FOOTHILL COLLEGE
Accreditation Self-Study Team Meeting
(Standard IV)
Wednesday, June 8, 2016
Website: https://foothill.edu/accreditation/documents.php

MEETING MINUTES

LOCATION: Altos Room (Room 2019)
TIME: 3:00PM – 4:30PM

MEMBERS PRESENT:

Andrew LaManque, Kate Jordahl, Kathy Perino, Nazy Galoyan, & Paula Norsell.

GUESTS:

Ruby Sodhi

I) Standard IV

Andrew summarized the key points of Standard IV to the new members joining the team meeting for the first time. He noted that during the last accreditation self-study, there was a liaison from the board on this standard and we should look into setting that same arrangement this time around as well. He added that the board members are interested in being a part of this team and we will look into that possibility. Andrew discussed several ways for board member/s to participate and among them was to schedule a meeting with presentation, or have representatives from this team meet with the board member/s.

Members also discussed the possibility of a meeting between De Anza and Foothill College teams regarding this standard. Andrew suggested that we could begin the dialogue at our college and then bring it to the district for further discussion. Andrew advised the members to look at what the college wrote in the last self-study report. He reminded the team members that all four standards overlap in some way so we have to document the evidence that has gone through a cycle. Andrew referred to the Functional Map as a way to identify core areas to address on the self-study.

Some of the members shared a piece of evidence they had collected as part of their homework for this meeting. Nazy used Standard IV.A.1 to identify the following information/evidence:
- Student Success & Support Program (3SP) mandates aim to increase college and career readiness for Foothill College students. The program aims to strengthen support for entering college students and it provides incentives for positive student behaviors. Nazy noted that when 3SP was first introduced in 2012, it was assumed that it would be under the Student Services division. After college wide discussions, institutional leaders brought it to a college-wide implementation. Nazy noted that

3SP aims to improve education of basic skills students and aligns campus resources with student success recommendations.

- Enrollment Priorities – Nazy noted that some of the suggested questions under Standard IV A could be answered using enrollment priorities documentation, administrative decision-making that was published for students, and emails about shared governance.

Andrew noted that we could also look at documentation of review of mission statement, goals, and plans, governance survey, minutes to Education Master Plan. Andrew added that the teams must also look at the ACCJC recommendations from the last report and look for evidence to support those recommendations. Paula noted that the Chancellor's Office has discussed recommendation 1 from the district's standpoint and they have documentation for funds for the following:

- Professional development committee
- Online education initiative – college/statewide
- Communication changes
- [AP 2410](#)
- Board policy on institutional planning
- [Board minutes](#) on student success scorecard.

There was discussion on the type of data available on performance. The equity plan was identified as one area that addresses performance.

Andrew provided the following documents/evidence to support Standard IV A.2:

- Governance handbook
- APC
- Governance survey
- Integrated Planning & Budget
- Accreditation survey
- College Curriculum Committee – its formation and responsibilities
- Title V regulation regarding [10+1](#)

There was discussion about the number of students present in college committees. Kate suggested that this information should be clearer to determine when and where students participate on college committees. Members noted that the recent Presidential search included students' feedback and could be looked at as evidence for Standard IV.

Paula provided a detailed description of information and evidence for Standard IV.A.4 (see Appendix A).

Andrew noted that Standard IV has to be addressed based on evidence that is analyzed. He talked about the role of the Accreditation Steering Committee in collecting and analyzing evidence and discussed plans for fall 2016. Andrew added that this team should use this process to raise the areas/topics where things are functioning and where they are not functioning well. There was discussion about the use of accreditation survey results to gain a better understanding of what areas/topics to focus on. There was a question whether the district staff would also get the accreditation survey at this time. Andrew was not sure about that.

Andrew also discussed options of models to share/discuss the information between the two colleges and the college district. Pat shared concerns about the overlap of work being done for accreditation at both colleges. Andrew reminded everyone to evaluate and assess

the evidence based on what has been done at Foothill College. Lastly, there was brief discussion about any homework. Andrew suggested that the pace of meeting work will pick up in the fall and all teams will meet weekly to get gather and organize the evidence.

IV.A.4.   Faculty and administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Board policy 2223 Role of the Academic Senate in Academic and Professional Matters defines the relationship between the Board and faculty on areas of consultation identified by Title 5 and confirms the Board's commitment to rely primarily on faculty in curriculum matters. Board policies 6000 Philosophy of Education and 6010 Curricular Offerings also speak to the primary role of faculty in curriculum development, and the Foothill College Academic Senate Constitution affirms this agreement.

The College Curriculum Committee (CCC) is a subcommittee of the Academic Senate charged "with the responsibility to establish and approve campus-wide curriculum policies. This body approves new degrees and certificates; oversees general education requirements; establishes processes for implementations of State mandates and provides conflict resolution regarding curriculum issues." The membership of the College Curriculum Committee is defined in the Foothill College Governance Handbook. The committee is "co-chaired by the Vice President of Instruction & Institutional Research and the Vice President of Academic Senate, who serves as a voting tiebreaker. The voting membership consists of two faculty members from each instructional division representing their division's one vote, the College articulation officer, and three voting instructional deans. The non-voting members are the SLO coordinator, the evaluations specialist, the curriculum coordinator, and an ASFC representative."

Division Curriculum Committees act as subcommittees of the CCC. The process for review of curriculum matters and the division of responsibilities between the Division Curriculum Committee and the CCC are clearly defined in the Curriculum Committee(s) Responsibilities document. The Distance Education Advisory Committee and the Committee on Online Learning, which is a subcommittee of the Academic Senate, address "practices to ensure quality online instruction and services," but all courses and programs are approved through CCC.

Courses and programs approved through CCC are presented to the Board of Trustees for approval on a routine basis as evidenced by Board minutes.

Curriculum issues for the baccalaureate degree follow the same approval process. CCC minutes of November 17 and December 1, 2015, offer examples of baccalaureate course and program discussions. CCC approved the program proposal for a Bachelor of Science in Dental Hygiene on January 19, 2016, and the Board of Trustees approved the program on February 8, 2016.

The college's accreditation website includes evidence regarding the substantive change process for the dental hygiene baccalaureate degree. The substantive change proposal was approved by the Board of Trustees on April 6, 2015; Planning and Resource Council on April 15, 2015; and ACCJC on May 7, 2015.

Distance education programs, degrees and certificates have also been reviewed through the substantive change process. The college submitted a substantive change proposal to the ACCJC on October 4, 2010. The commission approved the substantive change on December 6, 2010, with a request for an addendum, which the college submitted on February 3, 2011. Evidence is available on the college's accreditation website.

Evidence:
BP 2223 Role of the Academic Senate in Academic and Professional Matters
BP 6000 Philosophy of Education
BP 6010 Curricular Offerings
Foothill College Academic Senate Constitution
College Curriculum Committee Website
--College Curriculum Committee Minutes
--Curriculum Committee(s) Responsibilities
Division Curriculum Committee Minutes
Board of Trustees Agendas and Minutes
--April 4, 2016
--May 2, 2016
Online Learning and Tech Committees Website
Accreditation Website