 a.m. – 5 p.m.</p> <p>Friday<br/>8 a.m. – 12 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/services/torch/index.php">https://foothill.edu/services/torch/index.php</a></p> | <p>N/A</p>   | <p>N/A</p>   |
| <p><b>PSYCH SERVICES</b></p> | <p>Psychological Counseling offers counseling, drop-in wellness services, outreach/in-reach to students, wellness workshops, and referrals to community agencies.</p> <p><u>Location</u><br/>Campus Center<br/>Room 2120</p> <p><u>Hours</u><br/>Monday – Thursday<br/>8 a.m. – 4 p.m.</p> <p>Friday<br/>8 a.m. – 3 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/psychservices/">https://foothill.edu/psychservices/</a></p>             | <p>Students may use Zoom or Skype or call the counselor directly. Students must clarify whether they prefer a virtual/remote appointment when they call.</p> <p><u>URL</u><br/><a href="https://foothill.edu/psychservices/appointments.php">https://foothill.edu/psychservices/appointments.php</a></p> | <p>Students may use Zoom or Skype or call the counselor directly. Students must clarify whether they prefer a virtual/remote appointment when they call.</p> <p><u>URL</u><br/><a href="https://foothill.edu/psychservices/appointments.php">https://foothill.edu/psychservices/appointments.php</a></p> |

| Service                   | Main Campus  | Online   | Sunnyvale   |
|---------------------------|--|--|---|
| <p><b>STEM CENTER</b></p> | <p>The Center provides tutoring, academic and non-academic workshops, study groups, study space, calculator and textbook lending, computers and printing, and a biology study lab.</p> <p><b>STEM Center &amp; Biology Lab</b></p> <p><u>Location</u><br/>Room 4213</p> <p><u>Hours</u><br/>Monday – Thursday<br/>7:30 a.m. – 9 p.m.</p> <p>Friday<br/>7:30 a.m. – 4 p.m.</p> <p>Saturday<br/>10 a.m. – 8 p.m.</p> <p><b>Foundations Lab</b></p> <p><u>Location</u><br/>Room 4201</p> <p><u>Hours</u><br/>Monday – Thursday<br/>8 a.m. – 8 p.m.</p> <p>Friday<br/>8 a.m. – 4 p.m.</p> <p>Saturday<br/>11 a.m. – 5 p.m.</p> <p><b>Computer Science Lab</b></p> <p><u>Location</u><br/>Room 4204</p> <p><u>Hours</u><br/>Monday – Thursday<br/>9:30 a.m. – 9 p.m.</p> <p>Friday<br/>8 a.m. – 4 p.m.</p> <p>Saturday<br/>10 a.m. – 12 p.m.</p> <p><b>Accounting &amp; Economics</b></p> <p><u>Location</u><br/>Room 4203</p> <p><u>Hours</u><br/>Monday – Thursday<br/>12 p.m. – 4 p.m.</p> <p>Friday<br/>10 a.m. – 12 p.m.</p> | <p>Computer science tutoring by Foothill faculty is available via CCCConfer.</p> <p><u>URL</u><br/><a href="https://foothill.edu/stemcenter/">https://foothill.edu/stemcenter/</a></p> | <p>The STEM Center provides limited tutoring services at the Sunnyvale Center.</p> <p><u>Location</u><br/>Student Resource Center<br/>Room 211R</p> <p><u>Hours</u><br/>Monday – Thursday<br/>4:30 p.m. – 7:30 p.m.</p> <p><u>URL</u><br/><a href="http://foothill.edu/library/">http://foothill.edu/library/</a></p> |

| Service                                      | Main Campus  | Online  | Sunnyvale   |
|--|--|---|---|
| <p><b>TEACHING &amp; LEARNING CENTER</b></p> | <p>The TLC offers free, one-on-one 20-minute tutoring sessions for any Foothill class. Faculty tutors can help with research papers, grammar and punctuation, organizing an essay, reading comprehension, outlining, writing thesis statements, and much more. The TLC also provides weekly workshops on a variety of topics, including study skills, note-taking, active reading strategies, and conversation skills.</p> <p><u>Location</u><br/>Building 3600</p> <p><u>Hours</u><br/>Monday – Thursday<br/>9 a.m. – 7 p.m.</p> <p>Friday<br/>8 a.m. – 4 p.m.</p> <p><u>URL</u><br/><a href="http://www.foothill.edu/tlc/">http://www.foothill.edu/tlc/</a></p>  | <p>The TLC no longer provides online tutoring. This service is now provided via Canvas by <a href="#">NetTutor</a>. In rare cases, the TLC can help a student virtually through Google Hangouts or by phone if s/he has a question that NetTutor cannot answer.</p> <p><u>URL</u><br/><a href="http://www.foothill.edu/tlc/online.html">http://www.foothill.edu/tlc/online.html</a></p>   | <p>TLC provides the same services at Sunnyvale Center on a more limited basis.</p> <p><u>Location</u><br/>Student Resource Center<br/>Room 211R</p> <p><u>Hours</u><br/>Monday &amp; Wednesday<br/>12:30 p.m. – 3 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/sunnyvale/student-services.php">https://foothill.edu/sunnyvale/student-services.php</a></p>  |
| <p><b>TESTING &amp; ASSESSMENT</b></p>       | <p>The Testing &amp; Assessment Center offers services to two main populations: accommodated testing students with documented disabilities, and placement testing students. Placement testing services are offered to students who are interested in starting the English, English for Second Language Learners (ESLL), math and chemistry course sequences, or want to enroll in a course that has a placement test as a prerequisite.</p> <p><u>Location</u><br/>Student Services Building<br/>Room 8212</p> <p><u>Hours</u><br/>Monday – Tuesday<br/>8 a.m. – 6 p.m.</p> <p>Wednesday<br/>8 a.m. – 5 p.m.</p> <p>Friday<br/>8 a.m. – 3 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/placement/index.php">https://foothill.edu/placement/index.php</a></p> | <p><b>Access to Testing Scores</b><br/>The online registration process via MyPortal.fhda.edu in Banner provides students with online access to their placement test score results.</p> <p><b>Scheduling Appointments</b><br/>Students can schedule appointments for assessments for ESLL, chemistry, English and math, or proctored exams via the Placement/Testing webpage.</p> <p><b>Off-Site Placement Proctoring</b><br/>For students who cannot take placement tests at any Foothill College campus location, a request can be made to have an Accuplacer test proctored by an authorized proctor.</p> <p><u>URL</u><br/><a href="https://www.registerblast.com/foothill/Exam/List">https://www.registerblast.com/foothill/Exam/List</a></p> | <p>Testing Services at the Sunnyvale Center also offers placement testing with evening offerings for the following services:</p> <ul style="list-style-type: none"> <li>• Accommodated Testing</li> <li>• Placement Testing: English, ESLL &amp; Math</li> </ul> <p><u>Location</u><br/>Student Resource Center</p> <p><u>Hours</u><br/>Monday – Wednesday<br/>10:30 a.m.–2 p.m. &amp; 4 p.m.–7 p.m.</p> <p>Thursday<br/>2 p.m. – 7 p.m.</p> <p>Friday<br/>10:30 a.m. – 12 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/placement/fc_testingschedule.pdf">https://foothill.edu/placement/fc_testingschedule.pdf</a></p> |

| Service                         | Main Campus   | Online   | Sunnyvale   |
|---------------------------------|---|--|---|
| <b>TRANSFER CENTER</b>          | <p>Transfer Center services include assistance with selecting a major or preparing to transfer to a four-year university, appointments with a transfer counselor, meeting minimum transfer requirements, filling out college applications, writing admission essays, completing a Transfer Admission Guarantee (TAG), meeting with university representatives, and transfer readiness and application workshops.</p> <p><u>Location</u><br/>Student Services Building<br/>Room 8329</p> <p><u>Hours</u><br/>Monday &amp; Tuesday<br/>8:30 a.m. – 6 p.m.</p> <p>Wednesday &amp; Thursday<br/>8:30 a.m. – 5 p.m.</p> <p>Friday<br/>8:30 a.m. – 3 p.m.</p> <p><u>URL</u><br/><a href="https://foothill.edu/transfer/index.php">https://foothill.edu/transfer/index.php</a></p> | <p>Appointments are available online.</p> <p><u>URL</u><br/><a href="https://foothill.edu/transfer/tr_cnsl_appt.php">https://foothill.edu/transfer/tr_cnsl_appt.php</a></p>  | <p>Students may meet with a counselor and ask transfer questions.</p> <p><u>Location</u><br/>Room 109C</p> <p><u>Hours</u><br/>Wednesdays<br/>2 p.m.–4:30 p.m. &amp; 5 p.m.–7 p.m.</p> <p>(6 pm – 7 pm is for quick questions only)</p> <p><u>URL</u><br/><a href="https://foothill.edu/sunnyvale/student-services.php">https://foothill.edu/sunnyvale/student-services.php</a></p> |
| <b>VETERANS RESOURCE CENTER</b> | <p>The VRC provides specialized programs and services to veterans, eligible dependents, active duty service members, selected reserve service members, and National Guard service members.</p> <p><u>Location</u><br/>Building 5400</p> <p><u>Hours</u><br/>Monday &amp; Tuesday<br/>7:30 a.m. – 7 p.m.</p> <p>Wednesday &amp; Thursday<br/>7:30 a.m. – 5 p.m.</p> <p>Friday<br/>7:30 a.m. – 3 p.m.</p>   | <p>The ClockWork database scheduler is a complete scheduling and data management software solution designed to meet the specialized needs of disability service departments in colleges. It functions as a comprehensive and secure data management system that supports mandated reporting.</p> <p><u>URL</u><br/><a href="http://microscience.on.ca/clockwork/">http://microscience.on.ca/clockwork/</a></p> | <p>N/A</p>  |

## **Analysis and Evaluation**

Foothill College meets the Standard. The College is committed to increasing educational access for students by supporting technology-mediated delivery and providing students with convenient access for achieving their educational goals. As detailed in the services chart, Foothill College continues to ensure access to services for all students regardless of location.

Foothill College provides appropriate student support services that foster student learning and development within the context of the institutional mission for all of its students. Foothill College maximizes student access to services, curriculum and facilities through its established equity plan and disability services. The College meets Eligibility Requirement 15.

## Standard II.C.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

The Foothill College student activities office works hand-in-hand with Associated Students of Foothill College (ASFC) and many faculty, staff, administrators, academic divisions, and community organizations to offer co-curricular activities to students at the College. These activities fall under the following categories: athletics, leadership and civic engagement, heritage and diversity; and student interest clubs.

ASFC is the student government of Foothill College. ASFC serves as “the voice” of the student body, with representation on shared governance committees and other important decision-making bodies at Foothill. It is also charged with encouraging the civic engagement of the Foothill community. In addition to representing students, ASFC funds student programming on campus. Most students pay an “Owl Card” fee that is the basis for the funding for ASFC [[II.C-17](#)].

The direction of ASFC is set by the students involved, with support from their advisors. These decisions are guided by their constitution and bylaws, the California Community College Student Affairs Association (CCCCSA), and the Student Senate of the California Community College (SSCCC) [[II.C-18](#)].

ASFC evaluates its programs and offerings in conjunction with its advisors. Goals are established at the start of each year with the new cabinet (summer quarter) and worked on throughout the academic year. ASFC programs are also evaluated through the Student Activities Program review [[II.C-19](#)].

### Athletics

Foothill's Athletics program includes thirteen teams; eight for women and five for men. The program is headed by an athletic director who reports to the vice president of instruction (VPI). The program is regularly evaluated using the College's program review process [[II.C-15](#)], submits reports to the California Community Colleges Athletic Association (CCCCAA), and uses data from the California Interscholastic Federation (CIF) to determine if there is enough local participation to warrant adding a sport. The athletic director also evaluates and ensures Title IX compliance for all teams [[II.C-16](#)]. Foothill College is Title IX compliant.

### Leadership and Civic Engagement

In fall 2017, the College will offer a one-unit course, SOSC79: Introduction to Community Service/ Civic Engagement. This course provides an introduction to community service as it relates to community organizations, businesses, or civic institutions, allowing students to gain skills in advocacy and civic engagement through community service experiences, research, and reflection. It will also provide students the opportunity to design their own service learning opportunities within and outside of Foothill College with other non-profit agencies.

## Heritage and Diversity

Foothill College students, faculty, and staff celebrate the rich cultural diversity of the campus community throughout the year, and especially during heritage month festivities, which run from October through June. Heritage Months and Diversity programming offer a wide variety of activities from art exhibits and literature events, guest speakers and panel discussions, live entertainment and theatre performances, to film screenings and hot-topic workshops.

At Foothill College, January is Jewish Heritage Month; February is Black History Month; March is Women’s History Month; April is Asian/Pacific Islander Heritage Month; May is Latino Heritage Month; and June is Lesbian/Gay/Bisexual/Transgender/Queer (LGBTQ) Heritage Month.

Heritage month planning committees—which are comprised of students, faculty, and staff as well as community leaders—recruit members and meet to organize exciting events for the education, empowerment, and entertainment of the campus and community. The student activities office assists with the logistics of budgeting, planning, marketing, and hosting heritage month celebrations. Several years of Heritage Month events and programming are archived on the Student Activities website [[I.I.C.-20](#)].

Some recent examples of heritage month events include:

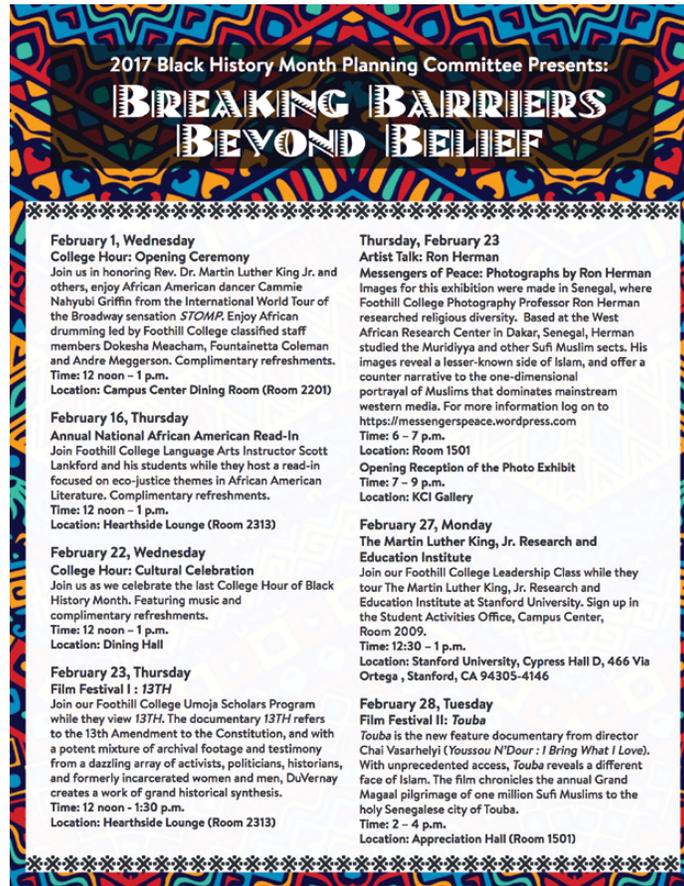
### FIGURE 58:

#### Asian Pacific Islander Heritage Month, April 2017

|  |   |
|--|---|
| <p><b>Monday - Thursday, April 10 - 13</b><br/><b>Week of Welcome! (WOW!)</b><br/>The WOW! Booths feature Asian Pacific Islander style complimentary snacks, campus maps and other campus resource information.<br/><b>Times:</b> 8 a.m. - 1 p.m. &amp; 5 - 6 p.m.<br/><b>Locations:</b> Cesar Chavez Plaza, Admissions and Records, Library Quad, Physical Sciences and Engineering Center (PSEC) Cafe, KCI Café, Campus Dining (Room 2201), Campus Center Plaza, and Sunnyvale Education Center (hours vary), Evening Booth Locations Vary</p> | <p><b>Monday, April 24</b><br/><b>Japanese American Legal Resistance to WWII Internment Camps</b><br/>Lecture, film and discussion featuring legendary Japanese American civil rights attorney.<br/><b>Time:</b> 12 noon - 1:30 p.m.<br/><b>Location:</b> Appreciation Hall (Room 1501)</p> |
| <p><b>Wednesday, April 12</b><br/><b>College Hour: DJ Apollo</b><br/>Enjoy live music and turntablist showcase by DJ Apollo, opening remarks by Foothill College President Thuy Thi Nguyen, and refreshments.<br/><b>Time:</b> 12 noon - 1 p.m.<br/><b>Location:</b> Library Quad</p>  | <p><b>Tuesday, April 25</b><br/><b>Lecture Series IV: Bangladesh Past and Future</b><br/>Foothill College student Kareeda Kabir blogs for “The Huffington Post.”<br/><b>Time:</b> 12 noon - 1 p.m.<br/><b>Location:</b> Hearthside Lounge (Room 2313)</p>                                   |
| <p><b>Tuesday, April 18</b><br/><b>Lecture Series I: Filmmaker</b><br/>Join filmmaker Marie Jamora as she leads a panel discussion on Filipinos in the Hip Hop scene in the Bay Area. Watch a sneak peak of her documentary, <i>Legions of Boom</i>.<br/><b>Time:</b> 12 noon - 1 p.m.<br/><b>Location:</b> Hearthside Lounge (Room 2313)</p>  | <p><b>Wednesday, April 26</b><br/><b>College Hour: Cultural Celebration</b><br/>Join us for a Polynesian Luau featuring live entertainment and a luncheon!<br/><b>Time:</b> 12 noon - 1 p.m.<br/><b>Location:</b> Library Quad</p>  |
|  | <p><b>Thursday, April 27</b><br/><b>Lecture Series V: Janice Sapigao</b><br/>Author of two books of poetry: “Microchips for Millions” and “Like a Solid to a Shadow.”<br/><b>Time:</b> 10 - 11:50 a.m.<br/><b>Location:</b> Hearthside Lounge (Room 2313)</p>                               |

FIGURE 59:

### Black History Month, February 2017



2017 Black History Month Planning Committee Presents:  
**BREAKING BARRIERS  
BEYOND BELIEF**

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|---|--|
| <p><b>February 1, Wednesday</b><br/><b>College Hour: Opening Ceremony</b><br/>Join us in honoring Rev. Dr. Martin Luther King Jr. and others, enjoy African American dancer Cammie Nahyubi Griffin from the International World Tour of the Broadway sensation <i>STOMP</i>. Enjoy African drumming led by Foothill College classified staff members Dokesha Meacham, Fountainetta Coleman and Andre Meggerson. Complimentary refreshments.<br/>Time: 12 noon – 1 p.m.<br/>Location: Campus Center Dining Room (Room 2201)</p>          | <p><b>Thursday, February 23</b><br/><b>Artist Talk: Ron Herman</b><br/><b>Messengers of Peace: Photographs by Ron Herman</b><br/>Images for this exhibition were made in Senegal, where Foothill College Photography Professor Ron Herman researched religious diversity. Based at the West African Research Center in Dakar, Senegal, Herman studied the Muridiyya and other Sufi Muslim sects. His images reveal a lesser-known side of Islam, and offer a counter narrative to the one-dimensional portrayal of Muslims that dominates mainstream western media. For more information log on to <a href="https://messengerspeace.wordpress.com">https://messengerspeace.wordpress.com</a><br/>Time: 6 – 7 p.m.<br/>Location: Room 1501<br/><b>Opening Reception of the Photo Exhibit</b><br/>Time: 7 – 9 p.m.<br/>Location: KCI Gallery</p> |
| <p><b>February 16, Thursday</b><br/><b>Annual National African American Read-In</b><br/>Join Foothill College Language Arts Instructor Scott Lankford and his students while they host a read-in focused on eco-justice themes in African American Literature. Complimentary refreshments.<br/>Time: 12 noon – 1 p.m.<br/>Location: Hearthside Lounge (Room 2313)</p>   | <p><b>February 27, Monday</b><br/><b>The Martin Luther King, Jr. Research and Education Institute</b><br/>Join our Foothill College Leadership Class while they tour The Martin Luther King, Jr. Research and Education Institute at Stanford University. Sign up in the Student Activities Office, Campus Center, Room 2009.<br/>Time: 12:30 – 1 p.m.<br/>Location: Stanford University, Cypress Hall D, 466 Via Ortega, Stanford, CA 94305-4146</p>  |
| <p><b>February 22, Wednesday</b><br/><b>College Hour: Cultural Celebration</b><br/>Join us as we celebrate the last College Hour of Black History Month. Featuring music and complimentary refreshments.<br/>Time: 12 noon – 1 p.m.<br/>Location: Dining Hall</p>   | <p><b>February 28, Tuesday</b><br/><b>Film Festival II: Touba</b><br/><i>Touba</i> is the new feature documentary from director Chai Vasarhelyi (<i>Youssou N'Dour: I Bring What I Love</i>). With unprecedented access, <i>Touba</i> reveals a different face of Islam. The film chronicles the annual Grand Magaal pilgrimage of one million Sufi Muslims to the holy Senegalese city of Touba.<br/>Time: 2 – 4 p.m.<br/>Location: Appreciation Hall (Room 1501)</p>   |
| <p><b>February 23, Thursday</b><br/><b>Film Festival I: 13TH</b><br/>Join our Foothill College Umoja Scholars Program while they view <i>13TH</i>. The documentary <i>13TH</i> refers to the 13th Amendment to the Constitution, and with a potent mixture of archival footage and testimony from a dazzling array of activists, politicians, historians, and formerly incarcerated women and men, DuVernay creates a work of grand historical synthesis.<br/>Time: 12 noon - 1:30 p.m.<br/>Location: Hearthside Lounge (Room 2313)</p> |  |

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### Student Interest Clubs

Foothill College has a vibrant community of clubs that reflect the variety of interests of the student body. The list of clubs appeals to a multitude of student interests, including academic, athletic, community service, cultural, political, religious, social, and special interest. Some examples of student interest clubs include badminton, Japanese culture, and women in STEM.

The Inter Club Council (ICC), under ASFC, sponsors two club days during the third week of each quarter, which give interested students an opportunity to learn about the various clubs on campus and allow clubs to increase their memberships. Students who wish to start their own club, or who wish to reactivate a club, may also submit applications to ICC. Another function of ICC is to provide funding and event clearance in an effective, organized and fair manner so that all clubs have the opportunity to thrive [II.C-21]. Funds are available to all active clubs.

### Analysis and Evaluation

Foothill College meets the Standard. All extra-curricular activities are overseen by an administrator or a governing body on campus and have processes and procedures in place. The College ensures diversity of extra-curricular programming by offering various heritage-themed months that are planned by staff, faculty and student clubs. All students have the opportunity to collaborate and start their own student interest clubs. This has resulted in rich extra-curricular offerings to the campus community.

## Standard II.C.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

Foothill College is committed to providing quality counseling and/or academic advising programs to all students regardless of their educational goal/s. The College is strategic in supporting the counseling and advising programs to advance student development and success. As such, the counseling division faculty and staff play an important role in supporting student development and success by offering assessment for placement, counseling curriculum, retention programs, transfer planning, and support services that encompass academic, career, and personal counseling. From the starting point of matriculating new students to the campus, to the exit point of graduating or transferring, Foothill College counseling offers an array of services and interventions along the way to best help students achieve their academic goals. With the mandate of SSSP, counseling has the important responsibility to ensure that core services—such as orientation, assessment for placement, educational planning, and follow-up services to at-risk students—are developed with intentional strategies, implemented in a student-centered manner, and thoughtfully reflected upon through continuous evaluations.

Counseling faculty and classified staff play a key role in student success at Foothill College by providing timely and accurate information about academic programs, transfer policies, and graduation requirements, as well as proactive retention interventions to at-risk students. To ensure that counseling services at Foothill College are effective and meet standards, faculty, staff, and the counseling dean engage in continuous self-evaluation in various ways:

#### Program Reviews (Annual and Comprehensive)

Program Reviews provide the opportunity to review and analyze data and reflect on successes as well as areas of improvement. Counseling is in the unique position to evaluate both the instructional component for courses taught in the division and the student services component for counseling and support services provided. Quantitative and qualitative data gathered from the SLOs and SAOs are used to develop new programs, services, and/or interventions to be implemented and evaluated annually. Course completion and success rates provide important data for reflection and adjustments as needed. As a result of ongoing evaluations, counseling makes necessary adjustments in order to enhance student development and success [[II.C-10](#)].

#### Student Success & Support Programs Program Plans (Credit and Non-Credit)

SSSP is mandated legislation that supports and enhances student access to the California Community Colleges and promotes and sustains the efforts of students to succeed in achieving their educational goals [[II.C-22](#)]. The purpose of the plan is to outline and document how the College provides services to students. Since accountability is critical to funding, the 3SP plans for both credit and non-credit courses and provides the College specific student data, outcomes, and detailed information regarding each component of the mandated services. Based on the data, new interventions are created to better meet student needs. For example, when CNSL 5: Introduction to College was no longer mandatory for new students, and the number of students completing orientation decreased, an online orientation was developed and implemented to better meet student needs. Go2Foothill is the College's 24/7 online orientation, which is accessible via the student portal. As a result, in spring 2016, the rate of new students completing orientation increased by 158 percent from the previous spring quarter (2015) [[II.C-23](#)].

SSSP mandates that each college provide:

- An abbreviated Student Education Plan (SEP) for all entering students
- Orientation, assessment for placement, counseling, and other education planning services to all first-time students
- Any assistance needed to students to define a course of study and develop a comprehensive SEP by the end of the third term
- Follow-up services to at-risk students (those enrolled in basic skills courses, those who have not identified an education goal or course of study, or those on academic or progress probation)

### **Foothill-De Anza MIS Quarterly Submission Report**

District IRP quarterly reports track data specifically on the number of students served by each core service per campus and are submitted to the MIS unit of California Community Colleges Chancellor's Office. The reports serve as a quarterly evaluation of the SSSP core services. These reports are critical for counseling to prioritize needs and create innovative methods to better serve the students and meet the 3SP requirements. Counseling works closely with the Office of Institutional Research to track MIS data and to focus on service areas that need improvement as well as areas of success [[II.C-24](#)].

### **California Community Colleges Chancellor's Office: MIS Data Mart**

The Data Mart provides information about students, courses, student services, outcomes and faculty and staff [[II.C-25](#)]. Under the student services section, the Data Mart houses MIS data of the SSSP-mandated requirements for all California community colleges. The data is used to evaluate Counseling Division programs and services and reflected in the SSSP Plan and program reviews.

### **Academic/Progress Probation Program**

The Foothill College counseling probation committee revamped and created a robust program with an emphasis on early intervention and increased accessibility to better serve at-risk students on academic and/or progress probation. Retention is even more critical to student success with the SSSP mandate to provide follow-up services to at-risk students and the new Board of Governor's fee waiver policy of second level probation students losing eligibility. According to the 2015-2016 enrollment data, approximately 7 percent of total students enrolled in courses during a regular term were placed on academic and/or progress probation due to their academic performance; an estimated average of 1,000 students per quarter [[II.C-26](#)]. With the philosophy that early intervention is key to student success, counseling places a registration hold on student accounts at each of the five levels of probation. To be accessible to students, the service delivery mode for the first two levels of probation is through Canvas, an online college-supported course management system. For the last three levels of probation, students must meet with a counselor (face-to-face, by telephone, or by live video conferencing) to create an individualized plan for success.

The new probation program was implemented in spring 2016. The changes in academic progress probation have resulted in drastic increases in students served. According to the MIS quarterly submission report, in summer 2015, only 42 students on probation were served by counseling. In contrast, with the implementation of the new probation program, 433 students were served in

summer 2017. Similarly, in fall 2015, 250 students on probation were served and by fall 2016 quarter, 424 students were served [\[II.C-27\]](#).

Offering equitable and student-centered services is the cornerstone of the counseling division philosophy, with an emphasis on offering comparable services to all Foothill students—those attending the main campus, those attending the Sunnyvale Center; and those taking online courses. Counseling appointments are available and accessible for all students with the option of choosing face-to-face, telephone, or live video conferencing. Face-to-face appointments are available at both the main campus and the Sunnyvale Center. Students access appointments by calling the Counseling Center or via online booking through the SARS scheduling system [\[II.C-28\]](#).

For distance education students, information about accessing academic counseling is clearly stated on the online learning webpage. Options include telephone; live-video conferencing; “Ask Foothill,” an online information service for general questions; and academic counseling FAQs, an online counseling ticketing system. Students are encouraged to review counseling commonly asked questions before opening a ticket to submit their questions. The FAQs are comprised of five areas: getting started at Foothill; major and transferring; international students; policies; and career information. Counselors respond to student tickets within three working days [\[II.C-29\]](#).

Drop-in counseling, known as counseling “quick questions,” is offered year-round, at both the Foothill main campus and the Sunnyvale Center. At the main campus, counselors provide quick questions located in the campus center, where they are more visible and accessible to students. At the Sunnyvale Center, quick question services are offered in the counselor’s office, which is adjacent to admissions and financial aid. For specific student populations, such as F-1 international students, Umoja and First Year Experience also offer answers special quick questions during peak times throughout the quarter. The Sunnyvale Center offers telephone quick questions throughout quarter. The main counseling office offers telephone quick questions during breaks and in counselors’ individual offices during summer.

All Foothill students have 24/7 access to their counselor-approved educational plan in DegreeWorks via the student portal. DegreeWorks is a web-based academic educational and degree audit tool.

Assessment for placement into English, ESLL, math, and chemistry is available year-round, either as drop-in or by appointment at both the main campus and Sunnyvale Center. DE students have the option for out-of-the-area placement testing [\[II.C-30\]](#). California high school students also benefit from The EAP, which assesses college-level work in English and mathematics at the end of the junior year of high school. The EAP waives new students from having to take the assessment for placement tests at Foothill College [\[II.C-31\]](#). Similarly, AP test scores of three and above can also waive students with the approval from a counselor or evaluator [\[II.C-32\]](#).

Test proctoring for students with learning disabilities is provided at both the main campus and the Sunnyvale Center [\[II.C-33\]](#). In order to provide support for DE students and instructors, online learning faculty can request proctoring services from the Testing and Assessment Center. If a DE student cannot attend a scheduled on-campus exam due a conflict with another class, faculty may request proctoring services [\[II.C-34\]](#). There is no charge to students for this service.

With the mandate of the SSSP, new students are required to complete assessment, orientation, and an educational plan in order to receive priority registration. To best help students, Student Orientation, Assessment, and Registration (SOAR) was created to provide these three components in a one-stop shop. SOAR events are coordinated by student services with collaboration among

different departments, and counseling plays a key role in providing orientation (covering the eight policies and procedures per Title 5 Section 55521) and creating an educational plan for students. SOAR events are strategically offered throughout the spring and summer months when high school seniors are selecting their college of choice. As part of the SOAR events, learning communities including Puente, FYE, and Umoja, as well as EOPS, introduce and highlight each of their programs so that students who meet the criteria of the programs have additional resources available to them in order to enhance their college experience and potential for success.

To better serve high seniors interested in attending Foothill College, SOAR-on-the-Go is offered at high schools and at the Sunnyvale Center. Students receive application assistance, complete assessment for placement and orientation, work with a counselor to create an abbreviated (one-quarter) educational plan, and are assisted with class registration. At the end of the event, students have met all requirements for priority registration.

In addition to SOAR events, Foothill College offers 24/7 online orientations, which are accessible to students via the student portal. Students must view the entire orientation and pass the quiz. Another way to meet the orientation requirement is to take CNSL 5: Introduction to College, which is a UC-transferable class that helps students understand the requirements related to their programs of study and specific policies regarding graduating with a certificate and/or degree, as well as transferring to a four-year university. Students have the option of taking CNSL 5 face-to-face or online.

The Owl Scholars program aims at providing early intervention for students identified by their instructor as needing support to pass the class. The program is designed to provide encouragement, motivation, and a direct connection to tutoring services, on-campus resources, and other support services. A dedicated counselor, student success specialist, and coordinator work closely with instructors in basic skills math, English, and ESLL classes. The program is available to students attending the main campus as well as Sunnyvale Center. The Owl Scholars program is currently working on the implementation of Hobsons Starfish, a software program to assist college early alert programs in addressing, evaluating, and managing students having difficulties in class as reported by faculty. Through case management, reporting options, and data tracking, early alert coordinators can better address student needs and provide references and resources. Once Starfish is implemented for face-to-face students, the future goal is to provide early alert services to distance education students.

The Counseling Division invests time and resources to provide continuous training, updates, and professional growth opportunities. It is important that each professional is well equipped to carry out his/her responsibilities competently in order to help students succeed at Foothill College. Newly hired counselors, both full-time and adjunct, receive intensive training on each specific responsibility of a counselor. Trainings are usually three to four weeks in duration. Effective training ensures that all counselors are best prepared to serve students. Additionally, each new counselor is assigned to a tenured and experienced counseling mentor. The closely guided mentorship lasts for a full academic year and provides an opportunity to support new counselors upon joining the division.

Foothill counselors regularly attend in-service meetings, during which information and updates are shared on a multitude of topics, including reports from statewide conferences regarding transfer and student success. In addition to discussing the nuances of ever-changing topics in transfer and career, instructional discipline faculty are also invited to share department updates. Division deans and representatives from admissions and records, financial aid, assessment, and articulation are requested to attend, so that all collaborate to provide the best student support possible.

Counselors assemble three times per month for in-service meetings and trainings. Division meetings are held once a month and include all members of the division, which encompasses faculty and staff in the counseling center, testing and assessment, transfer, Owl Scholars program, and counseling faculty from the disability resource center and EOPS. By attending regularly scheduled in-service and division meetings, the counseling division is able to keep up-to-date with best practices in providing the services students need.

### **Analysis and Evaluation**

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

## Standard II.C.6

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

### Evidence of Meeting the Standard

Foothill College has an open-door admission policy for all high school graduates and non-graduates who are 18 years of age or older. Students enrolled in their freshman through senior years of high school may attend Foothill College with written parental and school permission. Parental and school permission forms are available online or in the admissions office at both campuses. Board Policy 5000 (Admission Policy) is consistent with California law and the College regulates its admission process based on those directives [[II.C-35](#)].

The counseling division's primary mission is to help students make appropriate and successful educational decisions, set achievable and realistic goals, adjust to changing roles in a global society, and resolve academic, transfer and career concerns. Part of the services provided by counseling are helping students explore majors, educational choices and set academic goals; provide up-to-date information on institutional and transfer requirements; develop an SEP for a certificate, graduation, and/or transfer; address academic and progress probation; provide referrals to support services on campus; and IGETC certification eligibility [[II.C-36](#)].

The Transfer Center supports all students in their successful transition from Foothill College to the four-year college or university of their choice by assisting with selecting a major or preparing to transfer to a four-year college or university, meeting minimum transfer requirements, filling out college applications, writing admission essays, and completing a TAG [[II.C.37](#)]. The transfer center also offers a transfer fair once a year where representatives from various colleges come to provide information.

### Special Admission Programs

Special admission procedures, such as additional testing and application forms, are required for admission to several career programs [[II.C-38](#)]. All specially admitted students are assigned to respective cohorts. Special admission programs include dental assisting [[II.C-39](#)], dental hygiene [[II.C-40](#)], paramedic, pharmacy technician [[II.C-41](#)], diagnostic medical sonography, radiologic technology [[II.C-42](#)], respiratory therapy [[II.C-43](#)], and veterinary technology [[II.C-44](#)].

Admission to each of the eight Allied Health programs is based on criteria that are consistent with state regulations and program accreditation guidelines. Each program has slightly different prerequisite requirements described on each unique application. Any student who fulfills the prerequisite requirements for a specific program is considered "eligible" for the program. All eligible students are entered into a program-specific lottery and students are accepted into each program based on being selected randomly from the lottery pool. The admission process is highly regulated to ensure that no bias enters into the selection process [[II.C-38](#)].

In 2018, the application process for these impacted programs will be updated to an online system. This will allow programs to include questions regarding student demographics, which will allow the College to characterize the applicant pool. This dataset will be analyzed to guide marketing and outreach efforts to diversify our applicant pool and thereby diversify the admitted student populations.

## Learning Communities, Pathways and Cohort Experiences

Foothill College also has Learning Communities that provide pathways and cohort experiences to first year students and underrepresented groups. These include:

FYE: One-year learning community that provides first-year college students the resources and support needed to successfully transition to college, whether straight from high school or returning after a few years of working or being in the military [[II.C-45](#)].

Umoja: One-year learning community and critical resource at Foothill College dedicated to enhancing the cultural and educational experiences of African American and other students [[II.C-46](#)].

Puente: National-award winning program that has helped thousands of students reach their dreams of college success [[II.C-47](#)].

STEM Core: Cohort-based learning community seeking to increase the number of students in the fields of engineering and computer science [[II.C-48](#)].

Owl Scholars: Campus early alert support system designed to provide encouragement, motivation, and direct connection to tutoring services, on-campus resources, and other support services [[II.C-49](#)].

Honors Institute: Offers students the opportunity to participate in specialized courses including special focus seminars and research studies with top-notch instructors in their field. There are specific eligibility criteria (see graphic below) for students who wish to participate in the honors program. The program also provides specialized counseling for honors students. Many students participate because this gives them an edge when transferring to competitive four-year institutions [[II.C-50](#)].

**FIGURE 60:**

### Foothill College Honors Institute Eligibility Requirements

#### Eligibility

To qualify for the Honors Institute, students must satisfy each of the following requirements:

##### 1. Academic Performance

**A.** For continuing Foothill College students, demonstrate a minimum 3.3 cumulative GPA in 10 or more units completed at Foothill College.

**-OR-**

**B.** For students with less than 10 units completed at Foothill College, provide evidence of one of the following:

1. Minimum 3.5 cumulative high school GPA; or,
2. Minimum 3.3 cumulative GPA in 10 or more units completed at another regionally accredited college or university.

##### 2. Writing Proficiency

Honors courses typically require more writing than non-honors courses. Students are required to demonstrate the potential for successful completion of honors courses by providing evidence of one of the following:

- A.** Foothill College English Assessment Test results indicating eligibility for Honors ENGL 1AH; or,
- B.** Completion of ENGL 1A or ENGL 1S & 1T or equivalent with a grade B or better.

##### 3. Personal Statement

On a separate sheet, using 150-200 words, please describe your interest in the Foothill College Honors Institute. Your statement should include what you hope to gain from your participation in the program as well as how you believe you will contribute to the program. Because honors courses are typically writing intensive, this statement should reflect appropriate writing skills. Remember that clear writing is the result of clear thinking.

In addition to the materials for learning communities and honors programs, the counseling department has created a student guide [\[II.C-51\]](#) that is posted on the counseling website. The guide gives full information on how to apply for admission, take assessment tests, and attend an orientation, along with information about College programs, rules and procedures, and the services available for students.

### **Bachelor's Degree**

Preparation for the baccalaureate degree in dental hygiene at Foothill College includes lower-division requirements in the sciences, social sciences, and general education. The first two years continue to be open admission. The handbook for baccalaureate pilot programs allows for admissions criteria to be similar to requirements for the nursing program, including prerequisites, a minimum GPA, and recent requirements for science courses critical to the major. An optional entrance exam used by health care degree programs ensures that students are prepared for the demands of the program, including critical-thinking test skills, basic math, science and reading comprehension, along with determination of a student's preferred learning style. The HOBET (Health Occupations Basic Entrance Test) is one example. The Foothill College Dental Hygiene Program is using a minimum overall college GPA of 2.5 and science GPA of 2.75. The application is posted on the dental hygiene website and can be downloaded by prospective applicants or counselors [\[II.C-52\]](#).

The dental hygiene department holds quarterly program preview nights and applications nights for prospective students to learn about the program, admissions and prerequisite courses. Information is also available on the program website.

The Foothill College Biological and Health Sciences Division employs an allied health program coordinator who is available to assist prospective students with information about the allied health programs and the application process. The counseling division provides an evaluator on a part-time basis for the biological and health sciences division to assist students with evaluation of their courses and graduation petitions. The counseling division does not assign counselors to specific programs, but has identified two counselors who are well-versed on the BSDH degree program and train other counselors in their department on these requirements [\[II.C-53\]](#).

### **Analysis and Evaluation**

Foothill College meets the Standard. Admissions to all programs are well defined and published on the College website. Aside from this, students learn about admission procedures to special programs and pathways from meetings with their counselors, and during outreach events such as Transfer Fairs, orientation, and SOAR where representatives from various programs are available to speak in person to students. Foothill College has adopted and adheres to admissions policies consistent with its mission that specify the qualifications of students appropriate for its programs. All admissions policies are reviewed for relevance and appropriateness, including impacted programs and the new baccalaureate degree. Foothill College meets Eligibility Requirement 16.

### **Plans for Future Action**

While Foothill College has a high completion rate both statewide and nationally, with a graduation rate above the national average [\[II.C-54\]](#), the College recognizes that the rates vary by student group. While the institution is continuously assessing the needs of students in scheduling courses with discussion between instructional and student services staff, the College also seeks improvements in student services to close the gap between student groups. This has led to the development of a Quality Focus Essay topic on improving the process of supporting students in obtaining their educational pathways goals.

## Standard II.C.7

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

### Evidence of Meeting the Standard

#### Open Access

Foothill College maintains an open-door admissions policy and offers the opportunity for admission to anyone who is a high school graduate or the equivalent—or, if not a high school graduate, then at least age 18, without requiring scholastic aptitude tests. High school students (freshmen, sophomore, junior, or senior) may also apply for admission to Foothill College with permission and documentation from a parent/guardian and a high school principal [[II.C-55](#)].

The College uses a selective admissions process for some programs, such as those in the healthcare careers and apprenticeship trades programs, which require specific preparation and a separate application for admission, and therefore have special requirements.

In addition, potential and current students are notified online and in printed publications that proficiency in English language skills would not be a barrier to admission or participation in vocational educational programs at Foothill College as long as other program admissions standards (if any) are adequately met. Further, it is announced online and in multiple publications such as the College catalog and student handbook, that Foothill College does not discriminate against any person in the provision of its educational programs and services and personnel practices on the basis of race, color, national or ethnic origin, age, gender, religion, sexual orientation, marital status, physical disability or mental disability [[II.C-56](#), [II.C-57](#)].

#### Applying for College

The Foothill College Application for Admission is available on the College website [[II.C-58](#)]. The online application is also accessible to students with disabilities, and in the on-campus Admissions and Records Office and Disabilities Resource Center. In-person assistance is available for those who require help completing the application. There is no fee to apply. Foothill College uses CCCApply.org, a database client administered by the California Community Colleges State Chancellor's Office, for its admission application, which then integrates collected data into the Foothill-De Anza district wide Banner student database system. Once the student has applied for admission, the Banner system automatically creates an individual, password-protected student portal account for the student at no charge. The student will then use the student portal for all future transactions with Foothill or De Anza colleges, including registering for classes; paying enrollment and parking fees; updating personal information; requesting transcripts and enrollment verification; monitoring financial aid status; completing online orientation; preparing for assessment; and reviewing the class schedule by term and grades.

#### Assessment and Placement into the English, ESLL, Math and Chemistry Course Sequence

The California Community Colleges Chancellor's Office (CCCCO) defines assessment as:

A holistic process through which each college collects information about students in an effort to facilitate their success by ensuring their appropriate placement into the curriculum [[II.C-59](#)].

Foothill College strongly encourages all students to participate in the assessment for placement process for the purposes of determining the student's knowledge and mastery of an academic subject. Assessment is required for students enrolling in the following Foothill courses:

- Transfer-level English (ENGL 1A); two levels below transfer level English (ENGL 209, ENGL 110); and the accelerated pathway (ENGL 1S/T)
- English for Second Language Learners (ESLL) courses except ESLL level 3 courses (ESLL 226 and ESL 227)
- All mathematics (MATH) courses except NCBS 201A and MATH 235

Foothill College also offers a Chemistry 1A placement test for those students who would like the opportunity to demonstrate chemistry proficiency and test out of CHEM 25 and/or CHEM 20 for the purposes of enrolling directly in CHEM 1A.

Students interested in enrolling in CHEM 25 or CHEM 20 must earn a Math 105 or Math 108 placement on the math placement test. Students interested in enrolling in CHEM 30A must earn a Math 217 or Math 220 placement on the math placement test.

Students can enroll in the lowest credit course within the Math, English or ESLL course sequence without an assessment [[II.C-60](#)].

### **Assessment Using Multiple Measures for Placement**

Per Title 5, section 55502(a), colleges are required to employ multiple measures “when using an English, mathematics, or ESL assessment test for placement.” Multiple measures for assessment are defined in title 5, section 55502(i):

Multiple measures are a required component of a district's assessment system and refer to the use of more than one assessment measure in order to assess the student. Other measures that may comprise multiple measures include, but are not limited to, interviews, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, education and employment histories, and military training and experience as in CCCCCO.

Foothill uses the following multiple measures to assess students for placement in college curriculum:

- College Board, Accuplacer: a computerized, adaptive assessment test that is used for English, ESLL, and math placement. Upon test completion, students earn a raw score, which corresponds with a course(s) placement into the English, ESLL, and math course sequences [[II.C-61](#)].
- Early Assessment (EAP): The EAP is a standardized assessment administered to 11<sup>th</sup> grade students in California [[II.C-31](#)]. Foothill College accepts EAP results for placement into math and English courses. Upon earning a “standard exceeded” result on the EAP, a student is eligible to enroll in the following classes, and can then submit their EAP results directly to admissions via the prerequisite clearance process [[II.C-62](#), [II.C-63](#)]:
  - > Transfer level English (ENGL 1A)
  - > Transfer level math courses—Math 10, 11, 44, and 48A

- Advanced Placement (AP) Exams: AP Exams are standardized assessments administered by the College Board. Foothill College accepts the following AP Exam scores for placement into English, math, and chemistry:
  - > Score of '3' or higher on the AP English Literature & Composition or AP English Language & Composition, a student is eligible to enroll in English 1A.
  - > Score of '3' or higher on the AP Calculus AB or AP Calculus BC exam, a student is eligible to enroll in MATH 1A.
  - > Score of '4' or higher on the Chemistry exam, a student is eligible to enroll in CHEM 1A [[II.C-63](#), [II.C-32](#)].
- High School Transcripts: Foothill College is currently piloting the use of high school transcript data to place students into the English course sequence (ENGL 209, 1S, 110, 1A) and Math 105 and 10. Following the state-recommended model, the high school transcript data points used are: cumulative, non-weighted grade point average (GPA); high school courses taken in math and English; and grades earned in the math and English courses. Piloting high school transcript data for assessment placement in the ESLL course sequence is currently on hold [[II.C-64](#), [II.C-65](#)].
- American Chemical Society California Chemistry Diagnostic Test: The Chemistry Diagnostic Test assesses a student's chemistry knowledge. Upon receiving a passing score, a student is eligible to enroll directly in Chemistry 1A [[II.C-66](#)].

The assessment taskforce, which is composed of discipline faculty, the academic senate president, the associate vice president of instruction, and the assessment supervisor, meets regularly to discuss assessment for placement within the scope of SSSP, basic skills and equity agendas. In 2016, the Foothill Assessment Taskforce began meeting with De Anza to form a district assessment taskforce. The district assessment taskforce continues to explore assessment research, multiple measures for assessment, and also oversees the Common Assessment Initiative (CAI) and CCCAssess adoption by the District. The anticipated CCCAssess adoption will occur sometime during the 2017-2018 academic year, however the CCCCO has not yet issued an update on the official adoption schedule [[II.C-64](#), [II.C-67](#)].

### **Use of California Community College Chancellor's Office (CCCCO)-Approved Assessment Tools & Standards for the Evaluation of Assessment Instruments**

Foothill College subscribes to the Standards, Policies & Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges. Foothill College faculty, as defined in the above section, are responsible for selecting college assessment instruments. All Foothill assessment instruments are approved by the CCCCO and are listed in the California Community College Approved Assessment Instruments, May 2016 [[II.C-68](#)].

As per title V, section 55512a, colleges are required to study the disproportionate impact of assessment instruments utilized for placement:

*All assessment instruments, methods or procedures shall be evaluated to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, districts shall determine whether any assessment instrument, method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability, as defined by the Chancellor.*

In 2015, the American Chemical Society California Chemistry Diagnostic Test was due for assessment review. Foothill completed the validation study on the American Chemical Society California Chemistry Diagnostic Test and received probationary approval [\[II.C-68\]](#).

In May 2016, the CCCCCO issued the Extended Suspension of Approval Process for Assessment Instruments memo, which formally announced the suspension of the review for “approval of English, mathematics and ESLL assessment instruments by the Chancellor’s Office until the colleges’ transition to CCCAssess” [\[II.C-69\]](#).

### **Evaluation of Admissions for DE Programs**

The process used to evaluate the effectiveness of practices and tools of registration for distance education courses pertains to the compliance of Foothill College with state-authorization regulations for enrolling DE students who reside in states outside of California, as well as hiring faculty to teach while they reside in another state. First, staff in the Foothill Online Learning program regularly monitor any changes to each state’s requirements and fees regarding state authorization. These changes occur frequently and usually without notice. Once the requirements and fees to obtain authorization or waiver for each state has been determined, the vice president of instruction and institutional research makes a decision based on recommendations by the dean of online learning to either obtain the necessary authorization for each state or restrict enrollment in DE courses by students who reside in that state. Then, the dean of enrollment services coordinates with District ETS staff to adjust the registration process in Banner accordingly. The dean of online learning obtains quarterly reports from the College researcher that list the states where enrolled DE students reside in the U.S. outside of California. If any students who reside in restricted states are able to enroll, the dean of online learning notifies the dean of enrollment services, who then coordinates with District ETS to remedy the problem before enrollment for the next quarter begins [\[II.C-70\]](#).

### **Analysis and Evaluation**

Foothill College meets the Standard. The College provides assessment for placement by using multiple measures; utilizing CCCCCO-approved assessment instruments; and completing validation studies on assessment instruments per CCCCCO policies and procedures. There is a strong need for college commitment to assessment research and planning. The Foothill student body is diverse and ever changing; the College is required to continuously search for dynamic assessment instruments for the purposes of accurately capturing the knowledge base of its current and future students.

## Standard II.C.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.

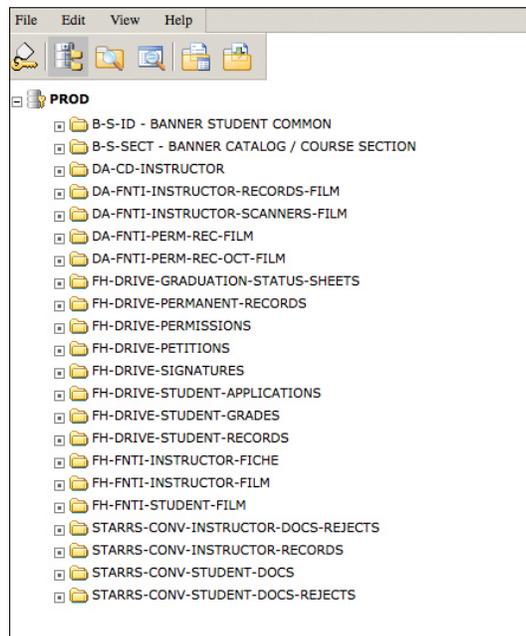
### Evidence of Meeting the Standard

The Foothill College admissions office permanently maintains all Class I records [II.C-71]. The records are stored in the following ways:

- Scanned images are stored on a secure database called Banner document management suite.

FIGURE 61:

#### Banner Document Management Suite



- The College also stores scanned images on a secured hard drive that is locked at all times in an on-campus vault as well as on a secure backup hard drive that is stored at an off-campus site. ETS coordinates off-site storage.
- All microfiche and paper records are scanned and stored in BDMS.
- The dean of enrollment services and admissions supervisors have been issued keys to the vault. Any access to confidential student records that are stored in the vault must first be approved by one of the above-mentioned staff members.
- Access is approved on a case-by-case basis, and only under the immediate observation of one of the key holders.



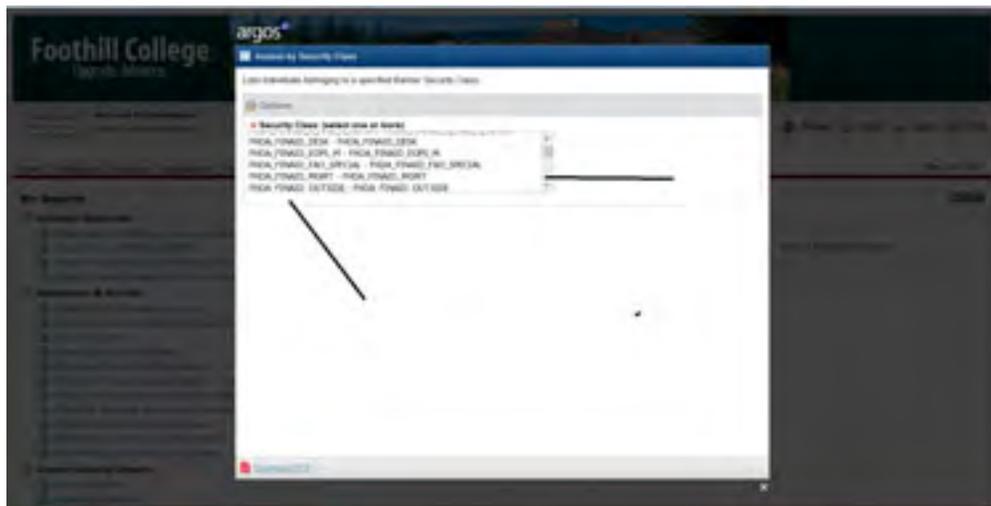
FERPA guidelines regarding release of records are published in the College catalog and posted on the College website [[II.C-73](#)].

The Financial Aid Office also maintains student records. All Banner INB data for the financial aid office is secured and separated into vary levels of access with query or modify ability based on the general role the employee serves at the College. Any access to INB is preceded by FERPA training, as mandated by the admissions and records office. The current security classes are:

1. Finaid A&R Admin
2. Finaid Front Desk
3. Finaid EOPS
4. Finaid Special Populations
5. Finaid Management
6. Finaid Outside of Financial Aid Office
7. Finaid Staff

**FIGURE 64:**

**Financial Aid Security Classes**



Financial aid uses Office 365 One-Drive to share any information between staff that may contain personally identifiable information. Staff avoid sending any emails or digital communications that contain PII to any entity without thorough password protection or system authentication/security. Excluding emails between students and financial aid, the vast majority of digital communication occurs between financial aid and the Department of Education (DOE). This occurs through a District secured remote desktop access point, and then through a double authentication process with the DOE gateways prior to accessing any of the data and ability to transmit.

Financial aid secures its physical paperwork in large lockable cabinets each night that reside beyond the front desk and are in a shared building that gets locked each night. Additionally, any checks, cash, money orders, etc. that temporarily reside with the office are kept in a safe that is always locked when not actively in use and located in a nonvisible area within the office. Finally, staff have small lockable file cabinets and overhead areas where other actively used documents may be secured [[II.C-74](#)].

Foothill College follows policies for release of student records that are consistent with FERPA and with district policy [[II.C-75](#)]. All electronic records are guarded through security measures implemented and maintained by ETS [[II.C-76](#)].

### **Other Records**

The Disability Resource Center and psychological services at Foothill College maintain medical and psychological records separately from all other offices. DRC records are stored using Clockwork, a database that allows differing levels of access to various staff members. For instance, counselors have read/write access to most of the modules in the database whereas the testing center has read-only access to specific modules of the database. Psychological services uses Mediat, which ensures the security of electronic health records and complies with HIPAA. Only psychological service counselors and the associate vice president of student services have access to these records.

### **Analysis and Evaluation**

Foothill College meets the Standard. It maintains and provides secure and confidential access to student records permanently. The College provides secure backup of all files in different forms including electronic and paper. The College publishes and follows established policies for release of student records.

## **Standard II.C Evidence**

- [II.C-1](#) Planning and Resource Council Meeting Minutes, Nov. 2, 2016
- [II.C-2](#) Program Review
- [II.C-3](#) CCSSE Survey
- [II.C-4](#) Student Development
- [II.C-5](#) Disability Resource Center
- [II.C-6](#) Student Success & Retention Team
- [II.C-7](#) Foothill Online Learning Academic Advising FAQ
- [II.C-8](#) Student Services at Sunnyvale Center
- [II.C-9](#) Foothill Online Learning: Get Started
- [II.C-10](#) Foothill College Website: Student Services Program Reviews
- [II.C-11](#) Evening College
- [II.C-12](#) Professional Development Opportunities for Student Engagement
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