

ACCREDITATION SELF-STUDY 2005



Campus Center Fall 2006



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FOOTHILL COLLEGE

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Upgrade. Advance.

Institutional Self-Study Report in Support of Reaffirmation of Accreditation

Submitted by:

Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022-4599
Bernadine Chuck Fong, *President*

Submitted to:

Accrediting Commission
for Community & Junior Colleges
Western Association of Schools & Colleges

June 1, 2005

Foothill-De Anza Community College District Board of Trustees

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President's Letter

September 2005

Dr. Ding-Jo Currie, President
Coastline Community College

Dear Dr. Currie & Members of the Visiting Team;

It is with pleasure and pride that we present our *2005 Self-Study*. This particular report not only represents the extensive involvement and work of many, but also our implementation of the new themes approach, introduced by the accrediting commission in 2002. Foothill has had a long-standing reputation for innovation. We chose to use the themes for our *Self-Study* because we welcomed the challenge and resonated with the possibilities. This new approach is a significant departure from the standards, which we have used for many years. It provided many more opportunities for us to examine the college, ourselves, and how we carry out our educational mission. In fact, the process itself was a unique opportunity to engage the entire college community. While this is expected of any accreditation effort, the thematic approach provided participants a cross-sectional view of the college from each theme's perspective, rather than a vertical slice, as in the standards approach. This is the second *Self-Study* process I have overseen as president, and I found that it was more informative and enlightening than the other.

Through the thematic approach we found, and we hope the visiting team will also find, how many of our activities are inextricably intertwined, and that the previous separation of programs and services into standards, or even into an organizational chart, does not adequately represent how we truly do business. The best way to depict this is to think of the standards approach as silos that are clear-cut; whereas the thematic approach is more like a Web that is interlinked. Therefore, as the visiting team reviews this report, I caution and highlight these differences, which will be clear upon careful reading.

I will say the thematic approach was considerably more challenging. Either people were so programmed to think in standards that they found it hard to make a shift, or they were overwhelmed because of the complexity of studying the college from a cross-sectional perspective. For example, it is easier to review student services as it is traditionally organized in most colleges (in a silo) than it is to identify student services as it contributes to each theme where appropriate. On the other hand, the value added and tremendous benefit of the thematic approach is that it forced everyone involved in the *Self-Study* to see the college in its totality and how the departments support the college mission, versus the more "isolated" standards approach.

Using the themes to define our *Self-Study* teams, there were six committees established, averaging about 12 members per committee. Each committee had three co-chairs—a faculty member, staff member, and an administrator. The College Roundtable acted as the overall steering committee, though there was an executive team composed of the Vice-President of Student Development, the college's institutional researcher and a faculty member.

The executive team carried out extensive training of all *Self-Study* committee members, as well as the Roundtable members. Very thoughtful and deep discussion was centered on how the themes would be depicted and described so that committees would clearly understand their domain of study. In doing this, it was also incumbent upon the committees to be sure that the standard topics were addressed within the respective themes.

Another challenge of the thematic approach is that the thematic titles do not identify specific institutional areas for review, like facilities or technology, so we had to be sure that the teams would address these areas within their respective themes.

On the other hand, the themes allowed us to truly view the college from the student's perspective. In other words, the student does not view an institution from its organizational structure nor by its resources divided into human, financial, physical, technological. Instead, the student sees the college as an integrated whole. That is, his or her issues about an academic program are not limited to instruction and isolated from student services or vice versa. Registration, transcripts, homework and classes are all related to the student, and not compartmentalized boxes as they appear on an organizational chart.

After extensive training in Spring 2004, the *Self-Study* development began in Fall 2004. The first drafts were completed in Winter 2005 and were presented electronically to the entire college community in a series of open forums on the campus. The forums were an opportunity to present the draft for each theme in a formal presentation to the larger college community for feedback and input. Suggestions and corrections were noted and incorporated into a second draft. This draft was edited and then submitted to the *Self-Study* chairs for additional review. Finally, the close-to-final draft was presented to the entire college community and to the College Roundtable for review. The Roundtable was asked to specifically review and prioritize the planning statements to determine their level of importance from a college perspective. This was to ensure that a *Self-Study* committee did not come forward with college-wide recommendations that did not have sufficient campuswide input.

When the team reviews the *Self-Study*, we recommend that it also review the *State of the College*, the college's annual report to the board. This report truly documents all of the activities for any given year and is the comprehensive record of the college. The president's e-mails to the community are also a notable record of Foothill's activities from 1999 to 2005.

The final deadline date for the *Self-Study* was June 1, 2005. It was at this point that the production team needed to go into action, so documentation of the college's activities from June 1 to the dates of the team's visit will, obviously, not be included. This is a note of caution, because Foothill moves at a very fast pace. What the team finds firsthand during its October visit will clearly be somewhat different than the *Self-Study* as of June 1. In that timeframe, two long-time vice-presidents will have retired (Aug. 26). Including the new vice-presidents, five new administrators will have joined the administrative team over the summer months; 11 new full-time faculty will have been added and five new classified staff members, whose positions were eliminated at either De Anza College or Central Services, will have joined the Foothill family. All will have participated in the college's annual leadership retreat at Asilomar in September. This retreat includes all administrators and the leadership of all of the individual governance constituency groups as well as the College Roundtable, our mission-based college governance group. We also will have had our opening day activity at which we will have presented the college agenda for the year through the



course outline for Foothill 101 (see the *Self-Study* for multiple references to this event). The agenda for 2005-06 is “Basic Skills Across the Curriculum, Part 2: Understanding & Promoting Deep Learning.”


At the time of the team’s visit, it will also find that we are heavily into the tenure review process for our 11 new faculty members and 24 other faculty members still in their probationary years. By October, we will have identified the number of new faculty positions for which we would advertise by December. By October, we will have launched our ETUDES-NG (Next Generation), that many of the team members’ colleges are using. Our ETUDES Alliance involves more than 50 colleges and we have a waiting list of colleges that want to join once our NG version is released. By October, we hope to be in the midst of our first phase of implementing wireless technology throughout the campus. By October, we will have begun implementation of the new 3-dH holographic imaging system for classroom use.

Because of the large number of new administrators, we will have initiated a new course, “Leadership 101,” which will be mandatory for new administrators and optional for other administrators and others interested in administrative careers. One lesson we learned in this year’s search process is that the pools for faculty positions were vast, deep, and diverse. However, the same could not be said for the administrative pools, though we are very fortunate to have found outstanding candidates. It is very clear that we have to “grow our own.”

These are the new, post-*Self-Study* areas that I can forecast the team will find in October. I am sure that there will be other activities that we have not even thought of yet!

We look forward to the team’s visit, but be prepared for a multiple paradigm shift with the thematic *Self-Study*.

Sincerely,



Bernadine Chuck Fong, Ph.D.
President, Foothill College



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Certification of the Institutional Self-Study Report

Date: June 1, 2005

Accrediting Commission for Community & Junior Colleges
Western Association of Schools & Colleges

From: Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022

This Institutional Self-Study is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe that the Self-Study Report accurately reflects the nature and substance of this institution.

Signed:



Edward A. Hay
President, Board of Trustees



Martha Kanter
Chancellor, Foothill-De Anza Community College District



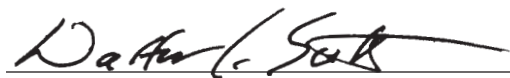
Bernadine Chuck Fong
President, Foothill College



Rose Myers
Co-Chair, Self-Study



Robert Johnstone
Co-Chair, Self-Study



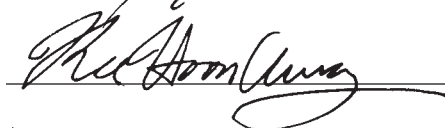
Walter Scott
Co-Chair, Self-Study



Paul Starer
President, Academic Senate



Carmela Xuereb
President, Classified Senate



Kee Hoon Chung
President, Associated Students of Foothill College




Certification of Continued Compliance with Eligibility Requirements

The Accreditation Self-Study Steering Committee has had ample opportunity to review and discuss the eligibility requirements for accreditation. The committee agrees that Foothill College continues to meet each of the 20 eligibility requirements for accreditation set by the Western Association of Schools & Colleges.

Statement of Assurance

We hereby certify that Foothill College continues to comply with the eligibility requirements for accreditation established by the Western Association for Schools & Colleges.


Bernadine Chuck Fong
President, Foothill College


Edward Hay
President, Board of Trustees
Foothill-De Anza Community College District

June 1, 2005
Date

June 1, 2005
Date



Eligibility Requirements

- **Authority:** Foothill College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the Foothill-De Anza Community College District.

Foothill is accredited by the Accrediting Commission for Community & Junior Colleges of the Western Association of Schools & Colleges. This organization is recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education.

The college is also accredited by the Council of Dental Education of the American Dental Association, Council of Medical Education, American Medical Association and Federal Aviation Administration.

- **Mission:** The board of trustees publicly affirms the college's educational mission statement, and reviews and updates it regularly. The mission statement appears in the *Educational Master Plan* and is published in the official *Course Catalog*. It is also published on the college Web site.
- **Governing Board:** The five-member board of trustees of the Foothill-De Anza Community College District is an independent policy-making board, which ensures that the district's educational mission and the missions of both colleges are being implemented. The board also ensures the quality, integrity, and financial stability of Foothill and De Anza colleges. Members are elected for four-year terms, and these terms are staggered. Board members have no employment, family or personal financial interest in the colleges or the district.
- **Chief Executive Officer:** Foothill College has a chief executive officer who is appointed by the board of trustees and whose primary responsibility is to the institution and who possesses the authority to administer board policies.
- **Administrative Capacity:** The number of administrative staff members at Foothill College supports the services necessary to carry out the institution's mission and purpose. Their preparation and experience are scrutinized through an open and competitive employment process.
- **Operational Status:** Foothill is operational, with students actively pursuing its degree programs.
- **Degrees:** 76.4 percent of all programs and educational offerings lead to associate degrees, certificates of achievement, or prepare students for transfer to a four-year university or college.
- **Educational Programs:** The college's *Course Catalog* contains a comprehensive statement of educational purpose and objectives for each of the academic programs offered. Degree programs are in line with the college's mission, based on recognized fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. Every course outline contains course objectives that are achieved through class content, assignments, and activities.
- **Academic Credit:** The quarter unit is based on 12 hours of student contact for lecture and 36 hours of student contact in laboratory. The college awards academic credit based on this standard of instructional activity. The award of academic credit for each course is clearly delineated in the *Course Catalog*.

- **Student Learning Achievement:** The *Course Catalog* contains a comprehensive statement of educational purpose and objectives for each of the academic programs offered. Additionally, institutional, programmatic, and departmental Student Learning Outcomes (SLOs) are being developed, implemented, and assessed.

Every course outline currently includes learning objectives that are achieved and assessed by a variety of methods. Coordinated by department faculty and administrators, every course, regardless of its location or delivery system, must follow the course outline.

- **General Education:** All degree programs require a minimum of 30–35 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Mathematics and writing requirements are also stipulated in the above requirements. The institution's general education program is scrutinized for rigor and quality by the College Curriculum Committee.
- **Academic Freedom:** The college's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by the *Board Policy 4190* on academic freedom.
- **Faculty:** The college employs 193 full-time contract faculty who are qualified under state-mandated minimum qualifications to conduct the institution's programs. Faculty duties and responsibilities are clearly outlined in the *Faculty Agreement*.
- **Student Services:** Student services are comprehensive and accessible to all students. The array of services is provided based on the college mission and on the assessment of student needs.
- **Admissions:** Foothill College maintains an “open door” admissions policy. This policy is consistent with the college mission statement, the Education Code, Title 5 regulations, and the statewide mission for California Community Colleges.
- **Information & Learning Resources:** The college houses a variety of media collections and is staffed to assist students in their use. Internet access and online computer search capabilities are available without charge to students in the library, in computer labs, and in open media centers. The college is committed to enhancing its learning resources, regardless of location or delivery method.
- **Financial Resources:** The college maintains and documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.
- **Financial Accountability:** Annual financial audits are conducted by externally contracted certified public accountants. The board of trustees reviews these audit reports on an annual basis. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions.
- **Institutional Planning & Evaluation:** The college has continued to foster a culture of evidence that serves as the foundation for the critical and continuous cycle of assessing and improving campus programs and policies. Institutional planning and program evaluation is systematic for all departments and divisions of the college, including instruction, student services, and administrative services. The focus in all three areas is to enhance student learning.

- **Public Information:** Foothill College publishes in its catalog and schedule, and posts on its Web site, precise and up-to-date information on the following:
 - General Information: (including educational mission; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; and names of board of trustees members)
 - Requirements: (including admissions; student fees and other financial obligations; and degree, certificate, graduation, and transfer requirements)
 - Major Policies Affecting Students
- **Relations with the Accrediting Commission:**

The college and district board of trustees hereby affirm by signatures of the official representatives above, that Foothill College has consistently adhered to the eligibility requirements, standards, and policies of the Accrediting Commission for Community & Junior Colleges. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out accrediting responsibilities. All disclosures by the college are complete, accurate, and honest.



Introduction



Reflections on the Past Decade at Foothill: 1994–2004

The span of years covered in this summary effectively represents a lifetime to some Foothill students. Where Foothill was 10 years ago and where it will be 10 years from now is not simply an abstract concept.

Foothill's *2003-04 State of the College Report* offers a reflection of the last 10 years—the first decade in a new presidency—and a projection for the future of the college. In that report, as in this one, the 1993-94 academic year serves as a benchmark for purposes of comparison.

Bernadine Chuck Fong became president in 1994 at a time represented by recovery of both confidence and fiscal stability from a downturn in the state economy compounded by internal budgetary imbalances. The tone for Foothill's future was set in the development of core values geared to restore and maintain trust and integrity through an innovative governance structure emphasizing a mission-based approach and a recognition of the equal importance of instruction and student support services. The 1994-95 academic year began a period of dramatic change for the college and unprecedented and steady growth. Foothill's enrollment has increased nearly 30 percent in the last 10 years, surpassing projections for 2005. While enrollment figures are a vital measure of the successful ability to fulfill Foothill's stated purpose of providing access to education, the administration has always recognized the student as the most crucial measurement of success; Foothill's success as a learning organization depends on the success of students in their ability to achieve their educational goals. Defining success from the perspective of the student and the institution has been fraught with limitations. Recent years have been punctuated by Foothill's attempt to expand and refine the definition of a successful graduate, to identify expected learning outcomes, and to develop

methodology to assess and demonstrate student success beyond the traditional measures of criteria such as GPA, transfer rates, degrees and certificates issued, course completion, and retention. These efforts and related data are summarized in this report.

An important element in the process of defining what skills and attributes a Foothill graduate should possess is the understanding of who the students are. Each of the last 10 academic years has begun with a theme that emphasized an aspect of learning about Foothill's student population, while acknowledging with appreciation the diversity of the college community in terms of background, starting points, and learning styles. The new century, 2000, began with a commitment to improve student performance and eliminate achievement gaps between the collegewide average and underrepresented student segments. Emphasis on student performance brought the college to where it is now, approaching the 2005-06 academic year with a continuing focus on identifying learning outcomes, developing the means for assessing these, and exploring innovative ways such as student portfolios for demonstrating achievement. Additionally, Foothill continues to restructure its academic and administrative framework to reflect student needs while accommodating a reduction in resources.

The need to examine Foothill's academic and administrative structure was accelerated by serious budget problems at the state level that manifested by 2002, the implications of which are likely to be felt well into the future by California's community colleges. Student fees were increased by the state, and a differential fee was once again discussed for degree-holding students. As degree-holders make up roughly 30 percent of Foothill's student population, the differential fee may have a significant impact

on enrollment, as it did the last time the fee was imposed in 1992. Entering the 2003-04 academic year, Foothill was faced with a permanent budget reduction of \$4 million. Foothill addressed the problem by applying existing guidelines such as those adopted by the College Roundtable, and by viewing the institution from an academic, student, and financial perspective. Additionally, employees were challenged to think creatively about how best to meet the changing needs of students during a time of fiscal restraint. As a result, Foothill utilized innovative methodology to make its budget reductions with little immediate impact to programs or loss of full-time employees. Much of the planning centered on meeting the following challenges:

- Maintain enrollment and WSCH to generate FTES
- Restructure high cost, low productive programs to reflect how the college is funded by the state
- Reduce expenses by several million dollars

Innovation has not been limited to finding ways to deal with diminishing resources. In spite of fiscal challenges, Foothill's steady focus on purpose and mission, and on the process of restructuring the organization has stimulated the college to:

- Develop new, more powerful learning environment designs.
- Integrate learning outcomes objectives into our academic and student service programs.
- Focus on the student as the unit of measurement.
- Restructure basic skills programs to increase the success of our students.
- Restructure programs to address different student segments.
- Review student performance through student and course portfolios.
- Restructure academically and administratively to reflect the needs of students and to bring the college in closer alignment with how it is funded by the state.

- Merge academic instruction with student services or development so that each of the four vice presidents is responsible for components in both areas
 - Instruction/Research
 - Student Development/Instruction
 - Technology and Instruction/Learning Resources
 - Educational Resources/Instruction
- Organize nine academic divisions to support 90 departments
- Place four student development program areas under dean supervision
- Develop seven other administrative support areas
- Focus Foothill's mission-based governance on several key areas
 - Basic skills
 - Student Development and Retention
 - Student Outreach and Recruitment
 - Transfer
 - Vocational/Career Education

These are some of Foothill's noted accomplishments over the last decade:

- Foothill remains in the top 5 percent in the state and has often been number one in transfer, basic skills, and overall successful course completion
- Workforce development core indicators of success exceed the state's established goals in 20 of 30 categories in 2003-04
- The number of degrees awarded over the last 10 years has increased 62 percent
- Overall student retention has increased to 92 percent
- Minority student retention has increased to 91 percent, comparable to the college average
- Enrollment has increased 40 percent over the last 10 years

- Productivity has exceeded budgeted targets for each of the last five years
- Foothill has ended each fiscal year with a healthy ending balance
- Minority faculty and staff increased to 31 percent in Fall 2004 from 27 percent in Fall 1994
- Since 2000, online enrollment has increased 84 percent; in Winter 2004, 4,100 students and 70 instructors engaged in online education. Online course offerings have increased from 68 in 2000 to 126 in 2004. Foothill offers eight degrees fully online, and two online bachelor completion programs in conjunction with out-of-state universities
- Foothill initiated an Easy to Use Distance Education Software (ETUDES) Consortium in 2002 with the support of the State Chancellor's Office; it is now the engine for Web-based courses used by more than 50 colleges, 670 instructors, and 18,000 students in the California College Community system
- In 2003, Foothill entered a partnership in the Sakai Project with Stanford, University of Michigan, Indiana, MIT, and the Hewlett Foundation in an open course management project which will increase the capability of ETUDES, our course management system
- Involvement in the League for Innovation's 21st Century Learning Outcomes Project stimulated focus on student learning outcomes, including a component on learning outcomes in program review, and the formation in 2001 of the Learning Outcomes Assessment Network, which continues to research and showcase innovation and best practices in demonstrating student learning
- Measure E projects and planning have been completed within the required timeframes and within or under budget

In the past five years, increased research capacity has allowed the college a better understanding of who the students are. Having access to such data influences how to best structure the organization.

One example of this research capacity was data presented in 2002 addressing the success of students enrolled in basic skills courses. While Foothill ranks number one in the state in student success rates in basic skills, research demonstrated that students who receive a "C" grade in a basic skills course have only about a 50 percent chance of passing the next course in the sequence, and that only 50-70 percent of the students who place by assessment into a pre-collegiate level of English or mathematics course actually enroll in the course. More complete data on this subject and plans for addressing the issue are examined in the basic skills section of this report.

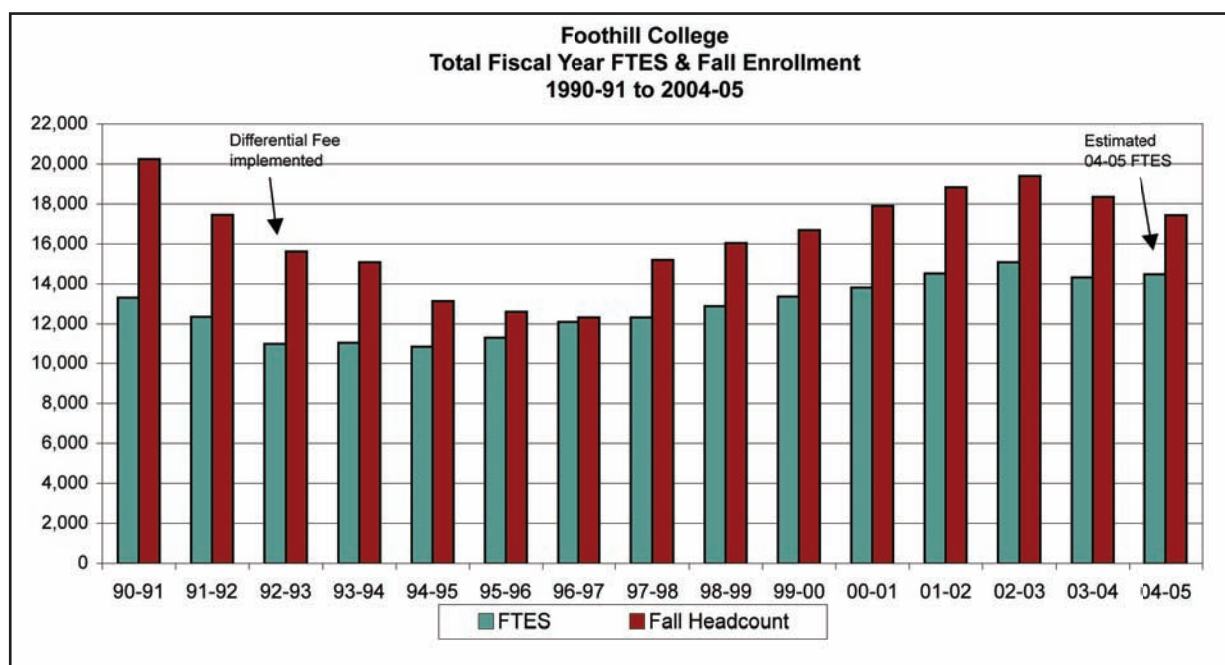


Background & Demographics



Student Access, Equity & Success

Students



- Fall 2004 student headcount enrollment decreased from 18,326 to 17,406 compared to last year, or 5.0 percent, which is 27 percent below Educational Master Plan projections (see page 36 - 2005 EMP). Enrollment appears to be up in transfer/GE courses but down in the computer technology areas. While Fall headcount has declined, we estimate that 2004-05 FTES will be up by about 1 percent.
- However, WSCH per headcount has increased dramatically even though student headcount has declined.
- 41 percent of Foothill students are from within the district; 16 percent come from San Mateo; 12 percent from West Valley-Mission; 8 percent from San Jose-Evergreen; 16 percent from other California Community College Districts.

Year	Total FTES	Percent Change	Fall Headcnt	Percent Change
1990-91	13,276.4		20,209	
1991-92	12,315.1	-7.2	17,439	-13.7
1992-93	10,968.1	-10.9	15,590	-10.6
1993-94	11,016.9	0.4	15,073	-3.3
1994-95	10,822.2	-1.8	13,103	-13.1
1995-96	11,288.4	4.3	12,579	-4.0
1996-97	12,068.0	6.9	12,291	-2.3
1997-98	12,303.9	2.0	15,178	23.5
1998-99	12,870.6	4.6	16,018	5.5
1999-00	13,346.6	3.7	16,675	4.1
2000-01	13,778.6	3.2	17,883	7.2
2001-02	14,506.9	5.3	18,804	5.2
2002-03	15,055.0	3.8	19,365	3.0
2003-04	14,297.2	-5.0	18,326	-5.4
2004-05	14,440.2	1.0	17,406	-5.0

Foothill-De Anza Community College District
Foothill College
Fall 2004

01/25/05

Gender	Count	Percent
Male	8,465	48.6
Female	8,686	49.9
Unrecorded	255	1.5
Total	17,406	100.0

Ethnicity	Count	Percent
Asian	3,924	22.5
African American	575	3.3
Filipino	409	2.3
Hispanic	2,029	11.7
Native American	77	0.4
Pacific Islander	159	0.9
White	7,190	41.3
Other	219	1.3
Unrecorded	2,824	16.2
Total	17,406	100.0

Enrollment Status	Count	Percent
First-time Student	1,335	7.7
First-time Transfer	2,901	16.7
Returning Transfer	4,717	27.1
Continuing	7,189	41.3
Special Admit (K-12)	1,263	7.3
Unrecorded	1	0.0
Total	17,406	100.0

Day Eve Status	Count	Percent
Day	13,807	79.3
Evening	3,599	20.7
Total	17,406	100.0

Full/Part-time*	Count	Percent
Full-time	3,247	18.7
Part-time	13,297	76.4
Withdraw	862	5.0
Total	17,406	100.0

District of Residence^	Count	Percent
Foothill Service Area	4,970	28.6
De Anza Service Area	2,131	12.2
San Jose-Evergreen CCD	1,434	8.2
West Valley-Mission CCD	2,056	11.8
San Mateo CCD	2,728	15.7
Gavilan Joint CCD	192	1.1
Other California CCD	2,708	15.6
Out of State	261	1.5
Foreign	926	5.3
Total	17,406	100.0

* Full/Part-time status based on Attempted Units minus units in courses with a "W" grade.

Highest Education	Count	Percent
Not a HS Grad	464	2.7
Special Admit (K-12)	1,316	7.6
Adult School	117	0.7
HS Diploma	7,141	41.0
Passed GED	787	4.5
CA Certificate	415	2.4
Foreign Secondary	771	4.4
AA/AS	900	5.2
BA/BS	2,635	15.1
MA/MS	1,441	8.3
Doctorate	195	1.1
Foreign Degree	947	5.4
Unrecorded	277	1.6
Total	17,406	100.0

Educational Goal	Count	Percent
Transfer after AA/AS	3,223	18.5
Transfer without AA/AS	1,641	9.4
AA/AS	871	5.0
Vocational Degree	370	2.1
Vocational Certificate	878	5.0
Formulate plans, goals	665	3.8
New career	1,344	7.7
Advance in job	1,007	5.8
Maintain certificate/licens	211	1.2
Educational development	2,151	12.4
Improve basic skills	170	1.0
Credit for HS or GED	144	0.8
Undecided	4,648	26.7
Unrecorded	83	0.5
Total	17,406	100.0

Age Group	Count	Percent
19 or less	3,673	21.1
20 - 24	3,735	21.5
25 - 29	2,367	13.6
30 - 34	1,713	9.8
35 - 39	1,233	7.1
40 - 49	1,860	10.7
50 - 59	1,184	6.8
60 +	1,631	9.4
Unrecorded	10	0.1
Total	17,406	100.0

Mean Age	Median Age	Modal Age
32.9	27.0	19.0

^ District of Residence based on address zipcode except for Out of State and Foreign.



Foothill-De Anza Community College District
Foothill College
Fall 2004

01/25/05

City	Count	Percent
San Jose	2,659	15.3
Mountain View	2,148	12.3
Palo Alto	1,902	10.9
Sunnyvale	1,430	8.2
Los Altos/Los Altos Hills	1,273	7.3
Redwood City	661	3.8
Cupertino	638	3.7
Menlo Park	600	3.4
Santa Clara	540	3.1
San Francisco	492	2.8
Fremont	306	1.8
San Mateo	295	1.7
East Palo Alto	239	1.4
Saratoga	211	1.2
San Carlos	183	1.1
Portola Valley	182	1.0
Campbell	163	0.9
Milpitas	162	0.9
Los Gatos	152	0.9
Gilroy	69	0.4
Millbrae	55	0.3
All Other Cities	3,046	17.5
Total	17,406	100.0

Attempted Units	Count	Percent
0.25 - 02.9	4,109	23.6
03.0 - 05.9	5,627	32.3
06.0 - 08.9	1,342	7.7
09.0 - 11.9	2,476	14.2
12.0 - 14.9	1,857	10.7
15.0 - 17.9	1,337	7.7
18.0 - 20.9	579	3.3
21.0 +	79	0.5
Total	17,406	100.0

Average Units Attempted

6.90

Note: Attempted Units is defined as all units for which a grade is recorded, including "W" grades. Classes dropped before grades are required are not included.

Earned Units	Count	Percent
0	2,312	13.3
0.25 - 02.9	4,044	23.2
03.0 - 05.9	4,829	27.7
06.0 - 08.9	1,491	8.6
09.0 - 11.9	1,920	11.0
12.0 - 14.9	1,390	8.0
15.0 - 17.9	951	5.5
18.0 - 20.9	411	2.4
21 +	58	0.3
Total	17,406	100.0

Average Units Earned

5.56

Source: IR&P Analytical Data Warehouse Deborah

Students

- The total number of ongoing F-1 visa students decreased this year by 17.2 percent, going from 878 unduplicated students to 727. This decline follows an 11.3 percent drop last year. It is being caused by many external challenges, including increased security and visa challenges since 9/11, considerable recruitment travel that had to be canceled last year because of SARS, a weak global economy, increased competition from colleges and universities in other English-speaking countries, and the continuing negative attitude toward the United States because of the war in Iraq.
- We again increased recruitment this year. While the total of ongoing F-1 students decreased because there were fewer students joining us two and three years ago, the number of entering new students this year increased in Fall by 11.8 percent, in Winter by 17.1 percent and in Spring by 15.8 percent. There seems to be a renewed interest around the world in studying in the U.S. both because the decreased value of the dollar makes us a more affordable destination and because visa restrictions have improved. All of this is a hopeful sign of a turnaround in the decline we've seen since 9/11.
- Overall non-resident tuition income for Foothill is down slightly from \$5,338,435 YTD in 03/04 to \$4,726,752 YTD in 04/05. This 11.5 percent decline is a combination of revenue from both F-1 visa students and international students on all other visa types. The latter category involves primarily Silicon Valley guest workers and their dependents who are on H and L visas and whose numbers have significantly decreased as our local economy changed and as the guest worker visa program has been cut back by the Bush administration.

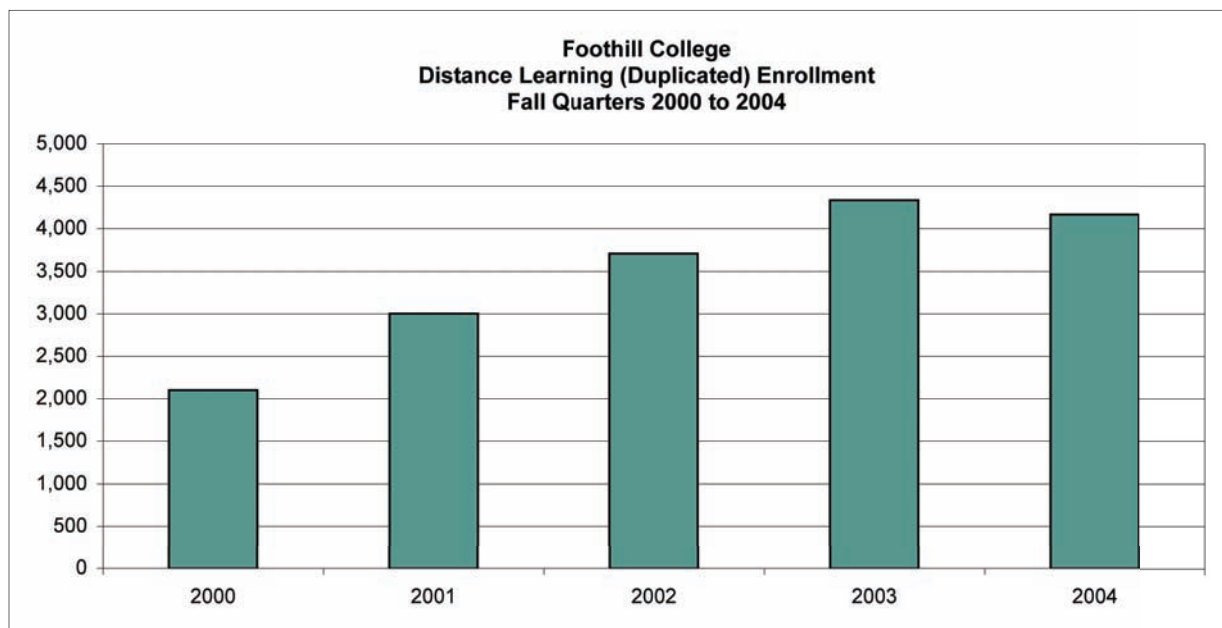
**Foothill College
Unduplicated Count of F-1 Visa Students
Fall Quarters 1995 to 2004**

Term	Unduplicated F1	Annual Percent Change
Fall 1995	372	0.0%
Fall 1996	412	10.8%
Fall 1997	462	12.1%
Fall 1998	594	28.6%
Fall 1999	620	4.4%
Fall 2000	744	20.0%
Fall 2001	923	24.1%
Fall 2002	990	7.3%
Fall 2003	878	-11.3%
Fall 2004	727	-17.2%

Source: George Beers/Andrew LaManque 4/04 in State of College; Fall 2004 update by LaManque 2/28/05

Students

- Online duplicated class enrollment declined by 3.8 percent in Fall 2004, after years of very high growth rates, to 4,165. Enrollment has increased by 98 percent in the last five years. This is 1.2 percentage points less, however, than the overall headcount loss of 5 percent.
- An ETUDES Consortium of more than 50 other colleges and universities has grown with the support of the State Chancellor's Office and serves more than 60,000 students nationally.



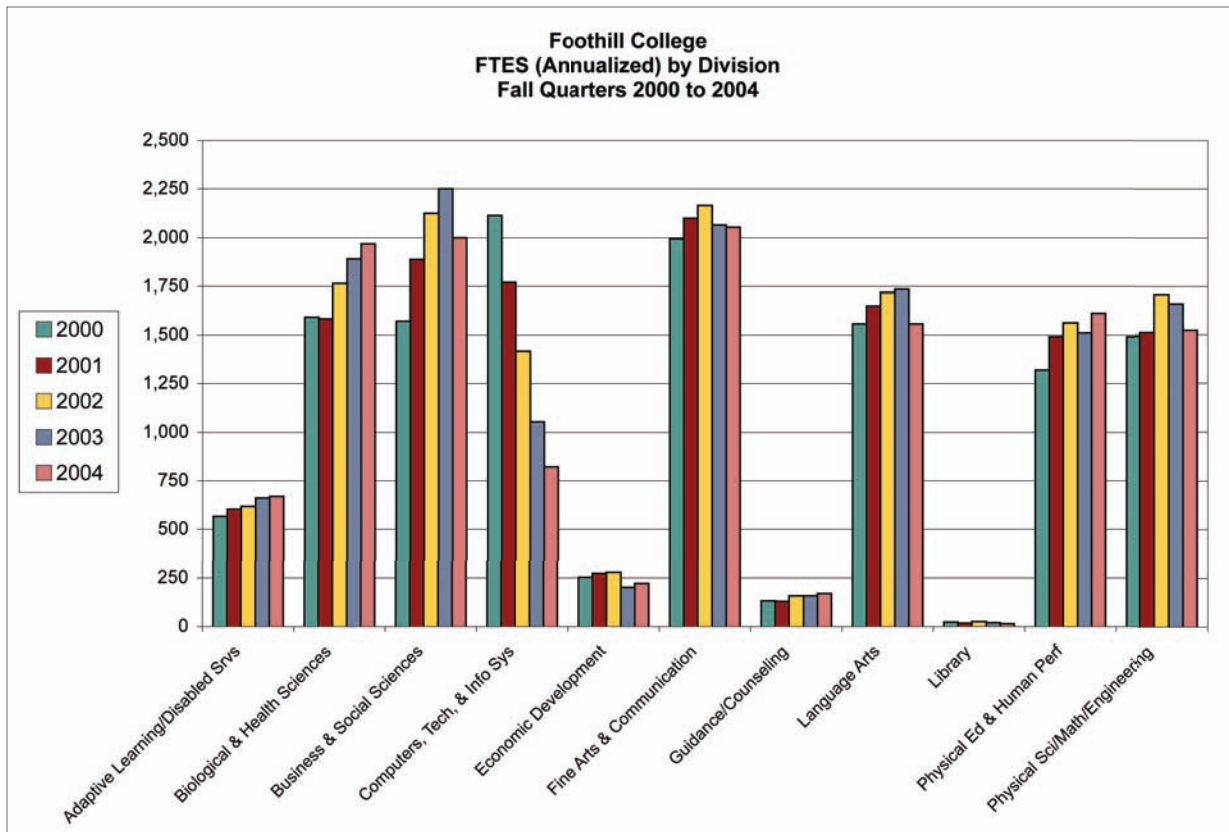
**Foothill College
Distance Learning (Duplicated) Enrollments**

Fall	Enrollment	Percent Increase
1996	20	
1997	735	
1998	1,118	52.1
1999	1,742	55.8
2000	2,101	20.6
2001	2,996	42.6
2002	3,703	23.6
2003	4,330	16.9
2004	4,165	-3.8

Note: This includes both online and TV classes but no TV for last three years.

Students

- Demand for courses in the afternoon remains strong, though, Fall 2004 enrollment is down by 5.0 percent from Fall 2003 and by 10.1 percent from Fall 2002. However, Winter enrollment is up 3 percent over last winter and is up 3-4 percent this Spring.
- Last year Foothill was over its goal by 157 FTES. This year Foothill was budgeted at 14,020 FTES and is projected to generate 14,019. What is notable is that this figure includes both resident and non-resident students. While Foothill lost considerably in non-resident students, it gained considerably in resident students to cover the deficit.

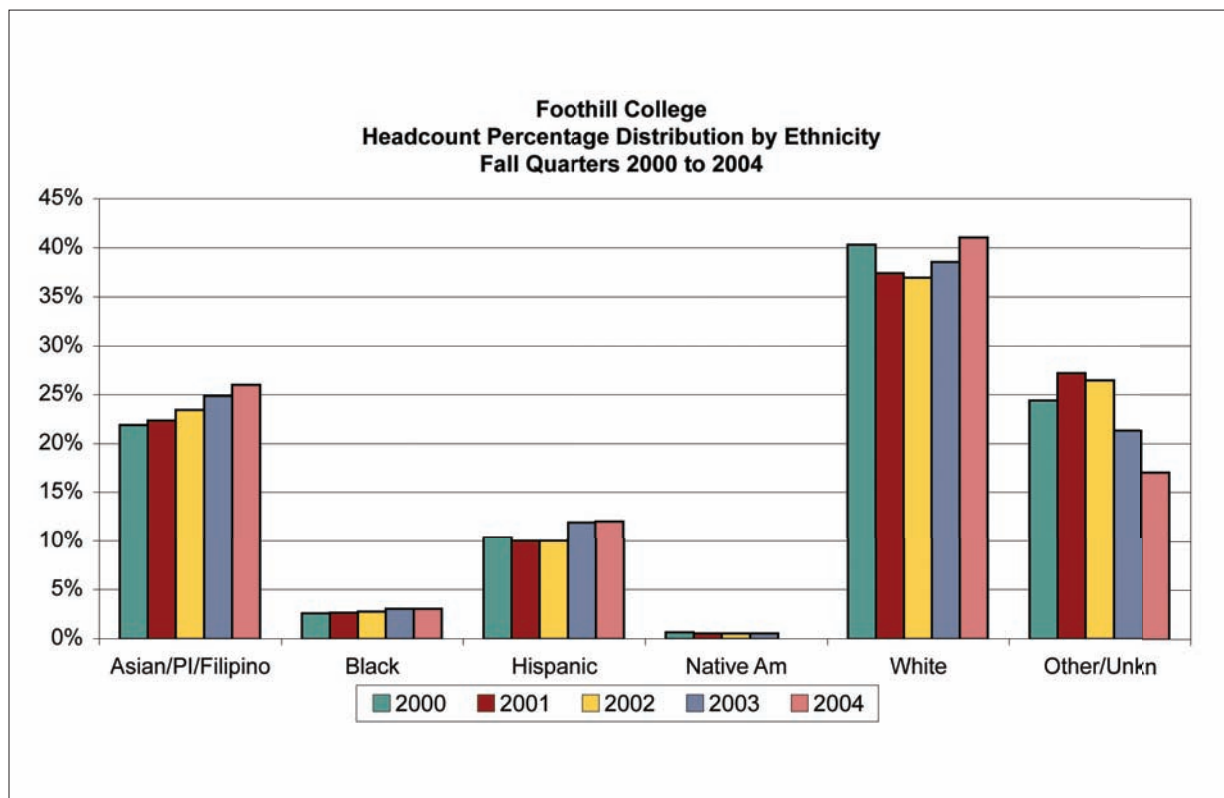
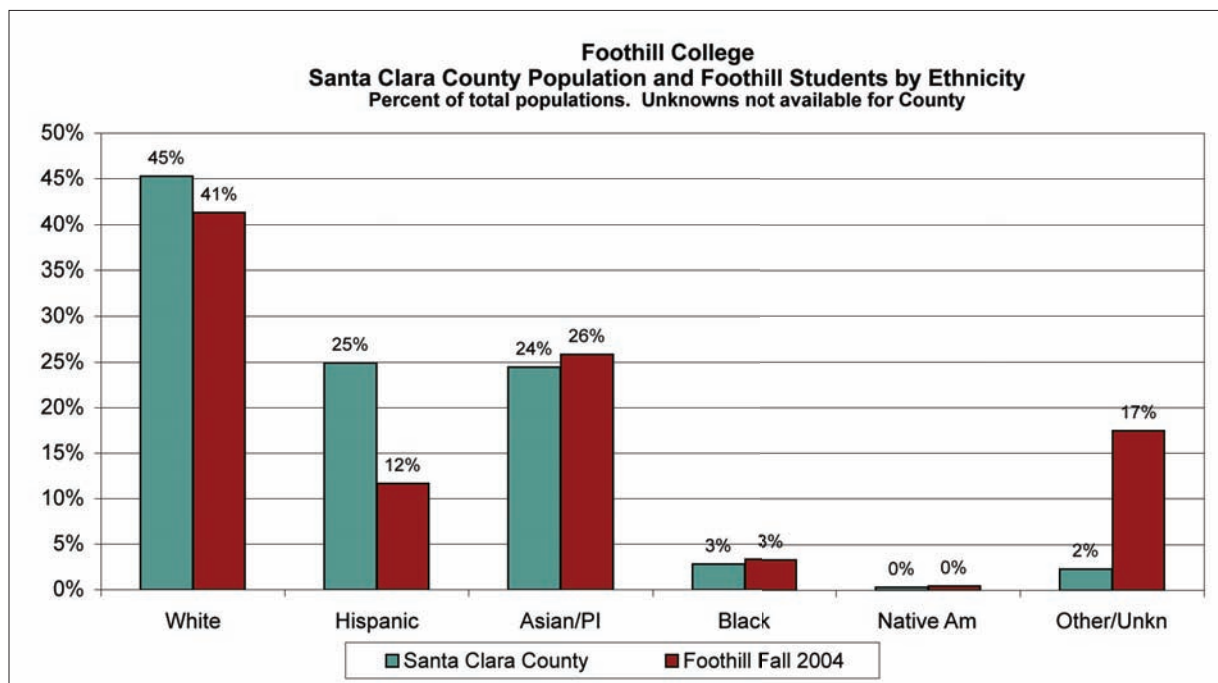


Fall FTES (Annualized)	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall
Division	1996	1997	1998	1999	2000	2001	2002	2003	2004
Adaptive Learning/Disabled Svcs	521	554	566	570	568	605	620	660	669
Biological & Health Sciences	1,551	1,447	1,602	1,577	1,592	1,583	1,763	1,889	1,966
Business & Social Sciences	1,405	1,363	1,478	1,522	1,572	1,888	2,125	2,252	1,998
Computers, Tech, & Info Sys	1,143	1,310	1,487	1,821	2,113	1,769	1,418	1,054	822
Economic Development	284	306	262	222	253	272	277	200	220
Fine Arts & Communication	1,529	1,673	1,774	1,908	1,993	2,100	2,166	2,064	2,053
Guidance/Counseling	98	179	121	158	133	129	157	158	170
Language Arts	1,387	1,499	1,381	1,525	1,557	1,650	1,719	1,737	1,558
Library	30	19	29	42	23	19	25	20	13
Physical Ed & Human Perf	1,152	1,243	1,330	1,214	1,321	1,492	1,564	1,513	1,613
Physical Sci/Math/Engineering	1,377	1,454	1,484	1,532	1,491	1,513	1,706	1,657	1,523
Totals	10,476	11,047	11,513	12,091	12,615	13,020	13,540	13,204	12,605

Note: Fall FTES annualized by multiplying by 3.

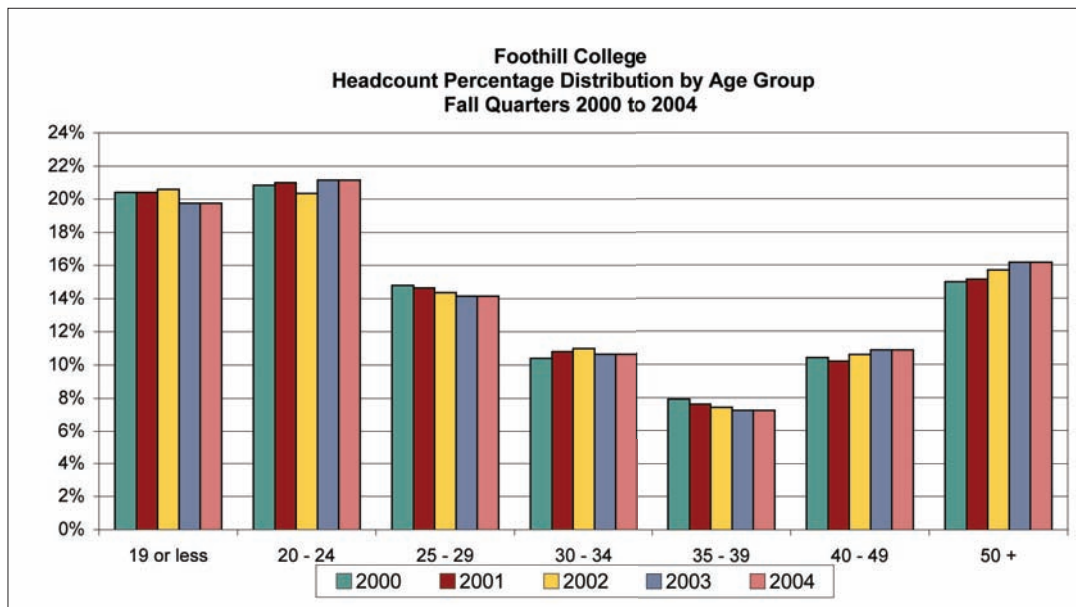
Students

- Academic and student services need to reflect our students' cultures.



Students

- Academic and student services need to reflect our students' ages for the Fall 2004:
 - Median student age dropped to 27 from 28 in Fall 2004;
 - Modal student age (greatest number of students) remains 19;
 - Average student age is 32.9 (down very slightly from 33.1 in Fall 2003);
 - 21 percent of our students are under age 20;
 - 43 percent of our students are under age 25;
 - 56 percent of our students are under age 30.



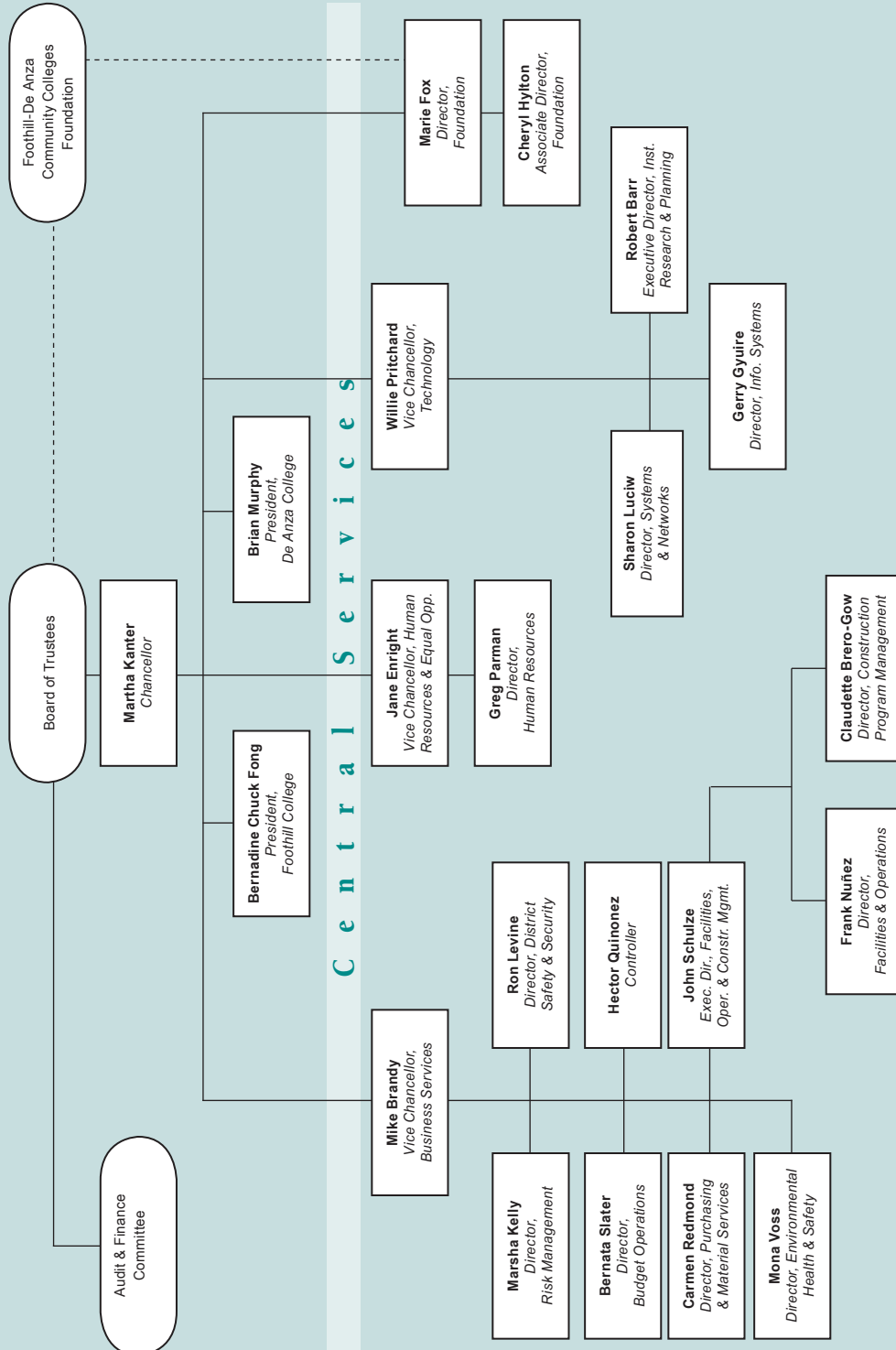
**Foothill College
Fall Headcount Frequency and Percentage Distribution by Age Group**

Age	2000		2001		2002		2003		2004	
	Count	%	Count	%	Count	%	Count	%	Count	%
19 or less	3,647	20%	3,840	20%	3,989	21%	3,623	20%	3,673	20%
20 - 24	3,729	21%	3,950	21%	3,938	20%	3,875	21%	3,735	21%
25 - 29	2,646	15%	2,753	15%	2,785	14%	2,596	14%	2,367	14%
30 - 34	1,861	10%	2,035	11%	2,128	11%	1,954	11%	1,713	11%
35 - 39	1,413	8%	1,429	8%	1,431	7%	1,321	7%	1,233	7%
40 - 49	1,862	10%	1,917	10%	2,050	11%	1,993	11%	1,860	11%
50 +	2,680	15%	2,848	15%	3,038	16%	2,961	16%	2,815	16%
Unrecorded	45	0%	32	0%	6	0%	3	0%	10	0%
Total	17,883	100%	18,804	100%	19,365	100%	18,326	100%	17,406	100%

- 22 percent of our students are full time, attempting 12 units or more (same as Fall 03).
- 78 percent of our students are part time, with 56 percent attempting fewer than six units (same as Fall 2003).
- Average number of units taken is 6.90 (nearly the same as Fall 2003).
- 79 percent are day students (the same as Fall 2003).
- 7.7 percent are first-time college students.
- 30 percent hold a BA/BS or higher degree (down from 32 percent in Fall of 2003).

Staffing & Operations

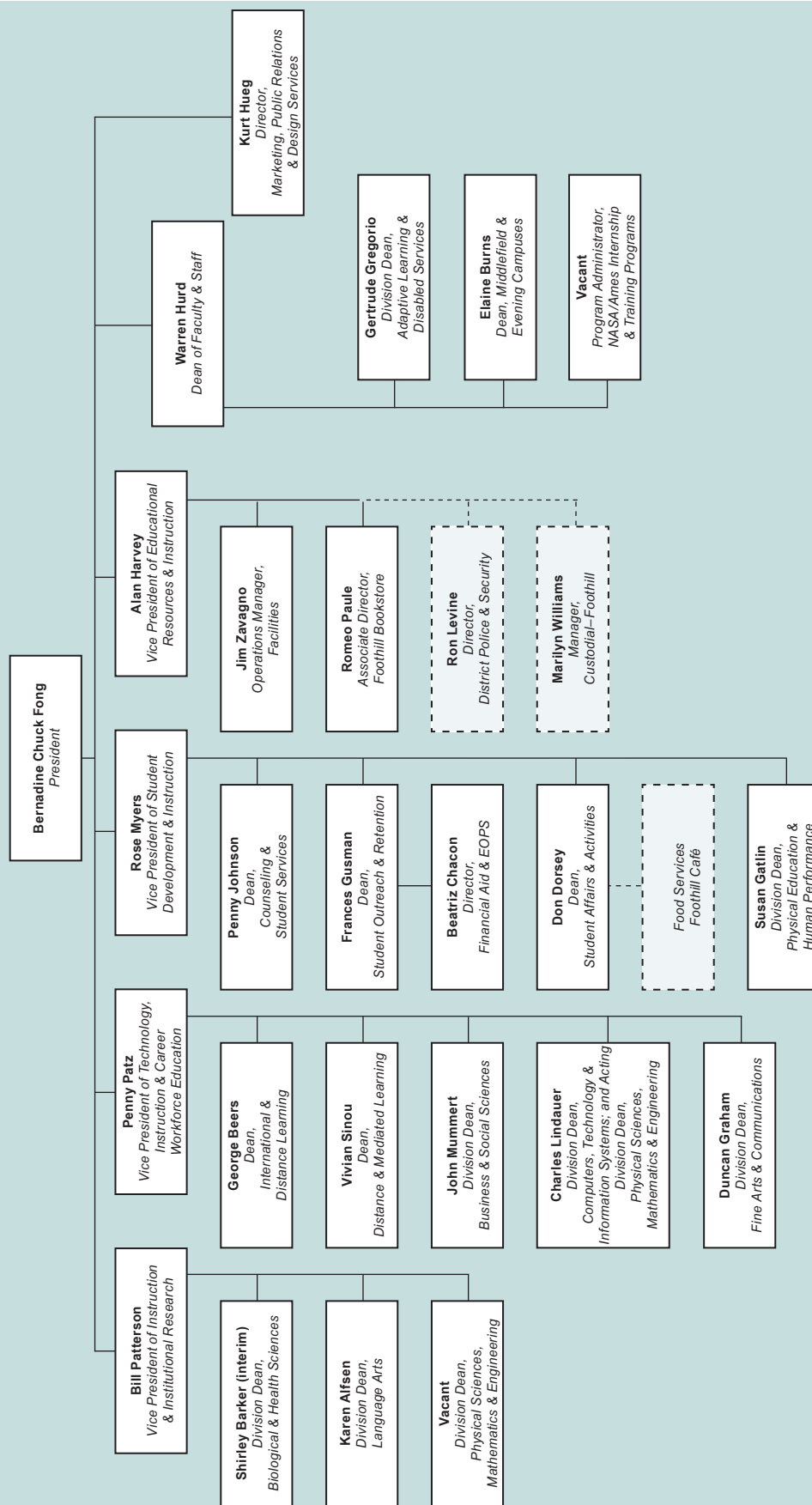
Foothill-De Anza Community College District Administrative Reporting Structure



July 19, 2005

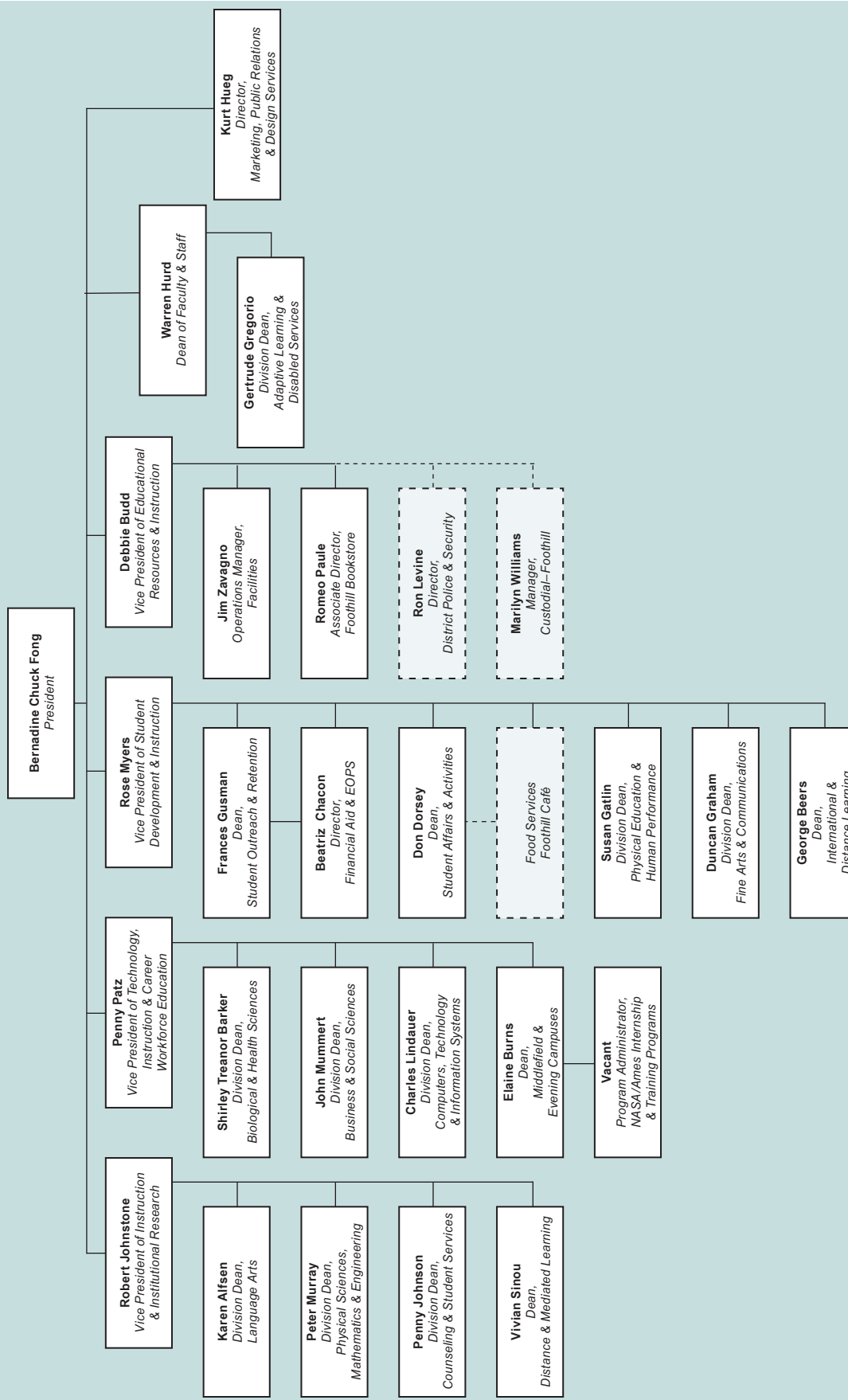


Foothill College 2004–2005 Administrative Reporting Structure



----- indicates liaison function • July 19, 2005

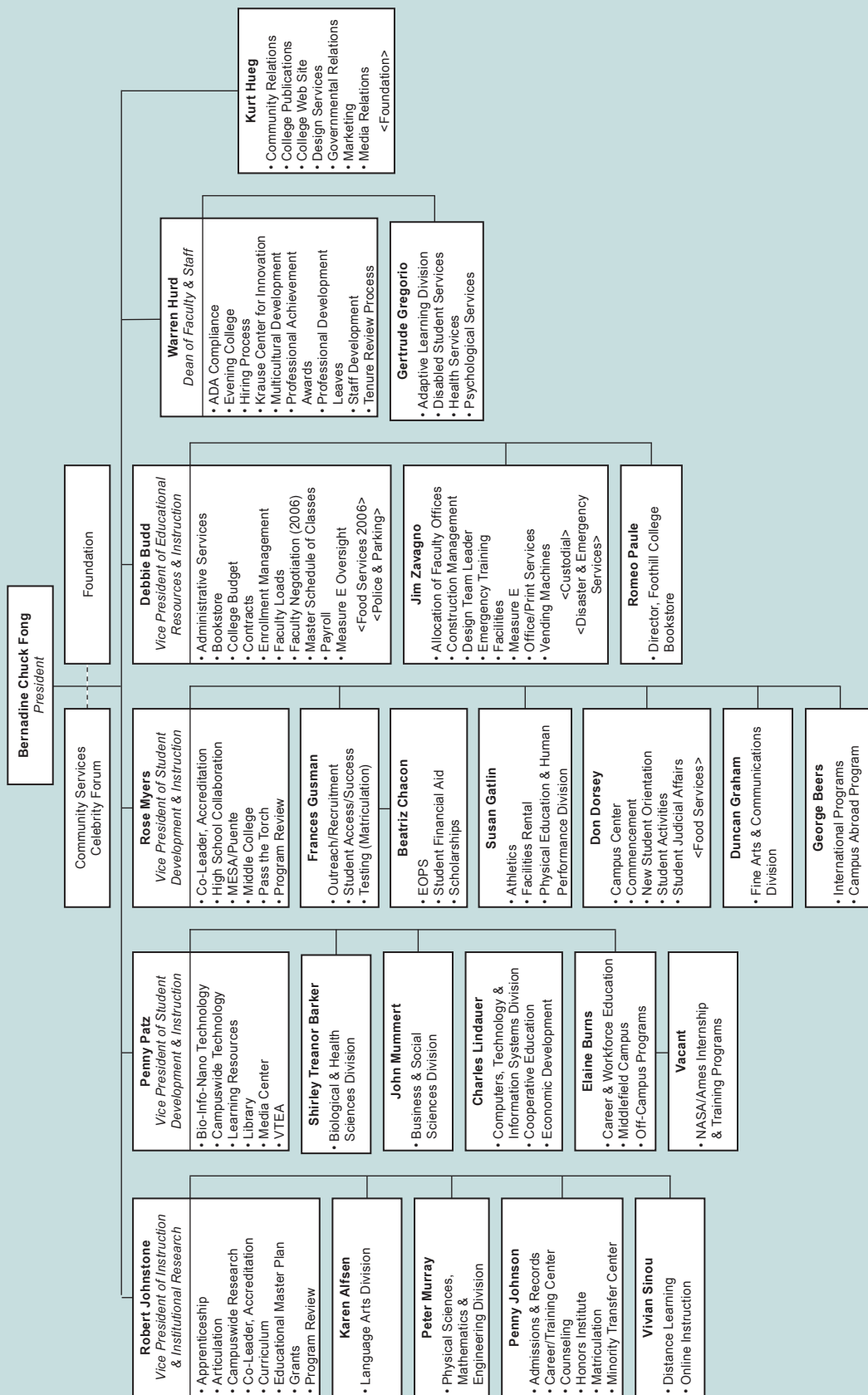
Foothill College 2005–2006 Administrative Reporting Structure



----- indicates liaison function • Aug. 2, 2005

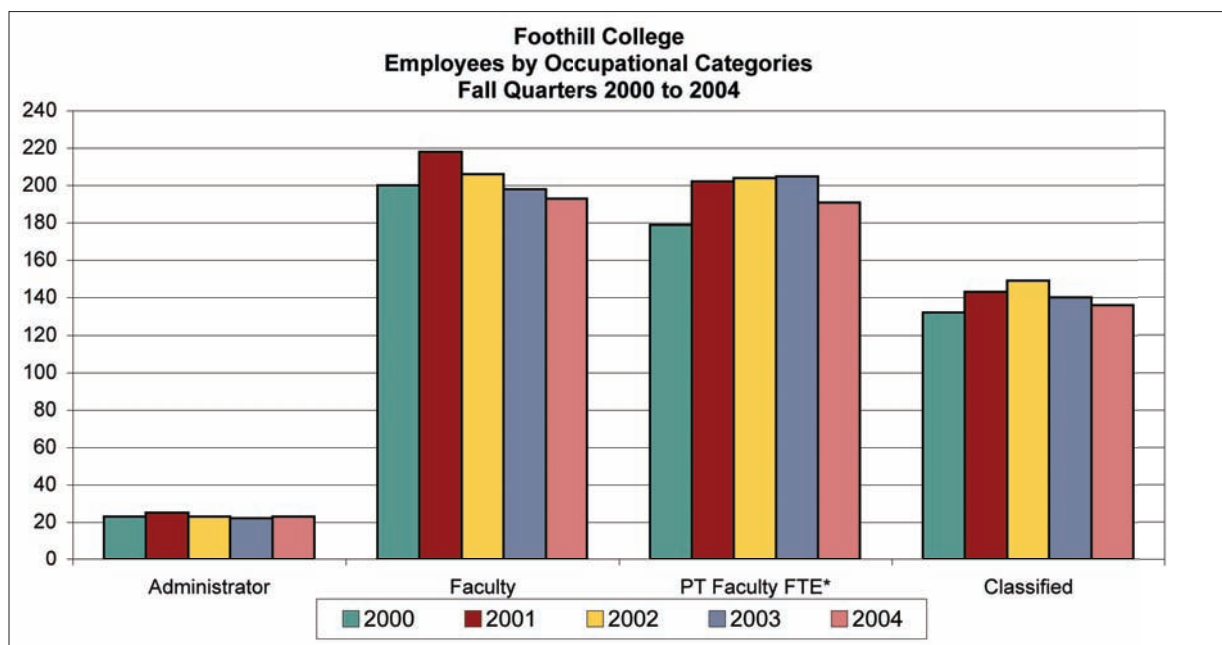


Foothill College 2005–2006 Administrative Areas of Responsibility



< > indicates liaison function • Aug 2, 2005

Staffing



Category	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Administrator	25	23	24	21	23	25	23	22	23
Faculty	192	185	192	195	200	218	206	198	193
PT Faculty FTE*	149	170	169	182	179	202	204	205	191
Classified	162	160	159	134	132	143	149	140	136
Total	528	538	544	532	534	588	582	565	543
Students	14,279	15,150	15,993	16,653	17,861	18,665	19,372	18,328	17,406
Students per Admin	571	659	666	793	777	747	842	833	757
Students per FT Faculty	74	82	83	85	89	86	94	93	90
Students per Classified	88	95	101	124	135	131	130	131	128
Students per All Staff	27	28	29	31	33	32	33	32	32

Faculty

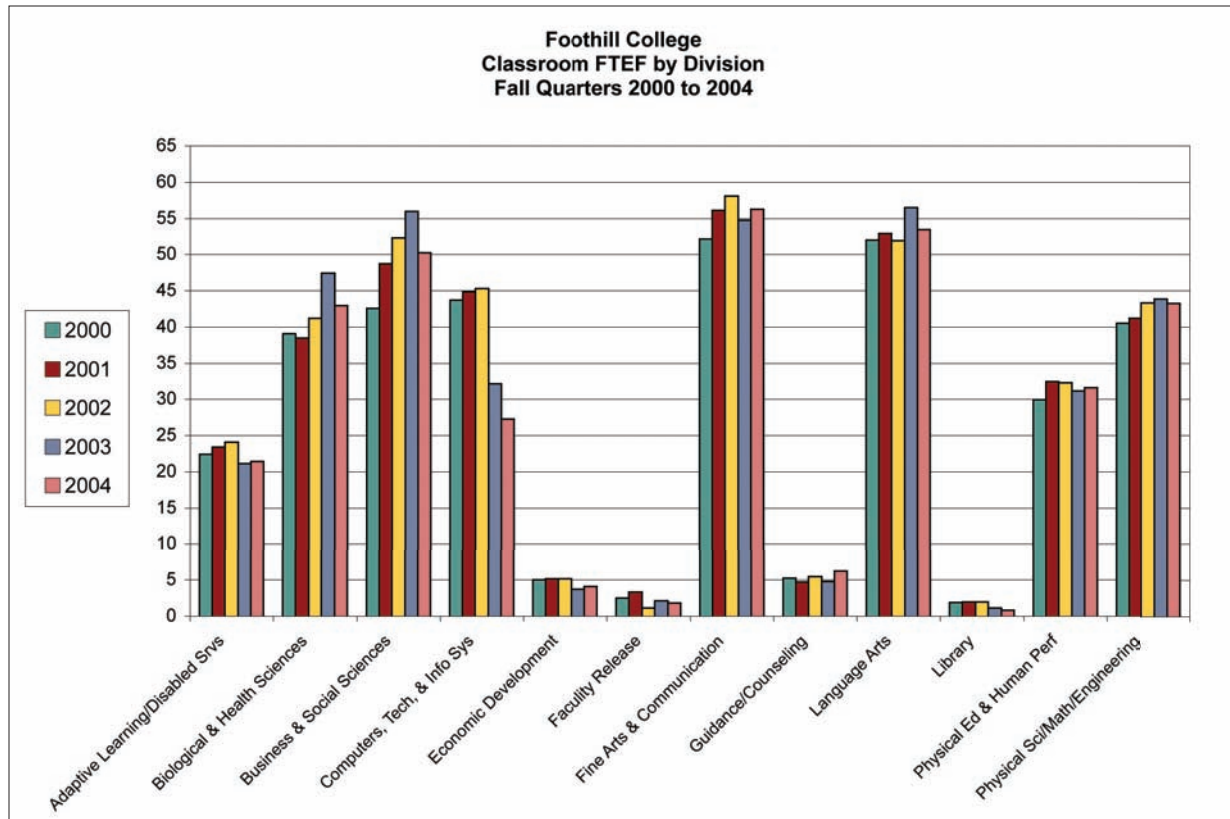
- Full-time faculty decreased by 2.5 percent from 198 to 193 and is five below the prior eight-year average of 198.3.
- 379 part-time faculty (headcount) made up 191 PT FTEF, 5 percent above the prior eight-year average of 182.5.
- The percentage of female faculty has increased slightly from 58 percent to 61 percent.
- The percentage of minority faculty has decreased slightly to 27.5 percent from 29.3 percent.
- In Fall 2004, 30.3 percent of the faculty were full time (193 FT by headcount and 191 FTE as part time, PDL replacement, and FT on overload). This is a 1.2 percent percentage point improvement from the prior year. Reducing sections to balance the budget and reducing FTES over cap and eliminating of concurrently enrolled course sections played a role as well.
- Eight of 11 new full-time faculty members have been hired, 60 percent of whom are minority.

Productivity

- The following table illustrates the WSCH produced by FT and PT faculty through Fall of 2004.

Foothill College Fall Quarter WSCH by Assignment Type

Assignment Type	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
FT Faculty	73,260	71,400	78,204	80,087	87,498	85,495	86,430	87,113	89,864
PT Faculty	74,699	83,515	83,770	90,537	87,175	94,503	100,925	89,101	86,243
Overload	9,131	10,739	10,676	10,686	14,499	15,250	15,687	17,672	12,920
Total	157,090	165,655	172,650	181,309	189,172	195,249	203,043	193,886	189,027



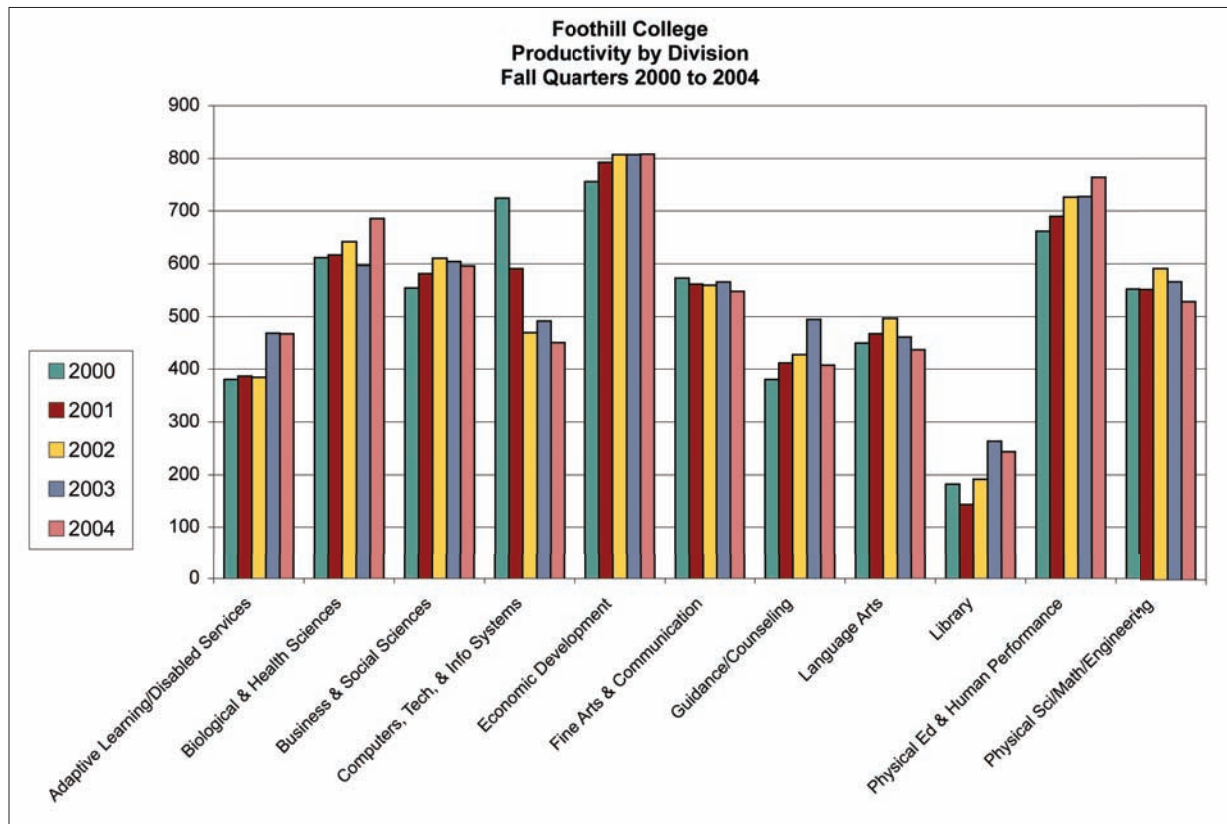
Note: Data for Fiscal Years

**Foothill College
Fall Classroom FTEF (Annualized)**

Division	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Adaptive Learning/Disabled Svcs	22.54	23.35	22.65	22.08	22.40	23.44	24.13	21.14	21.47
Biological & Health Sciences	41.05	66.33	57.95	36.57	39.04	38.50	41.20	47.47	42.99
Business & Social Sciences	36.24	36.51	39.49	42.69	42.54	48.71	52.27	55.94	50.23
Computers, Tech, & Info Sys	26.32	31.97	33.89	40.00	43.75	44.88	45.32	32.16	27.30
Economic Development	0.00	3.65	4.44	4.64	5.01	5.16	5.15	3.71	4.09
Faculty Release	0.33	0.71	1.63	1.83	2.53	3.37	1.16	2.13	1.79
Fine Arts & Communication	45.13	49.02	48.86	47.96	52.15	56.13	58.11	54.76	56.23
Guidance/Counseling	4.86	4.05	3.90	4.05	5.22	4.68	5.50	4.78	6.26
Language Arts	43.57	48	47.77	52.81	52.01	52.94	51.89	56.48	53.47
Library	1.93	1.73	2.24	1.98	1.90	1.95	1.95	1.14	0.80
Physical Ed & Human Perf	28.19	29.62	29.02	29.42	29.92	32.43	32.30	31.15	31.65
Physical Sci/Math/Engineering	37.33	37.02	37.58	40.42	40.53	41.21	43.31	43.87	43.25
College (All Divisions)*	287.49	331.98	329.42	324.46	336.99	353.4	362.27	354.73	339.54



Productivity



**Foothill College
Fall Teaching Productivity by Division**

Division	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Adaptive Learning/Disabled Services	346	356	375	387	380	387	385	468	467
Biological & Health Sciences	566	327	414	646	612	617	642	597	686
Business & Social Sciences	581	560	561	535	554	581	610	604	596
Computers, Tech, & Info Systems	651	615	658	683	724	591	469	491	451
Economic Development	na	1,257	885	717	756	792	807	807	808
Fine Arts & Communication	508	512	544	597	573	561	559	565	548
Guidance/Counseling	303	661	464	587	380	412	428	494	408
Language Arts	477	468	434	433	449	467	497	461	437
Library	229	164	193	315	182	143	191	263	244
Physical Ed & Human Performance	613	629	688	619	662	690	726	728	764
Physical Sci/Math/Engineering	553	589	592	568	552	551	591	566	528
College (All Divisions)*	546	499	524	559	561	552	560	558	557

*Total includes campus faculty release time which is not allocated to divisions.

Faculty

- Productivity for 2004-05 was 562 WSCH per FTE, exceeding Foothill's goal (assigned by the district) of 558. This matched the district-wide goal of 562 precisely.
- Programs below 530 productivity were put on a "watch." While not all programs are able to be at 530 or above because of the nature of a discipline, it is important to maintain a balance of high as well as low productive programs.

Summary of 5-yr. Averages for Enrollment, WSCH, Productivity (1999-00 to 2003-04)

Department	Enroll		WSCH		Prod	
	5-yr. Avg.	Decile	5-yr. Avg.	Decile	5-yr Avg.	Decile
Social Science	525	5	3,898	6	1,563	10
Performing Arts	4,751	10	34,685	10	1,185	10
Fine Arts	391	4	1,568	4	984	10
Humanities	286	4	1,104	3	791	10
Astronomy	931	7	3,962	6	790	10
Business Office Technology	502	5	259	1	781	10
Coop Work Experience Ed.	1,947	9	7,879	8	777	10
Applied Health Sciences	292	4	968	2	776	10
Economics	1,850	9	10,050	8	761	10
Computers on the Internet	2,302	9	15,766	10	758	9
Radiation Therapy Technology	135	2	1,054	3	729	9
German	122	2	1,147	3	722	9
Phys. Ed/Human Performance	15,591	10	78,328	10	705	9
Primary Care Associate	479	4	11,780	9	703	9
Biology	2,693	9	18,880	10	685	9
Veterinary Technician	1,121	7	5,389	7	683	9
Real Estate	654	6	2,746	5	676	9
EMT/Paramedic	193	3	3,046	5	665	9
Emergency Medical Technician	239	3	1,836	4	647	8
Environmental Horticulture	1,158	8	5,624	7	642	8
Psychology	2,173	9	10,307	9	629	8
Computer Information Systems	5,673	10	44,650	10	624	8
Computer & Software Training	2,321	9	10,739	9	613	8
Oceanography	166	2	718	2	609	8
Physics	909	6	8,177	8	594	8
Mathematics	7,456	10	47,753	10	581	8
Spanish	1,057	7	7,422	8	567	8
Radiologic Technology	976	7	7,145	8	564	7
Accounting	1,797	8	10,319	9	563	7
Japanese	643	5	4,159	6	562	7
Anthropology	996	7	4,450	7	561	7
Health	802	6	3,197	5	560	7
History	2,626	9	13,570	9	557	7
Italian	189	3	733	2	555	7
Music	3,484	10	16,574	10	546	7
French	526	5	3,986	6	546	7
Diagnostic Medical Sonography	605	5	4,277	6	529	6
Biology Laboratory Technician	54	1	2,375	5	526	6
Political Science	1,211	8	6,691	7	525	6
Child Development	645	5	2,167	4	518	6
Pharmacy Technician	218	3	2,209	4	515	6
Radio	179	2	1,958	4	513	6
AL: Adaptive Physical Ed.	2,912	10	10,015	8	512	6
Music Performance	752	6	4,186	6	512	6
Special Education	119	2	627	2	508	6
AL: Transition to Work	677	6	2,368	5	503	5
Business	1,494	8	5,504	7	500	5
Geography	681	6	3,502	5	500	5
Women's Studies	279	4	1,341	3	499	5
Sociology	1,183	8	6,111	7	495	5
Philosophy	1,462	8	7,186	8	494	5
Chinese	386	4	2,783	5	484	5
Creative Writing	237	3	1,364	3	483	5
Linguistics	49	1	207	1	479	4
Computer Networking and Electronics	1,120	7	7,033	8	471	4
Chemistry	1,310	8	11,234	9	457	4
Film/Television	188	2	1,549	4	452	4
English as a Second Language	3,660	10	23,504	10	452	4
Learning in New Media Classrooms	258	3	377	2	449	4
Travel Careers	853	6	3,607	6	447	4
Photography	1,814	9	6,785	7	445	4
Dental Assisting	537	5	2,641	5	444	3
Art	2,855	10	13,636	9	443	3
Korean	100	2	766	2	442	3
Dramatic Arts	1,387	8	12,054	9	437	3
AL: Community Based	89	1	14,789	9	434	3
Counseling	2,352	9	4,064	6	425	3
Speech/Communication	1,389	8	8,092	8	411	3
Respiratory Therapy Tech	570	5	3,546	5	399	3
English	5,573	10	28,003	10	392	2
Physical Trainer	392	4	1,093	3	392	2
Aviation	382	4	1,111	3	381	2
Engineering	68	1	364	1	377	2
Geology	243	3	1,552	4	376	2
Graphic Design	802	6	4,367	6	368	2
Career Life Planning	641	5	1,844	4	357	2
AL: Post-Stroke	775	6	4,545	7	349	2
Education	60	1	137	1	343	1
Library Science	222	3	1,239	3	339	1
Dental Hygiene	999	7	4,957	7	330	1
Academic Skills	722	6	1,031	3	324	1
Language Arts	92	1	161	1	308	1
Journeyman Program	368	4	1,399	4	270	1
AL: Computer Access	1,122	7	351	1	166	1
AL: Learning Disability	168	2	624	2	123	1
Advertising	31	1	94	1	---	---
Bus. International Studies	22	1	95	1	---	---
Phys Science & Engineering	190	3	555	2	---	---

Programs above Productivity of 530 = 63% of WSCH
Programs below Productivity of 530 = 37% of WSCH

Productivity

- An analysis of 2003-04 courses and enrollment shows 40 percent of Foothill's WSCH is produced by 4 percent of its curriculum, typically general education courses because they satisfy transfer, degree requirements, and vocation education purposes.

- 2,169 courses approved and in catalog.

- 8,455 course sections offered annually.

- 693,990 WSCH generated annually.

LEGEND	
BH	Biological & Health Sciences Division
CB	Computers, Technology & Information Systems Division
ED	Economic Development
FA	Fine Arts & Communications Division
GU	Guidance & Counseling Division
LA	Language Arts Division
PE	Physical Education & Human Performance Division
PS	Physical Sciences, Mathematics & Engineering Division
SE	Adaptive Learning Division
SS	Business & Social Sciences Division

WSCH by Course, 2003-04

WSCH Rank	Course	Division	Course WSCH	Cumulative WSCH	Cum % of Total WSCH	Number of Sections
1.	ENGL001A	LA	9,092	9,092	1.3%	71
2.	MATH010.	PS	8,646	17,738	2.5%	38
3.	MATH105.	PS	8,007	25,745	3.8%	34
4.	MUS 008.	FA	7,245	32,990	4.9%	37
5.	ENGL001B	LA	6,792	39,781	5.9%	51
6.	P A 111Y	FA	6,778	46,559	6.9%	16
7.	H P 009.	PE	6,757	53,316	7.9%	61
8.	P A 131.	FA	6,558	59,874	8.9%	26
9.	MATH101.	PS	6,491	66,365	9.8%	32
10.	H P 380Z	PE	6,313	72,678	10.8%	29
11.	P A 111Z	FA	6,095	78,773	11.7%	16
12.	POLI001.	SS	5,979	84,752	12.6%	28
13.	P A 150Z	FA	5,637	90,389	13.4%	33
14.	PSYC001.	SS	5,635	96,023	14.2%	24
15.	ECON001A	SS	5,417	101,440	15.0%	22
16.	BIOL010.	BH	5,202	106,642	15.8%	34
17.	CWE 060.	ED	5,179	111,821	16.6%	21
18.	ACTG001A	SS	4,791	116,612	17.3%	21
19.	ECON001B	SS	4,578	121,190	18.0%	18
20.	MATH001A	PS	4,321	125,511	18.6%	20
21.	HIST017B	SS	4,258	129,769	19.2%	14
22.	P A 141.	FA	4,256	134,025	19.9%	24
23.	ENGL110.	LA	4,158	138,182	20.5%	30
24.	ESL 026.	LA	3,961	142,144	21.1%	27
25.	HIST017A	SS	3,881	146,025	21.6%	16
26.	SOC 001.	SS	3,873	149,898	22.2%	18
27.	ENGL100.	LA	3,693	153,591	22.8%	26
28.	H P 390.	PE	3,680	157,271	23.3%	41
29.	ESL 025.	LA	3,645	160,916	23.8%	24
30.	CHEM001A	PS	3,464	164,380	24.4%	14
31.	GEOG001.	SS	3,281	167,661	24.8%	7
32.	P A 150Y	FA	3,195	170,856	25.3%	6
33.	MATH001B	PS	3,138	173,994	25.8%	17
34.	ACTG001B	SS	3,134	177,127	26.3%	16
35.	MATH051.	PS	3,085	180,212	26.7%	17
36.	H P 019.	PE	2,974	183,186	27.1%	35
37.	MATH049.	PS	2,970	186,156	27.6%	14
38.	SPCH001A	FA	2,921	189,077	28.0%	21
39.	H P 380.	PE	2,852	191,929	28.4%	9
40.	SPCH004.	FA	2,813	194,743	28.9%	20
41.	CIS 015A	CB	2,792	197,535	29.3%	18
42.	ART 001.	FA	2,785	200,320	29.7%	16
43.	PHYS004A	PS	2,758	203,078	30.1%	13
44.	SPAN001.	LA	2,681	205,759	30.5%	14
45.	BIOL040A	BH	2,645	208,404	30.9%	15
46.	ESL 166.	LA	2,591	210,995	31.3%	22
47.	H P 017.	PE	2,473	213,468	31.6%	119
48.	BUSI022.	SS	2,451	215,919	32.0%	15
49.	BIOL040C	BH	2,436	218,355	32.4%	14
50.	CIS 027A	CB	2,422	220,776	32.7%	18
51.	PHOT001.	FA	2,418	223,194	33.1%	26
52.	HIST004A	SS	2,390	225,584	33.4%	15
53.	BIOL040B	BH	2,384	227,968	33.8%	14
54.	ESL 167.	LA	2,364	230,332	34.1%	22
55.	CHEM025.	PS	2,328	232,660	34.5%	11
56.	CHEM001B	PS	2,319	234,979	34.8%	9
57.	P C 083P	BH	2,262	237,242	35.2%	1
58.	ART 004A	FA	2,261	239,503	35.5%	15
59.	P C 084P	BH	2,260	241,763	35.8%	1
60.	P A 141Z	FA	2,243	244,006	36.2%	6
61.	H P 040L	PE	2,221	246,227	36.5%	20
62.	HLTH021.	BH	2,212	248,439	36.8%	14
63.	H P 032D	PE	2,205	250,643	37.1%	21
64.	ACTG001C	SS	2,185	252,829	37.5%	11
65.	MATH200.	PS	2,182	255,011	37.8%	13
66.	SOSC460.	SS	2,162	257,173	38.1%	4
67.	H P 25TG	PE	2,140	259,313	38.4%	10
68.	H P 025.	PE	2,117	261,430	38.7%	29
69.	CIS 068A	CB	2,096	263,527	39.1%	16
70.	CIS 050A	CB	2,061	265,588	39.4%	20
71.	FREN001.	LA	2,052	267,641	39.7%	10
72.	P C 082P	BH	2,024	269,665	40.0%	1

Staff

Full-time staff decreased by 2.8 percent from 140 to 136 from Fall 2003 to Fall 2004 (with an additional 1.5 FTE not being replaced in 2003-04).

The percentage of minority staff remained at 36 percent.

Supervisors and confidential staff remained at eight.

Administrators increased by one to 23 at Foothill.

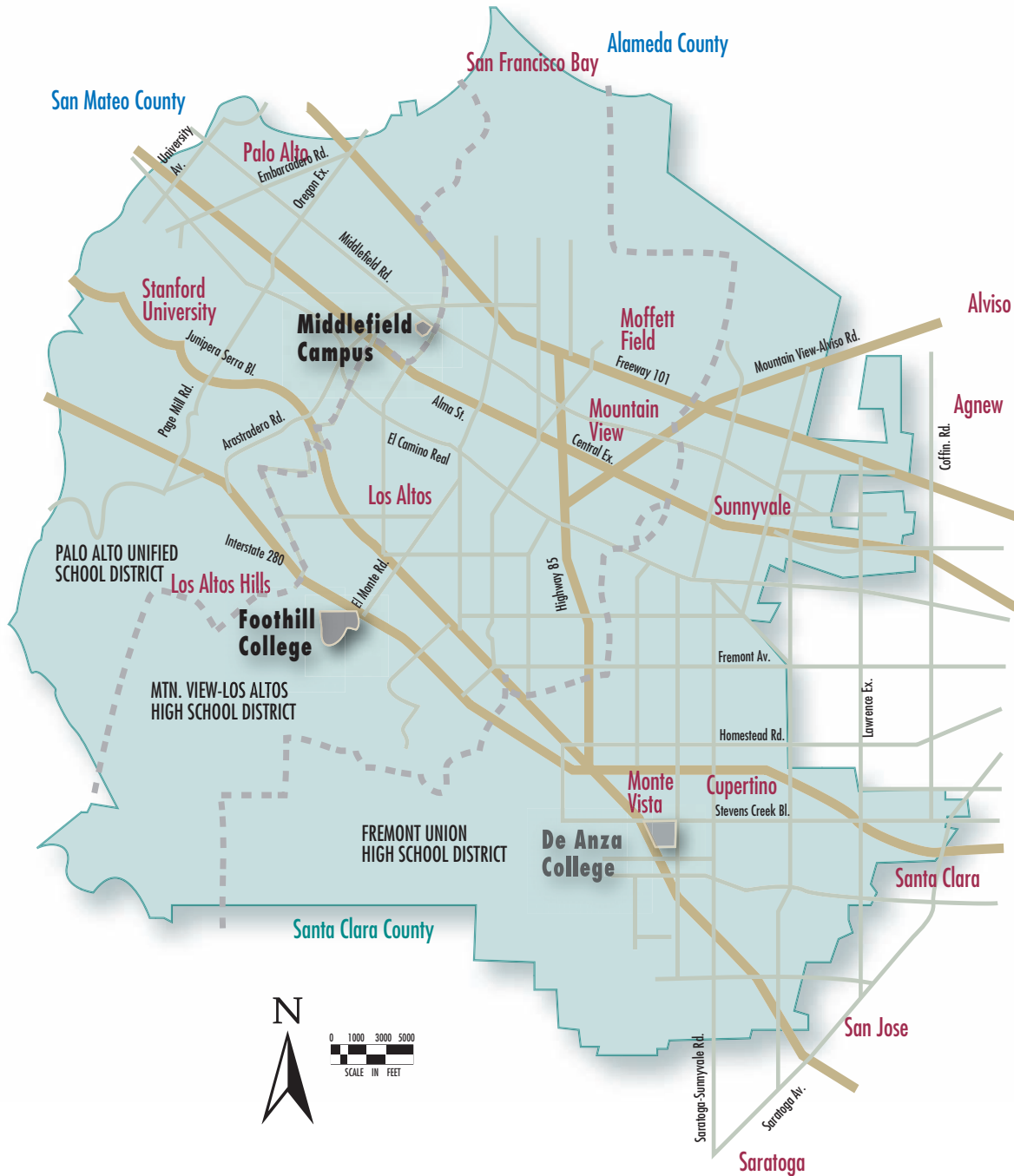
The percentage of minority administrators decreased slightly to 35 percent from 36 percent.

LEGEND	
BH	Biological & Health Sciences Division
CB	Computers, Technology & Information Systems Division
ED	Economic Development
FA	Fine Arts & Communications Division
GU	Guidance & Counseling Division
LA	Language Arts Division
PE	Physical Education & Human Performance Division
PS	Physical Sciences, Mathematics & Engineering Division
SE	Adaptive Learning Division
SS	Business & Social Sciences Division

WSCH by Course, 2003-04 (cont'd)

WSCH Rank	Course	Division	Course WSCH	Cumulative WSCH	Cum % of Total WSCH	Number of Sections
73.	BIOL041.	BH	1,998	271,663	40.3%	12
74.	CIS 52B2	CB	1,992	273,655	40.6%	15
75.	CHEM030A	PS	1,965	275,620	40.8%	10
76.	PHYS004B	PS	1,854	277,474	41.1%	9
77.	H P 125F	PE	1,846	279,320	41.4%	20
78.	SPAN002.	LA	1,845	281,165	41.7%	12
79.	ESL 156.	LA	1,823	282,988	41.9%	13
80.	ANTH002A	SS	1,802	284,790	42.2%	8
81.	MATH001C	PS	1,802	286,593	42.5%	12
82.	ALAP060X	SE	1,791	288,384	42.7%	23
83.	MUS 001.	FA	1,772	290,156	43.0%	8
84.	CNSL050.	GU	1,756	291,912	43.3%	75
85.	H P 010.	PE	1,741	293,653	43.5%	23
86.	ASTR010B	PS	1,740	295,393	43.8%	5
87.	CAST092A	CB	1,728	297,121	44.0%	16
88.	ALCB229Z	SE	1,710	298,831	44.3%	3
89.	P C 081P	BH	1,702	300,533	44.5%	1
90.	JAPN001.	LA	1,674	302,206	44.8%	7
91.	AHS 200.	BH	1,673	303,879	45.0%	7
92.	CIS 068E	CB	1,660	305,539	45.3%	7
93.	ASTR010A	PS	1,635	307,174	45.5%	4
94.	H P 044.	PE	1,629	308,803	45.8%	14
95.	MUS 010.	FA	1,614	310,418	46.0%	7
96.	CHEM001C	PS	1,608	312,025	46.2%	7
97.	HLTH005.	BH	1,596	313,622	46.5%	7
98.	ALAP062X	SE	1,596	315,218	46.7%	18
99.	CAST052A	CB	1,570	316,788	46.9%	11
100.	R E 050.	SS	1,564	318,351	47.2%	4
101.	ALCB223Y	SE	1,524	319,875	47.4%	7
102.	BUSI018.	SS	1,516	321,390	47.6%	7
103.	COIN061.	CB	1,502	322,892	47.9%	12
104.	MATH011.	PS	1,493	324,385	48.1%	8
105.	COIN078.	CB	1,484	325,869	48.3%	11
106.	BIOL014.	BH	1,482	327,351	48.5%	12
107.	H P 040P	PE	1,470	328,821	48.7%	3
108.	PHYS004C	PS	1,467	330,288	48.9%	7
109.	PHIL025.	SS	1,413	331,701	49.2%	4
110.	BIOL013.	BH	1,411	333,112	49.4%	12
111.	H P 031C	PE	1,410	334,522	49.6%	12
112.	PHIL001.	SS	1,408	335,931	49.8%	12
113.	APRT126.	ED	1,393	337,324	50.0%	11
114.	WMN 005.	SS	1,364	338,688	50.2%	6
115.	APRT127.	ED	1,360	340,047	50.4%	11
116.	CIS 052E	CB	1,351	341,398	50.6%	10
117.	HIST004C	SS	1,344	342,742	50.8%	10
118.	PHIL008.	SS	1,339	344,081	51.0%	10
119.	CRLP070.	GU	1,329	345,410	51.2%	15
120.	APRT129.	ED	1,319	346,728	51.4%	11
			674,769			7,298

District Service Area



Campus Map Legend

PROGRAM/DIVISION	ROOM
Academic Senate	1926
Adaptive Learning Division	5801
Adaptive Learning Testing Room	5801
Adaptive P.E.	2509
Admissions	1927
Appreciation Hall	1501
Apprenticeship	4057
Archives	D100
Articulation	5401
ASFC	6401
ASFC Paint Room Graphics	6304
ASFC Smart Shop/OwlCard	6304
Assessment Services	5006
Athletic Training Center (ATC)	2821
Audio Visual/Technology Center	3509
Band Room	1101
Biological & Health Sciences	5211
Bookstore	3526
Business & Social Science	3007
Campus Abroad	4016
Career Center	1930
Chancellor's Office	D120
Classified Senate	5027
Computer Access Center	5901
Computers, Technology & Information Systems	4118
Cooperative Work Experience Education	4057
Counseling	1930
Dental Health Center	5312
Dining Area	3525
Disability Resource Center	5801
Distance Learning	3610
District Police & Safety	D100
Economic Development	4057
EOPS Tutoring	5999
English Writing Center	3612
Environmental Horticulture & Design	5702
ESL Writing Center	6308
Evening College	1901
Extended Opportunity Program/ Services (EOPS)	1930
Facilities Contracts	2713
Faculty Association	D140
Financial Aid	1930
Fine Arts	1701
Foothill Café	3525
Forum	5001
Foundation	D100
Health Services	5941
Honors Institute	5425

PROGRAM/DIVISION	ROOM
IDEA Lab	1222
Instruction & Educational Resources	1920
Instruction & Institutional Research	1916
Instruction & Student Development	1916
Instruction & Technology	3513
Instructional Support Center	3612
International Programs	5403
International Student Admissions	5904
Intramural Programs	5912
Japanese Cultural Center	6601
KFJC-FM Radio Station	6202
Krause Center for Innovation	4001
Language Arts	6029
Language Arts Lab	6308
Library	3501
Marketing & Communications Office	6104
Math Center	5960
Matriculation	1900
Middle College	5911
Minority Transfer	1930
Multicultural Development	1930
Occupational Training Institute (OTI)	5618
Observatory	4001
Older Adult Program & VAMC	5801
Outreach & Retention Office	1903
Pass the Torch	5971
PE/Human Performance & Athletics	2710
Physical Sciences	4118
Playhouse Theater	1301
Police	D100
President's Office	1904
Psychological Counseling & Services	5933
Quick Copy	4052
Robert C. Smithwick Theater	1001
Sentinel Newspaper	5911
Service Learning & Volunteer Center	5912
Social Sciences	3007
Student Accounts	6201
Student Activities Office	6402
Student Affairs	6201
Student Success Center	1901
Temporary Village	5901–5999
Theater Box Office	1005
Transfer Center	1930
Transition to Work	5801
Travel Careers Training Center	3103
Tutorial Center & Programs	5999
Veterinary Technology	4501
Wellness Center	2504

PARKING

All vehicles must display a parking permit at all times including weekends. Failing to display a permit will result in a citation. Day-use permits are \$2 (eight quarters) at dispensers located in all student parking lots. Quarterly permits can be purchased at the Admissions Office (Room 1927).

ACCESS INFORMATION

Accessible Elevators

are located at Krause Center for Innovation, Library and Pool Deck.

Accessible Parking

is located in Lots 1, 2-A, 4, 4-A, 4-B, 3-A, 5-A, stadium, and upper transit station. You *must* display the DMV-placard. To obtain a temporary disability permit, call (650) 949-7017.

Shuttle Service

to all points on campus is available for people with physical disabilities. Call (650) 949-7017 or 7103.










TDD-Deaf Access

is available. Call (650) 948-6025.

For more access

information visit the Disability Resource Center (Room 5801); access www.foothill.edu; or call (650) 949-7017, voice; (650) 948-6025, TDD.

LEGEND

								
Accessible Bus Stop	Disabled Parking	Wheelchair Ramp	Automated Teller	Elevator	Emergency Telephone	Public Telephone	Restroom	Construction Zone

For access information, call (650) 949-7017.

ACCREDITATION SELF STUDY 2005



Foothill College Campus Map for 2008



Self-Study Organization



Accreditation Self-Study Teams

Foothill initiated the *Self-Study* process in Winter Quarter 2003-2004, with the formation of planning and steering committees. The College Roundtable, the president's advisory council, served as the accreditation steering committee, while a planning committee was formed that coordinated the entire accreditation process.

Planning Committee Team

John Dubois, *Administrative Assistant, Student Development & Instruction*

Tess Hansen, *Instructor, English; Language Arts Division*

Robert Johnstone, *College Researcher*

Rose Myers, *Vice President of Student Development & Instruction*

Lori Thomas, *Publications & Publicity Coordinator*

The planning committee presented an accreditation plan and timeline for the *Self-Study* to the College Roundtable in March 2004.

Accreditation Study Teams

Theme I: Student Learning Outcomes

Herlisa Hamp, *Co-Chair; Outreach Specialist, Student Success Center*

Penny Patz, *Co-Chair; Vice President, Technology & Instruction*

Walter Scott, *Co-Chair; Librarian, Technology & Instruction*

Maria Apodaca, *Division Administrative Assistant; Student Outreach & Retention*

Dolores Davison, *Instructor, History/Women's Studies; Business & Social Science Division*

Frances Gusman, *Dean; Student Outreach & Retention*

Kate Jordahl, *Instructor, Photography; Fine Arts & Communications Division*

Mike Murphy, *Instructor, Computer Networking; Computers, Technology & Information Systems Division*

Cori Nuñez, *Administrative Assistant II; Instruction & Institutional Research*

Doren Robbins, *Instructor, English/Creative Writing; Language Arts Division*

Linda Robinson, *Instructional Associate; Media Center*

Leticia Serna, *Counselor, Puente Program; Student Outreach & Retention*

Mary Thomas, *Librarian; Technology & Instruction*

Theme II: Organization

Warren Hurd, *Co-Chair; Dean, Faculty & Staff*

Leslye Noone, *Co-Chair; Division Administrative Assistant; Language Arts Division*

Verley O'Neal, *Co-Chair; Instructor, Computers & Information Systems; Computers, Technology & Information Systems Division*

Jeff Dickard, *Employment Training Advisor, Occupational Training Institute*

David Garrido, *Instructional Associate; Language Arts Division*

Alan Harvey, *Vice President; Educational Resources & Instruction*

Marc Knobel, *Instructor, Mathematics; Physical Science, Mathematics & Engineering Division*

Chuck Lindauer, *Division Dean; Computers, Technology & Information Systems; and Interim Division Dean; Physical Sciences, Mathematics & Engineering Division*

John Mummert, *Division Dean; Business & Social Science Division*

José Nava, *Instructor, Accounting; Business & Social Sciences Division*

Joe Ragey, *Instructor, Drama/Art/Graphic Design; Fine Arts & Communications Division*

Daphne Small, *Student Activities Director; Student Affairs & Activities Program*
Janet Spybrook, *Instructor, Adaptive Learning/ Learning Disability; Adaptive Learning Division*

Theme III: Dialogue

Penny Johnson, *Co-Chair; Dean; Counseling & Student Services*
Judi McAlpin, *Co-Chair; Campus Supervisor; Middlefield Campus*
Paul Starer, *Co-Chair; Instructor, English; Language Arts Division; and President, Foothill College Academic Senate*
Art Hand, *Library Technician Senior; Technology & Instruction*
Robert Johnstone, *College Researcher; Institutional Research*
Scott Lankford, *Instructor, English; Language Arts Division*
Debra Lew, *Counselor; Counseling & Student Services*
Karen Oeh, *Program Coordinator I, Career Center; Counseling & Student Services*
Shawn Townes, *Instructor, Speech Communication; Fine Arts & Communications Division*
Beckie Urrutia-Lopez, *Coordinator, Cooperative Work Experience Education Program*

Theme IV: Institutional Integrity

Shirley Barker, *Co-Chair; Division Dean, Biology & Health Sciences Division*
Kurt Hueg, *Co-Chair; Director, Marketing & Communications Office*
Christine Mangiameli, *Co-Chair, Division Administrative Assistant, Biology & Health Sciences Division*
Cathy Denver, *Counselor; Counseling & Student Services*
Margo Dobbins, *Coordinator, Disabled Student Services; Adaptive Learning Division*
Don Dorsey, *Dean; Student Affairs & Activities Office*
Brian Evans, *Instructor, Economics; Business & Social Sciences Division*
Gertrude Gregorio, *Division Dean; Adaptive Learning Division*

Dan Svenson, *Instructor, Environmental Horticulture & Design; Biology & Health Sciences Division*

Theme V: Planning, Improvement & Evaluation

Karen Alfsen, *Co-Chair; Division Dean, Language Arts Division*
Jay Patyk, *Co-Chair; Instructor, Economics; Business & Social Sciences Division*
Chris Rappa, *Co-Chair; Program Coordinator II, Marketing & Communications Office*
Jerry Cellilo, *Counselor; Counseling & Student Services*
Hilary Ciment, *Instructor, Art; Fine Arts & Communications Division*
Akemi Ishikawa, *Division Administrative Assistant; Fine Arts & Communications Division*
Robert Johnstone, *College Researcher; Institutional Research*
Lisa Lloyd, *Outreach Specialist; Student Development & Instruction*
Charlotte Thunen, *Librarian; Technology & Instruction*

Theme VI: Institutional Commitment

Gina D'Amico, *Co-Chair; Division Administrative Assistant; Computers, Technology & Information Systems Division*
Bernie Day, *Co-Chair; Articulation/ Curriculum Officer; Articulation Office*
Duncan Graham, *Co-Chair; Dean; Fine Arts & Communications Division*
Diana Cohn, *Supervisor, Office Services; Educational Resources & Instruction*
Brian Lewis, *Instructor, English; Language Arts Division*
Jorge Rodriguez, *EOPS Specialist Senior, Extended Opportunity Program & Services; Student Outreach & Retention*
Valerie Sermon, *Program Administrator; NASA-Ames Internship & Training Programs*
Steve Sum, *Alternative Media Specialist; Adaptive Learning Division*

Accreditation Self-Study Timeline & Guide

FOOTHILL COLLEGE ACCREDITATION SELF-STUDY TIMELINE & GUIDE • 2003–2005

DATES	TASKS
Aug., 03	Identify team to attend self-study workshop in October. Develop timeline of activities through site visit in Fall 2005.
Sept., 03	Review final report recommendations at all-managers retreat.
Oct., 03	Team attends self-study workshop. Team representatives report to constituent groups.
Nov., 03	Hold meetings to invite participation on themes committees.
Jan./Feb., 04	Themes committees established.
Feb., 04	Committee orientation.
Feb./March, 04	Coordinate survey development and administration with Institutional Research.
May, 04	Draft survey presented to appropriate governance constituent groups.
May, 04	Team training on process of fact-finding and writing the report; teams meet to develop goals and timelines.
June, 04	Initial discussion with board (timelines reviewed).
June/July, 04	Planning committee solicits research needs from teams.
Sept./Nov., 04	Teams prepare theme reports.
Oct., 04	Administer surveys; incorporate survey findings in report drafts.
Dec., 04	Co-chairs complete <i>Standards Description & Analysis</i> and submit copies to planning committee.
Dec., 04	Content review of theme reports conducted by planning committee.
Jan./March, 05	Co-chairs present forums on one selected theme during College Hour. Revisions to planning committee one week after forum. Editor begins first draft.
March/April, 05	Planning process writing begins.
April, 05	Co-chairs complete planning statements. Planning statement drafts to editor.
April, 05	Voice mail to constituent groups to review first draft placed in library, online, etc.
April, 05	Final input from constituent groups (Academic Senate, College Roundtable, Classified Senate, ASFC review drafts).
May, 05	First draft sent to board for May meeting.
May, 05	Board reviews first draft.
June, 05	Final draft sent to board for June meeting.
June, 05	Board approves final draft.
July, 05	Final revision to planning committee for final proofreading.
Aug., 05	Document to printer.
Sept., 05	Mail document to accreditation team members.
Oct., 05	Accreditation team visit.



Responses to the Recommendations from the 1999 Accreditation Self-Study



Responses to the Recommendations from the 1999 Self-Study

Recommendations correspond to the *Comprehensive Accreditation Team Visit for Foothill College* (Oct. 19–21, 1999).

Recommendation 3.1:

The college should further integrate, refine and streamline its planning processes to coordinate more effectively its variety of planning and planning-related efforts.

Foothill has developed an integrated planning cycle planning process, originating from the *Educational Master Plan* (EMP), which establishes goals and objectives for the overall academic plan over the next 5–10 years (3.1A). This document addresses Foothill's facilities planning, resource allocation planning, technology planning, and human resources planning over a period of 5-10 years. The outcome goals reflected in the EMP are established by various committees, and then measured against the actual outcomes. This helps the institution evaluate its performance relative to those goals and objectives it originally set out to achieve. Examples of documents relevant to this planning process aside from the EMP include the *College Roundtable Guidelines* (3.1B), program reviews (3.1C, 3.1D), facilities plan (3.1E), technology plan (3.1F) and curriculum reviews (3.1G).

The ongoing cycle of program planning is most evident with the Program Review process, for which the Institutional Planning Committee (IPC) has oversight. The most recent cycle for instructional divisions was completed during the 2002/2003 academic year. The Institutional Research Office updates the quantitative data annually, and all academic and student services programs/departments complete a self-review every three years (3.1H), in which they analyze quantitative data, qualitative data, community trends, and ultimately

establish goals. The IPC then creates reports that are integrated into the Educational Resources Committee's deliberations for resource allocation. The IPC documents contain specific quantitative analysis as well as qualitative information.

In addition, the student services areas also developed program review guidelines, which were used to do the first program review of all student services areas in 2003/2004 (3.1D). All program reviews are completed on a three-year cycle for self-study. Annual updates are made to evaluate criteria for each area and instructional division as well. The criteria and planning data are widely available, appearing on the district research Web site (research.fhda.edu/programreview/programreview.htm).

The Foothill annual cycle for planning begins each spring quarter with the president's *State of the College Report* (3.1I), which details the year's goals and accomplishments. This is followed by a planning agenda and leadership retreat, which are held in early September of each year. Annual goals and themes (3.1J) carried from the retreat are presented to the campus on the fall Opening Day held the week before school starts each year (3.1K).

The planning cycle continues with the IPC meeting each quarter to follow the themes and progress on the agenda (3.1I). In the early fall the Educational Resources Committee meets and uses program review data and the planning agenda to make recommendations for resource allocations according to College Roundtable guidelines. These recommendations are carried to the Roundtable and the president for approval.

Supporting Documents

- 3.1A Educational Master Plan 2005-2015 Foothill College
- 3.1B College Roundtable Guidelines
- 3.1C Program Review Data Sheets
- 3.1D Program Review Student Services
- 3.1E Foothill Facilities Plan
- 3.1F Foothill Technology Plan
- 3.1G Curriculum Review Examples
- 3.1H Sample of Full Program Review Documents from 2002/03
- 3.1I Foothill State of the College Report 2002, 2003, 2004, 2005
- 3.1J Themes from Leadership/New Faculty Retreat 2004
- 3.1K Opening Day Presentation 2004
- 3.1L Minutes Institutional Planning Committee February 5, 2003; April 29, 2003; October 20, 2003; February 18, 2004

Recommendation 3.2

The college and district should further develop the research function to include methodologies for the assessment of student learning, with the goal of improving student success and strengthening the college's decision-making process.

The formation of a Foothill-De Anza District Institutional Research Office in 2001 was a bellwether event that occurred after this recommendation was made in the *1999 Self-Study*. An executive director was hired in 2001, and three Ph.D.-level researchers were hired in 2002—one focusing on Foothill College, one on De Anza College, and the third providing infrastructure support at the district office. This significant expansion of the institutional research (IR) capacity provided the campus with the opportunity to evolve its evidence-based decision-making process. To this end, the following is only a sample of topics taken from the

more than 400 research projects that have been completed on the Foothill campus since Fall 2002:

- Student success, retention, degree/certificate, and transfer-ready rates
- Analysis of results from the implementation of the Student Tracking System (STS)
- Wide variety of surveys, including the campus climate survey, technology use survey, self-study accreditation survey, tobacco use survey, student services program review surveys, and the diversity survey
- The relationship between course grades and future success in basic skills sequences
- The relationship between English readiness and success in business and social science courses
- The effect of time lag on success in basic skills course sequences
- The relationship between number of units (course load) and success in basic skills courses
- Success rates in basic skills courses and the number of attempts at each course
- Investigation of the effects of ethnicity, age, and gender on basic skills success rates
- Appropriateness of cut scores of placement tests in ESL, English and mathematics
- Quantitative program evaluations of the Pass the Torch, Puente, and Mfumo programs
- Demographic analysis of basic skills students
- Focus groups on the Mfumo Program for basic skills English
- Focus groups on the Freshman Experience Learning Communities

Foothill's yearly *State of the College Report* (3.2A) now utilizes a variety of research findings, including benchmark statistics and year-to-year comparisons of key campus outcomes as well as specific studies conducted during the year by IR.

As a result of these multi-pronged efforts on the part of Foothill College and the district, Institutional Research staff have become more visible on campus and more involved in planning and assessment functions. IR staff are now members of college committees such as the Learning Outcomes Assessment Network (LOAN), the Institutional Planning Committee (IPC), the Basic Skills Task Force, and the College Roundtable. This means that the campus has more and better data to make decisions, and that the IR staff are more aware of the questions and needs of those trying to adapt methodologies for assessing student learning.

In the 1999-2000 academic year, the college initiated a discussion about the meaning of an associate degree and what knowledge, skills, and abilities Foothill graduates should have to succeed in the 21st century. The College Curriculum Committee furthered the discussion of these issues (3.2B). A college Opening Day activity on SCANS Competencies in September 2000 followed. In Fall 2000, Foothill became part of the League of Innovation's 21st Century Learning Outcomes Project that was focused on these same issues (3.2C). The ultimate goal of these activities was to bring about necessary curriculum transformation to ensure that all students are prepared for societal, technical, and workforce changes that are occurring and to refocus on assessment of student learning outcomes.

In order to facilitate this discussion and make it campuswide, existing governance structure and appropriate committees were used. Assessment measures for this project were very difficult for any one institution to undertake. Foothill participated in the Pew-funded 21st Century Learning Project, which called upon the campus to work to combine KSA (knowledge, skills, and attitudes) outcome assessment with the research required in the state's Partnership for Excellence (PFE) measures on student success. This project was conducted over three years and was divided into phases.

Foothill's Opening Day activities in Fall 2002 focused on Foothill moving from a teaching to a learning college (3.2D). The first presenter was the then-newly hired executive director of Institutional Research, who is a nationally known researcher and author on the shift to learning paradigms. This presentation highlighted many of the teaching and learning tools that can be utilized to both enhance and assess student learning. Three faculty members then presented student learning assessment options, including program portfolios, student portfolios, and concept mapping. As a follow up to that presentation, workshops were held that identified key steps that needed to be taken to connect program review, master planning activities, curriculum transformation and staff development activities to focus on student learning outcomes to improve student success.

As a result of this building momentum, the Foothill Academic Senate confirmed the formation of a Learning Outcomes Assessment Needs (LOAN) Committee (3.2D) in October 2002. Initially seven faculty, including the newly hired college researcher, the administrator responsible for Institutional Research (IR) and a classified instructor formed the committee to provide coordination for projects and related activities (3.2E). As part of the conversation, the college researcher heard concerns and issues related to student learning outcomes from interested faculty, while providing insight into methods of statistical assessment as well as significant data that had already been collected. As a result of this conversation, new statistics and surveys were conducted, and reports of the resulting information have been used to modify the college's understanding of certain learning variables (3.2F).

An example of some successful learning outcomes assessment models that were in use at Foothill were presented in a College Hour series called the Good, Bad, and Best Practices during Fall 2003 and Winter 2004 (3.2G). This series encouraged faculty to think about and utilize more varied teaching and assessment methodologies while being introduced to some models in use by fellow

faculty. It also presented the IR staff with a fresh perspective on methodologies in use, as well as the need for further research and data collection.

Institutional measures such as the Educational Master Plan and Program Review Part B devised by the Institutional Planning Committee (IPC) with the assistance of IR staff are continuing the campus shift toward a focus on student success and learning outcomes (3.2 H). Through the College Curriculum Committee and LOAN Committee the campus is working toward refocusing the curriculum so that it more fully supports student success and demonstrates learning outcomes. Portfolio assessment and analysis are helping students become more self-confident, and develop more recognized and in-depth competencies as they reflect on their learning experiences. As information about program review and student portfolios is continually collected, the college is expanding its standards for student success/learning outcomes.

More could be done districtwide by the Institutional Research Office if it was fully staffed. The plan originally developed in 1998 by the district Research Advisory Council projected the need for three to four more staff. At this point in time, the district and each campus IR Office functions, but remains one to two staff short of the originally planned optimal size. As such, there are tasks that could be performed by IR that would more fully assist with the provision of data to strengthen the decision-making process.

Supporting Documents

- 3.2A Foothill State of the College Report 2002
- 3.2B 2000 College Curriculum Committee Minutes
- 3.2C Minutes 21st Century Learning Outcomes Project Committee
- 3.2D Opening Day 2002 Presentation
- 3.2E Minutes Academic Senate October 2002
- 3.2F Minutes LOAN Committee 2003
- 3.2G Flyers—Good, Bad & Best Practices Series

Recommendation 4.1

The college should evaluate the scheduling of classes at both the Foothill campus and the Middlefield center to make the most efficient use of existing classrooms and to increase educational opportunities by extending the days and hours when classes are offered.

Since the last accreditation process Foothill College has evaluated the scheduling of classes at both the Foothill main campus and the Middlefield Campus. In an effort to make the most efficient use of existing classrooms and to increase educational opportunities, Foothill College has implemented an Afternoon College Program, initiated a block scheduling pilot, and increased course offerings at the Middlefield Campus.

At the request of some faculty, the college looked at ways in which to “block” morning classes—that is, shift from the more traditional high-school model of primarily one-hour-a-day, four-to-five-days-a-week classes to two-hour blocks taught two days a week (with an additional hour on Fridays for five-unit courses). Block scheduling was initiated to maximize facility use and teaching time while minimizing the potential number of trips part-time students and faculty must make to campus. The majority of afternoon and evening classes were already taught in this block format. Through the scheduling committee and discussion with deans, students, and faculty prior to implementation, block scheduling during morning hours was piloted in a partial fashion in Fall 2004 (4.1B). A difficulty with this mixed-schedule pilot has been that it was difficult for both division deans and students to figure out the schedule. As such, a full block scheduling pilot will be undertaken during the 2005-06 academic year.

Based on the last accreditation team’s recommendation, in 1999, Foothill College increased the number of afternoon classes it offered. A marketing campaign was designed to advertise the additional “Afternoon College” classes as well as the benefits and opportunities for students.

The program was advertised in *The Heights* (4.1C), the college's informational newsletter that is mailed to all households in the service area, and in the *Schedule of Classes 2003/2004* (4.1B)

Research data have indicated that these efforts have been successful. In Fall 1999, Foothill offered 416 course sections in the afternoon, with course enrollments of 7,298. In Fall 2002, the number of courses offered in the afternoon had increased to 483 (increase of 16 percent), with course enrollments of 9,029 (increase of 24 percent). The recent budgetary issues have led to a campuswide reduction in sections offered, which has also been felt in the afternoon. In Fall 2004, there were 434 course sections offered (still an increase of 4 percent over Fall 1999), with course enrollments of 7,989 (an increase of 9 percent over Fall 1999).

Classes have been added each year at the Middlefield Campus, with an attempt to smooth out the schedule at Middlefield between morning, afternoon, and evening. In Fall 1999, 54 percent of Middlefield's classes were offered in the evening. This number has been reduced to 45 percent in Fall 2004, with the largest increase being represented by Middlefield morning classes, which have increased from 21 percent to 27 percent. In addition, the Primary Care Program was added to the Middlefield Campus day schedule in 2003-04. Further, a general education block schedule program was specifically targeted for the Middlefield Campus (4.1D) in 2004-05.

Supporting Documents

- 4.1A Notes Block Scheduling Committee
- 4.1B *Foothill College Schedule* Summer/Fall 2004
- 4.1C *The Heights*, Fall 2004
- 4.1D Foothill Middlefield General Education Classes Flyer

Recommendation 4.2

The college should build upon and expand its current efforts to coordinate and articulate its curriculum with that of De Anza College to better serve students in achieving their educational goals.

Course & Program Articulation: Successes & Challenges

In general, individual departments at both campuses reciprocally accept courses that do not "officially" articulate. This tends to hold true even when the courses are not quite as similar as they might be if they were truly articulated. Examples include the English IABC sequence, which contain substantial differences, and certain math courses.

Because of registration system issues, a student can't automatically register for a course at one campus for which he or she has completed the prerequisite at the other campus. In these cases, department chairs or division deans generally intercede and approve the student's placement in the course. Some respondents noted that while this system provides personal attention to the student, it can also be time consuming, so the student may ultimately not be able to enroll in the course if it has reached the maximum enrollment before the student has gotten approval to add. This is clearly an area of continued future investigation.

The ESL Departments at both campuses have not articulated their courses either officially or unofficially, but the Foothill ESL Department did create a chart (4.2A) that illustrates the articulation between courses in the two departments. The practice at De Anza has been that Foothill students must simply take the placement test at De Anza and be placed according to their assessment scores. At Foothill, the Language Arts Division dean or a faculty member handles the placement using multiple measures. Some respondents expressed frustration with such redundancy, but others noted that since Foothill and De Anza's ESL

Programs were born of a different philosophy, courses simply can't, and shouldn't, articulate.

Some progress has been made toward truly articulating course content and unit values in certain programs. Success stories include biological sciences aligning unit values and course numbers for anatomy and physiology courses at both campuses and the Math Departments aligning its math requirements. Both of these successes were achieved as a result of ongoing collaboration among faculty members from both campuses.

While most articulation issues and problems are dealt with as described above, several respondents noted that the most pressing articulation needs lie in prerequisite discrepancies and consistency in the transferability of articulated courses. An example of prerequisite problems exists in math. De Anza requires that students take Math 49A and 49B courses as prerequisites for Calculus 1A, while at Foothill students are required to complete only Math 49, a confusing situation to students who assume that prerequisites are the same at both campuses. Other prerequisite problems arise when unit values differ, for example, in some microbiology courses, which at De Anza are six units but are only five at Foothill. Several respondents suggested that aligning unit values would be an easy task and not require major changes to the content of the curriculum.

Students often assume that if an articulated course is transferable at Foothill, then naturally it should be so at De Anza, but this is not always the case because the University of California and California State University systems require course-by-course articulation of each community college's coursework. Foothill's Biology 40A and 40B are transferable while De Anza's are not. Foothill's English 1B satisfies the critical thinking requirement on the CSU pattern; De Anza's does not. The latter example creates a real dilemma for the student who has completed English 1B at De Anza and who then must either take English 1B again at Foothill (which is technically forbidden by Title V) or take another

course to satisfy this particular transfer requirement. Several respondents recommend a comprehensive review of transferability of discrepancies to reduce the incidence of such problems.

On the macro level, some progress has been made with the approval process for new programs. The newly approved programs in bioinformatics and nanotechnology were approved with the state issuing one TOPS code for the district, a notable improvement over the previous method of program approval, a process conducted independently on each campus, which didn't always assure articulation between programs. Under the new approval process, the programs will operate conjointly, thereby assuring similarity within degree requirements at both campuses. Students, then, will be able move seamlessly between programs without fear of articulation problems.

Assessment

According to the heads of assessment at both campuses, no coordination currently exists between the two offices, and none of the departments whose subjects require testing shares a common test. Ultimately, this reflects an issue that has been noted in the entire California Community College system – there is no uniformity in which assessment tests are given among colleges (Foothill and De Anza use different instruments), and further no uniformity in which cut scores are utilized to place students into class levels for those schools who do use the same instrument.

It should be noted that the primary reason for this lack of symmetry is a sound one—that individual campuses should have the right to determine how to best serve their unique populations. For example, Foothill has two levels of English below college level, while other campuses have as many as six. Foothill has four levels below college level in mathematics, while others range between three and six. If individual courses and programs are not articulated

or are incompatible in their approaches and/or content, articulation is extremely difficult to achieve.

It is clear, however, that student confusion is the net result of this lack of coordination between Foothill and De Anza assessment practices (and to a larger extent, all community colleges). It has also been observed that many students “shop” for the best placement score between campuses, with many students taking placement tests at three or more schools. Foothill’s college researcher has initiated discussion with the California Community College Chancellor’s Office to attempt to get data on how widespread of a problem this really is.

General Recommendations & Reflections from Respondents

Respondents made a wide variety of recommendations on how to deal with articulation issues. Some opined that in order to assure complete articulation between the two campuses, the senates should establish a districtwide curriculum committee through which all curriculum issues should pass. Others suggested that, absent a districtwide curriculum committee, committees should at the very minimum hold joint sessions on a regular basis to keep each campus apprised of the curriculum issues of the other and to make attempts to more closely align campus programs for the benefit of students. Most respondents seemed to agree department-by-department coordination of programs and courses is essential in meeting student needs.

A few respondents suggested that while they believe a high level of articulation between the two campuses is a noble goal, each college should maintain its unique character and educational philosophy. Some argued that articulation should take place at the department level as faculty see necessary and that that there should be no directive from administration. These respondents view a lack of articulation as not necessarily a barrier to students but as a matter of choice, as students can benefit by enrolling in

courses that follow philosophical and pedagogical approaches or content unique to each campus.

Overall, while there are some success stories and a general appreciation for the concept of articulating courses and programs, the overriding theme present in campus discussions is one of a general reluctance on the part of the faculty to surrender the distinctiveness of each campus or just a general aversion to departments coordinating efforts. Some respondents cited time constraints and workload as contributing factors to this lack of coordination, while others indicated that where a certain philosophy exists in a department, articulation is, and will continue to be, problematic.

Recommendation 5.1.

The college should continue to refine its program review process for student services functions and should also undertake a comprehensive assessment of student services when key administrative positions in student services have been filled.

The key administrative positions in student services have been filled. The position of dean of Student Affairs & Activities was filled in September 2000, and the position of dean of Student Outreach & Retention was filled in August 2000. Following the hiring of these positions, the model for program review was developed and initiated to establish a process of comprehensive self-assessment of student services.

In conducting the 2002-03 Student Services Program Review, each of the programs within the student services area developed the following components:

- Statement of program philosophy
- Overall program goals
- Specific program activities associated with goals
- Academic and demographic profile of students utilizing program services
- Objective analysis of program evaluation data conducted by the institutional researcher

- Program self-analysis summary and evaluation response statement
- Recommended future program goals, planned activities/time frame
- Projected resources and staffing requirements
- Follow-up accountability progress reports

Most significant in the review process was the use of four distinct surveys. These surveys provide a comprehensive picture of each program because of the four perspectives they represent:

- **Random in-class surveys:** administered across campus to measure overall student awareness, utilization, and satisfaction with each of the services
- **Point-of-service surveys:** administered to students upon receiving a particular service to measure overall satisfaction
- **Internal surveys:** administered to staff who work within a particular service area to survey each individual service employee
- **External surveys:** administered to staff on campus who interact with the individual service area to assess program efficiency

After analyzing the results of these components individually and holistically, each service area developed specific program goals for follow up. The 2005-06 Student Services Program Review will assess the effectiveness of these goals, and also compare results of the surveys to the 2002-03 benchmark results.

Supporting Documents

5.1A Student Services Program Review

Recommendation 7.1

The college should evaluate issues related to workload equity among the classified staff, particularly in the technical and clerical job families.

In evaluating how this recommendation has been addressed since the *1999 Self-Study*, it is useful to examine the previous history of issues of workload equity in the Foothill-De Anza CCD. In the early 1990s, the district, like many others across California, suffered a severe financial crisis. Several classified workers were laid off and many others moved into new positions. This had a dramatic impact on the classified staff throughout the district, both in terms of workload issues and morale. Foothill College worked diligently to improve the morale of the workforce. During the mid- to late-1990s enrollments began to return to pre-crisis levels and the college, as required by law, began rebuilding the number of full-time faculty hires. There was a general perception among classified staff that the return to pre-crisis levels hadn't occurred for the classified ranks—an observation that resulted in the *1999 Self-Study* Team making this recommendation.

Following the *1999 Self-Study*, a committee was formed at Foothill to study this issue. The workload study committee was made up of several classified staff members and the dean of Faculty & Staff. Institutional Research provided the committee with data regarding enrollment and staffing levels covering the years of 1990-91 through 2001. An analysis of this data was used for the mid-term accreditation report, which stated (7.1A):

In 1990-91 enrollments were 68,000 and there were 188 full-time classified staff. Relatively, in 2001-02, the student headcount was 64,000 and there were 162 full-time classified staff. This would suggest that fewer staff were serving more full and part-time faculty and almost the same number of students that were being served in 1990-01, when the size of the staff was larger. More specifically, if the ratio between full-time

classified staff and student headcount were to be examined, it would show that in 1990-91, the ratio was 1:365 compared to 1:397 in 2001-02. The above data support the perception of classified staff that they have observed appreciable increases in workload over the past several years.

Work by the college researcher in the 2004-05 academic year has incorporated an increased ability to drill down on staffing variables using the state MIS files, and has shed new light on the issue (7.1B). In Fall 1991, Foothill had an unduplicated student headcount of 17,439, and had a total of 125 classified employees in the three main categories—19 classified professional, 61 clerical/secretarial, and 45 technical/professional. Intriguingly, the unduplicated student headcount in Fall 2004 was 17,406—within 0.2 percent of the headcount in Fall 1991. In Fall 2004, there were 133 classified employees in the same three categories—26 classified professional (net of +7), 60 clerical/secretarial (net of -1), and 47 technical/professional (net of +2). Thus, overall, there was a net increase from Fall 1991 to Fall 2004 of eight classified employees.

On a ratio basis, the student-to-classified staff ratio was 139.5 students for every staff member in Fall 1991, and 130.9 students for every staff member in Fall 2004. Although this type of ratio is only one measure of classified employee workload, it is informative that these ratios have not significantly worsened, but rather have improved.

As an explanatory note, the classified staff numbers reported in the above mid-term study included service/maintenance workers, which were shifted to the district in 1998 and thus were eliminated from this analysis. For comparison, however, the combined total of Foothill/district workers in this service/maintenance category was 49 in 1991, and was 49 in 2004.

Clearly, the college will continue to examine how to best organize its operations and distribute workload. The district has centralized Educational Technology Services (ETS) and the number of technical staff

has increased. The college made a concerted effort to avoid layoffs during the last couple of years of the budget crisis. Foothill was able to avoid a number of layoffs as well as absorb some displaced workers from De Anza through attrition and some other creative budget-reduction strategies.

Resources

- 7.1A *2002 Midterm Accreditation Report*
- 7.1B–C058 Foothill Employee Count by Category & Year, 1991 to 2004



Theme I

Student Learning Outcomes



Committee Membership

Herlisa Hamp, Co-Chair; Outreach Specialist, Student Success Center
Penny Patz, Co-Chair; Vice President, Technology & Instruction
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Kate Jordahl, Instructor, Photography; Fine Arts & Communications Division
Mike Murphy, Instructor, Computer Networking; Computers, Technology & Information Systems Division
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Student Learning Outcomes

Introduction

Student success is the primary measure of institutional effectiveness at Foothill College. The faculty, staff, and administrators measure how well Foothill does by how well Foothill students achieve their academic outcomes, and by their continued success at transfer institutions, in the workplace, and as citizens.

Learning outcomes encompass the whole student experience and are measured at the institutional, program, and student level. At the institutional level, learning outcomes measure student success by course completion, grades, program persistence, degrees and certificates, and transfer rate, as well as by societal, technical, and workforce preparation after leaving Foothill. Foothill recognizes that transfer institutions, employers, and society will expect students to demonstrate knowledge and skills beyond those of a specific discipline. With this in mind, Foothill has defined four core competencies (4-Cs) expected in each course and from every student graduating with a degree or completing a certificate. The 4-Cs include:

- **Communication:** analytical reading and writing skills, including evaluation, synthesis, and research; delivery of focused and coherent presentations; ability to demonstrate active, discerning listening and speaking skills in lectures and discussions
- **Computation:** complex problem-solving skills, technology skills, computer proficiency, decision analysis (synthesis and evaluation), ability to apply mathematical concepts and reasoning, and ability to analyze and use numerical data

- **Creative, Critical & Analytical**

Thinking: judgment and decision making, 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 & Responsibility:**

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.

In addition to the 4-Cs at the program and course level, Foothill's institutional student learning outcomes also include discipline content—which is referred to as the “5th C”. Discipline content refers to the knowledge, skills, and abilities (KSAs) that are specific to a discipline or career, including identification of key causes, operations analysis, and coordination (1.1).

Foothill assesses student learning through a variety of methods appropriate to each outcome measure, including student performance against established standards, portfolio evaluation, performance on national and state examinations, survey and focus group feedback, and achievement of established goals as outlined in the *Educational Master Plan: 2005-2015* (1.2). Assessment results are combined with the reflective work of departmental faculty to further promote student learning and program transformation.

More specifically, in 1997-1998, Foothill College began to explore the kind of KSAs graduates should have to succeed in the 21st century. The Opening Day activities and “course outline” were entitled

Scholarship of Teaching, Climate for Learning

(1.3). The discussion focused on the pedagogy of teaching and how students learn, how to improve the performance of students, and how to create an effective environment for learning. Increasing students' core knowledge and skills will enable students to have greater opportunities for transferring to four-year colleges, as well as create a higher probability of desired job placement. This discussion has continued to evolve since 1997-1998, with a focus on balancing institutional and student outcomes.

Since 2001, Foothill College has focused on further augmenting its institutional accountability by actively engaging in discussions about student learning outcomes (SLOs) in a variety of committees: College Curriculum Committee, General Education Review Committee, division Curriculum Committees, Staff Development Committee, and the Institutional Planning Committee. During the college's Opening Day activities in September 2002, *Student Performance & Portfolios: Using the Student as the Measure of Our Success* was the focus of the day (1.4). After special speakers, all faculty and staff met in various small groups to discuss how to better understand the process of student learning and also how to translate these ideas into action and implement them throughout the college.

In connection with the 21st Century Learning Outcomes Project, the Learning Outcomes Assessment Network (LOAN) was created in 2002. The primary focus of LOAN is to help create diverse and effective approaches to instruction, learning and assessment, which include its ongoing workshops on practices of documenting learning, electronic portfolios, testing and assessment. LOAN is critical for the development of Foothill's SLO assessment process—which will ultimately help determine if the institution is getting better at helping students learn and achieve their goals (1.5).

To explore the development, implementation and assessment of SLOs, the self-study team developed the following guiding questions:

- What advances have been undertaken to develop and/or implement strategies to fully address student learning outcomes at the course, program, certificate and degree level?
- What level and quality of dialogue have faculty employed to address instructional methods that best maximize student learning outcomes?
- What strategies have been used to measure and assess student learning outcomes and how successful have these strategies been in improving learning and teaching?
- What programs and student support services are available and how do they relate to student learning outcomes?
- What resources have been allocated and how are they tied to student learning outcomes?

Question I. 1. What advances have been undertaken to develop and/or implement strategies to fully address student learning outcomes at the course, program, certificate and degree level?

Description

21st Century Learning Outcomes Project

Funded by the Pew Charitable Trust in partnership with the League for Innovation in the Community College, Foothill College embarked on a project designed to meet the global challenges its students would face in the 21st century. This student-centered learning project became known as the 21st Century Learning Outcomes Project (1.1).

In 1997, Foothill faculty began to exchange ideas with other community and state college faculty, asking what qualities students would need in order to succeed in a pluralistic society. The involvement of the College Curriculum Committee in Winter 2000 led to further discussion about the knowledge, skills, and abilities the 21st century student should possess. Following up on this discussion, Foothill

began to focus on student learning outcomes (SLOs). Partnering with the League for Innovation allowed for multi-campus discussion and provided a governance structure with additional research. The three-year 21st Century Learning Outcomes Project, which began in Fall 2000, was aimed at formulating guiding principles that would later be the backbone for future learning outcome assessment programs (1.6). **[Standards: II.A.2.b, II.A.2.a, II.A.1.a]**

Transforming the curriculum to meet the needs of students entering the 21st century workforce and establishing a mode of assessment were the challenges faced by Foothill's College Curriculum Committee and the General Education Review Committee. The committees eventually defined four core competencies (the 4-Cs), which when combined with content-specific skills (the "5th C") would provide a foundation for Foothill's student learning outcomes and assessment. These 4-Cs are defined as communication; computation; creative, critical and analytical thinking; and community/global consciousness and responsibility. The 4-Cs are the foundation by which all curriculum and extracurricular activities will be assessed and should be an integral part of all curriculum and extracurricular activities (1.1). **[Standards: II.A.3.c, II.A.1.c]**

The *Course Analysis Matrix* (1.7) was developed based on the 4-Cs, and outlines expected learning outcomes, their relationship to each competency, and an assigned value. Course matrices are then combined into a program matrix. A Foothill student successfully completing the program should possess the knowledge, skills, and abilities necessary for success in the 21st century. Assessment plays a key role in assuring that the intended outcomes are met (1.1 & 1.6). **[Standards: II.A.3.b, II.A.1.c]**

At the course level, some departments have started discussing how to write curriculum by using the course matrix and learning outcomes. The English Department was one of the first

departments to devote meetings entirely to the course matrix. **[Standard: II.A.1.c]**

The Academic Senate continues to actively support SLOs. The Learning Outcomes Assessment Network (LOAN) was created to expand on the work of the 21st Century Learning Outcomes Project (1.5). This committee—a subcommittee of the Academic Senate—identified the need for a computer-based system to assist with the organization and assessment portion of the project. To facilitate this idea, the College Curriculum Committee and others are evaluating a database that will help validate established student learning outcomes, with a decision expected to be made by the end of 2005-2006. This will help faculty measure their courses against the 4-Cs, evaluate their learning outcomes, and focus on course activities while allowing for personal teaching style and flexibility (1.6). **[Standard: II.A.2.b]**

LOAN is working with the Open Source Portfolio Initiative (OSPI) and others on campus to implement portfolios at the student, department, program, and institutional levels. OSPI is a community of individuals and organizations collaborating on the development of the leading non-proprietary, open source electronic portfolio software available and is an international initiative, originated at the University of Minnesota. Portfolios will be available to all faculty members who use Foothill's new online learning management system, ETUDES-NG (1.8). **[Standard: III.C.2]**

Interactive Learning Model

One aspect of student learning outcomes is to focus on how a student learns. The assumption is that learning outcomes can be improved if students understand their own approaches to learning. Thus, Foothill College has engaged in numerous activities using the Learning Connections Inventory developed by faculty at Rowan University in New Jersey. The former dean of Foothill's Middlefield Campus introduced this inventory to her staff in the mid-

1990s. She brought in the developer of the model to present it to the Middlefield staff. It was a way for the dean to better understand her staff as well as for the staff to better understand one another and how they interact and work with one another. **[Standard: II.B.3]**

When State of California Partnership for Excellence (PFE) money became available to community colleges to improve student performance, Foothill funded this project in the 1999-2000 academic year. The Interactive Learning Model (ILM) was allocated \$170,000 to provide collegewide implementation. The project was designed to test the efficacy of a learning model on student success rates and to learn the impact of the ILM upon students' retention, persistence, sense of confidence as a learner, and a sense of belonging. **[Standards: II.B.3.b, II.A.2.d, II.A.1.b]**

Three deans started training faculty to use the inventory in their classes. The first phase consisted of nine programs/departments and several faculty members. Using the inventory in classes helped the students understand how they learn, and it enabled the faculty to incorporate different activities into their classes to meet their students' learning styles. It is important for students to understand how they learn in order for them to be successful and achieve the learning outcomes in their courses. **[Standards: II.A.2.d, I.B.7, II.A.1.b]**

Use of the ILM inventory continues to permeate the college. The Pass the Torch Program uses it with its team leaders and students; the counselors are using it in the *CNSL 50: Introduction to College* courses; the campus administrators and their assistants have taken the inventory twice to better understand each others' styles and facilitate stronger working relationships. **[Standards: II.A.2.d, I.B.7, II.A.1.b]**

From the learning model research project, it was determined that the ILM has enhanced the learner's sense of self. In essence, the learner is aware of personal learning processes, developed the confidence to use these processes in different learning settings,

and has also developed the determination to achieve as a self-directed learner. **[Standard: II.A.3.b]**

Eight percent of students starting in the project mentioned knowing themselves as learners as being critical to succeeding in a course. Sixty percent of students at the end of the project identified knowing themselves as learners as being critical to succeeding in the course. One student's exiting comment was "learning who I am as a learner is good and beneficial to me because it will help me understand how I can learn in other courses, too." **[Standard: II.A.3.b]**

Secondly, the importance of a learner's sense of belonging within a learning community was determined. In order to succeed, a student must develop a sense of identity within the classroom learning community, a sense of value and worth as a learner within the classroom learning community, and a sense of contribution to helping the learning group achieve the goals of the assigned activity. **[Standard: II.A.3.b]**

Seven percent of students at the start of the project mentioned being able to learn from other learners as being critical to succeeding in the course. Twenty-six percent of students at the end of the project mentioned being able to learn from other learners as being critical to succeeding in the course. **[Standard: II.A.3.b]**

Faculty members have also been impacted through their participation in the project. Using the ILM helped faculty work toward a clearer sense of purpose and motivated them to take the initiative to refine the ILM and mentor the next group of participants. The faculty members were able to facilitate learning and put the learner first. **[Standards: II.A.2.a, II.A.1.a]**

The college will continue to promote the use of the ILM in the classroom as well as in work groups (1.9). **[Standards: I.B.7, II.A.1.b]**

Administrator Retreat, May 14, 2004

Administrative leadership and support are critical to institutionalizing SLOs as the primary measure of institutional efficacy. Annually, each administrator develops three to five goals for the academic year. At the 2004 retreat, each administrator selected a goal and gave an oral report, specifying how it met one of the accreditation themes (1.10). As an example of the college's multi-layered approach to student learning outcomes, one administrator said, "To help our students achieve the learning outcomes that are expected, we are working on several levels... by developing better ways to teach math to basic skills students, we are bringing the help to where it is needed the most. The development of learning communities for 2004-2005 will provide some very useful results. Learning Information Technology Environments (LITES) and Pass the Torch, which we continue to support, aim to achieve similar outcomes." [Standards: I.B.2, IV.A.2.a]

The following are examples of administrators' goals that were related to promoting student learning outcomes: [Standards: I.B.2, IV.A.2.b]

- Improve learning in the Learning in New Media Classrooms (LINC) Program
- Improve student experiences in the Learning Information Technology Environments (LITES) Program (the CTIS Division's version of Pass the Torch). LITES and Pass the Torch are campus programs serving students from a diverse variety of backgrounds. The primary goals are to see that every student has the opportunity for success regardless of his or her past educational experiences
- Promote and evaluate program quality, student performance and learning outcomes, job advisor satisfaction with program, and staff and faculty performance at the district's NASA Ames Internship Program

- Continue to respond to health care workforce shortages by working in partnership with the health care industry and identify ways to expand programs and assist with funding. Finalize partnership with Cabrillo College and create a satellite at Cabrillo for the Diagnostic Medical Sonography (Ultrasound) Program using distance learning and teleconferencing for instructional delivery
- Familiarize faculty with changes in the accreditation standards with a focus on learning outcomes. Have faculty specify learning outcomes for each course and program and specify the evidence and/or artifacts that show that SLOs are being achieved
- Advance Internet-mediated teaching and learning, faculty support, and student services through the improvement of technological innovations of tools, such as ETUDES-NG

Evaluation

Foothill College continually strives to be innovative in its approach to increasing student learning throughout the student body, and especially in the underrepresented student community. Examples of these community approaches include:

- **Pass the Torch:** a program in which the primary goals are to ensure that every student has the opportunity for success regardless of his or her past educational experiences
- **Puente:** a state program that emphasizes Latino literature and culture, and helps students to successfully transfer to four-year colleges and universities
- **Learning Information Technology Environments (LITES):** a Pass the Torch Program for computer students that helps them to be successful in computer classes

- **Mfumo:** a program which helps students to earn the associate degree, complete a program, or transfer to a four-year college or university, focused on African-American literature and culture

Foothill College is currently engaged in refining the ways it assesses SLOs and has an ongoing commitment to the goal of improving curriculum and instruction so that a greater number of students will graduate with the appropriate mix of knowledge, skills and abilities. Further, as these measures are developed, Foothill will be able to get a sense of how it is doing from year to year in terms of assessment levels on learning outcomes. **[Standard: I.B.1]**

The faculty is beginning to move toward emphasizing what students can *do* in addition to what they *know*, with a focus on deep learning. The faculty is in the exploratory stage of using student learning outcomes. Additionally, more and more faculty are interested in learning communities, recognizing the success students achieve from being part of a cohort or community. Learning outcomes are discussed within the College Curriculum Committee and will eventually be part of every approved course outline and syllabus, expanding upon the “course objectives” traditionally utilized in higher education. **[Standard: II.A.2.e]**

Planning Agenda

- Develop and implement additional staff development activities to help faculty members integrate SLOs into their curriculum and to promote deep learning

Question I. 2. How has Foothill utilized its curriculum to best maximize student learning outcomes?

Description

College Curriculum Committee: The College Curriculum Committee (CCC) at Foothill is responsible for overseeing all policy curricular matters that impact the college. As a subcommittee of the Academic Senate, the CCC reports to the senate regarding issues of articulation, matriculation, transfer, and curriculum development. Each division also has a curriculum committee responsible for area-specific curricular development, with the CCC overseeing those activities. Having division curriculum committees enables the faculty to have better oversight of curriculum at the department level, and allows for flexibility and timelines that help the faculty in their curriculum development. Foothill is perhaps the only California community college to have course approvals rest solely at the local division level, to assure the involvement of the faculty most knowledgeable concerning course content.

In addition, the CCC monitors the activities of the General Education Review Committee. The CCC and the related division committees have provided campus leadership in defining institutional KSAs, benchmark standards, and a Web-based course outline SLO analytical tool. Curricular effectiveness is assessed through the college’s program review process, which assesses whether the 4-Cs have been achieved (1.11, 1.12, 1.13, 1.14). **[Standards: II.A.1, II.A.3.a]**

Instructional Program Review & Student

Learning Outcomes: Program review is an important part of evaluation and funding for programs at Foothill College. This process occurs every three years with an annual update of enrollment and demographic data. Part A of the program review includes the following items:

- Strengths, weaknesses, opportunities, threats (SWOT) analysis of program
- Student success evaluation
- Student equity/diversity analysis
- Action plans and proposed programmatic changes
- Enrollment and productivity goals
- Summary of resources requested

To help integrate SLOs in all the procedures at Foothill College, the introduction of *Program Portfolio Worksheet (Part B)* (1.15) in the program review was instituted in 2003. Part B is a report that provides faculty the opportunity to assess their curriculum and entire program, building an inventory of the skills that a successful graduate would possess and indicating in which courses students would learn these different content and core competencies. **[Standards: I.B.3, II.A.2, II.A.2.b]**

According to the vice president of Instruction & Institutional Research, there was a 60 percent completion rate of Part B in the 2002-03 program review cycle, with additional departments completing Part B after this time. Areas with many part-time faculty members are the prime areas that have not yet participated in this process. This Part B process is an important aspect of SLOs flowing consistently from the institutional level to the program level to the student level. Ideally, faculty answer questions about what a student should learn on a class basis, and then integrate this information at the program review level. Administration then utilizes this information to build an educational plan for the college that is consistent with what a graduate should know to succeed in the workplace and life. **[Standards: I.B.1, II.A.2.b]**

Many of Foothill's allied health career programs perform outcomes-based assessments on an annual basis utilizing the information obtained from evaluative instruments as well as national board examination performance to make appropriate programmatic changes (1.16). Evaluative mechanisms that are used include national board examinations; graduate surveys; employer surveys; resource assessment surveys of students, faculty, advisory

councils and clinical facilities; mock board examinations; patient satisfaction surveys; and portfolio projects. Results from these evaluative mechanisms are analyzed and action plans are formulated to help bring the program outcomes closer to their goals. **[Standards: I.B.7, II.A.5]**

Evaluation

Curriculum development and dissemination are vital to the success of students and to their ability to reach their goals of transfer, matriculation or lifelong learning. All curricular matters are funneled through the CCC, allowing for uniformity and proper procedures in implementation. Last year's senate election brought about a constitutional change, which resulted in the senate vice president serving as the CCC faculty chair. This forms a structural link that strengthens and enhances the relationship between the two bodies.

While there was a high level of compliance with the completion of Part B of the program review, faculty and administrators acknowledge that this was only the beginning of the process for integrating what graduates should know with class planning and development. As this information permeates the faculty consciousness, the quality of the thinking and work on Part B and its usefulness will increase. Beginning with the 2005-06 program review cycle, Part B will be expanded to include analysis of course outlines as well as reflective work on what program and curricular changes have been enacted or planned to ensure student learning is occurring at a deeper level.

Planning Agenda

- Refine the Course Analysis Matrix that guides faculty through the process of assessing SLOs and 4-Cs

Question I. 3: What strategies have been used to measure and assess student learning outcomes and how successful have these strategies been in improving learning and teaching?

Description

Strategies have been developed across campus to measure and assess student learning outcomes (SLOs) at the student, course, program and institutional level. Responsibility for assessing SLOs is shared throughout the campus. [Standards: I.B.3, II.A.2.a]

Course Level

Courses include multiple ways of assessing student learning, including quizzes, examinations, research papers, oral presentations, group projects, calibrated peer review, and portfolios. These multiple measures are not required or systematically documented, but are encouraged by promoting tools such as the Interactive Learning Model. [Standard: II.A.1.b]

The Basic Skills Task Force, made up of faculty and staff, was designed to evaluate and improve student performance in basic skills courses. Recognizing that approximately 75 percent of incoming Foothill students *who take the placement test* do not have the basic skills to succeed in general education courses, the college is committed to (I.17): [Standard: II.A.2.b]

- Identifying students in need of basic skills development through appropriate assessment and placement procedures
- Providing students with coordinated support services
- Providing curriculum reflective of current pedagogy
- Promoting staff development to ensure campuswide focus on achieving this mission

The college is also committed to monitoring its performance through research and ongoing reviews of these activities in order to respond to changing student needs. [Standard: I.B.5]

Foothill has a number of historical measures of student success, such as course success rates, persistence, progression from basic skills to college-level coursework, certificate/degree rates, transfer-ready rates, etc. A significant amount of research has been completed on these measures for a variety of groups on campus, such as Puente, Pass the Torch, Mfumo, and basic skills in general. [Standard: I.B.3]

The Basic Skills Task Force created the following action plan in 2003: [Standards: II.A.1.a, II.A.2.b, II.A.2.h]

- Improve success and retention rates in basic skills and ESL courses, especially among underrepresented students
- Increase percentage of students progressing from basic skills or ESL to success in college-level courses, especially among underrepresented students
- Increase percentage of those who are assessed as needing basic skills or ESL courses to take those courses, especially within their first two quarters at Foothill
- Increase percentage of students in general education classes who have college-level math and/or English skills as appropriate

In addition, the Basic Skills Task Force has created a set of guiding principles and the following four goals: [Standard: I.B.2]

- Improve assessment and placement procedures
- Improve services and coordination of services
- Improve curriculum and pedagogy
- Provide staff development for basic skills courses

Program Level

Programs are assessing SLOs in a variety of ways with varying levels of sophistication. Considerable investigation has been undertaken to determine if students are achieving learning outcomes at the program level. At the department level, the institution's evaluation of academic programs assesses their relationship to student learning by documenting SLOs and assessment in the context of program review. [Standards: II.A.2, II.A.1.c]

A new element for departments and their program review has been the *Program Portfolio Worksheet (Part B)* (1.15). Part B provides comprehensive information on core measures of learning for students who complete the degree requirements in a program. Ultimately, these core measures will become a critical part of a student's learning portfolio. Faculty members have been asked to briefly state the program mission and/or describe the overarching goals and expected student outcomes. Using measurable terms (*Bloom's Taxonomy*), faculty members have been asked to describe the knowledge, skills and abilities that the ideal program graduate will be able to demonstrate. [Standards: II.A.5, II.A.3.a]

Assessments at the program level include mechanisms whereby students are comprehensively evaluated on domains such as their critical thinking and psychomotor skills through performance of required outcomes. Advisory groups consisting of employers and community members keep each program updated on the latest skills necessary for employment (1.19). [Standards: II.A.2.e, II.A.2.f]

As an example, the Biological & Health Sciences Division assesses learning outcomes at the program level in a variety of ways, including evaluating student performance on required program outcomes, state and/or national examinations, employer and alumni surveys, and learning portfolios or case studies (1.18). [Standards: II.A.2, II.A.1.c]

Another example can be observed in the Computers, Technology & Information Systems Division, where many programs have capstone projects, which need to be completed before a certificate or degree is awarded. [Standards: II.A.4, II.A.2.i]

Institutional Level

Through the College Curriculum Committee, LOAN, and the Institutional Planning Committee, Foothill supports and integrates the assessment findings of a variety of campuswide efforts. For example, at the student level, Foothill piloted a standardized test from Educational Testing Service in Spring 2005 that had the potential to assist in measuring achievement of the 4-Cs outcomes. Subsequent review by the Instruction & Institutional Research Office has concluded that the use of the Educational Testing Service pre- and post-test is rather limited, given the focus of the test items and the infrastructure that would be needed to fully implement such a system with an often-transient community college population. [Standard: I.B.7]

Instead, the college will investigate the creation of a system whereby faculty create rubrics and evaluate artifacts that demonstrate achievement of the 4-Cs across the curriculum—based on a successful program implemented at Johnson County Community College in Kansas. A group of faculty might first develop a rubric to measure achievement in communication. Artifacts from courses across the curriculum related to this rubric, such as a writing assignment in a math class, could be collected by Institutional Research, copied, and returned to the instructor within 24 hours. Artifacts of students with a certain number of units would be retained while all others would be destroyed. These artifacts would then be evaluated by a team of faculty to determine how well students nearing the end of their studies at Foothill have achieved competency in communication. With a system like this in place, the college would be able to verify competencies in all 4-Cs, and faculty

would be able to make adjustments in the curriculum where weaknesses are found. **[Standard: I.B.7]**

Other methods of institution-level evaluation have been discussed, such as capstone courses and learning portfolios that trace a graduating student's entire college career. It is likely that multiple methods will eventually be utilized to achieve this institution-level assessment of SLOs. **[Standard: I.B.7]**

General education courses demonstrate student achievement of comprehensive student learning outcomes in major areas of knowledge. The *General Education Handbook* (1.20) lists breadth criteria for general education at Foothill College as well as depth criteria for each of seven subject categories: Natural Sciences, Social & Behavioral Sciences, Humanities, English, Communication & Analytical Thinking, American Cultures & Communities, and Lifelong Understanding. Although not specifically identified as learning outcomes, these criteria include skills, abilities, ideas and values that students who earn the Associate in Arts or Associate in Science degree from Foothill are expected to have attained (1.20, 1.21). **[Standards: II.A.3.a, II.A.3.b]**

The General Education Review Committee, a sub-committee to the College Curriculum Committee, is responsible for ensuring that each course on the *General Education Requirement List* meets the breadth and depth criteria established in the *General Education Handbook*, approved May 20, 2003 (1.20, 1.21). **[Standards: II.A.6.c, II.B.2]**

The primary objective of general education is to provide students with the breadth and depth required to interact with others as knowledgeable members of a diverse society. General education curriculum is designed to help students understand relationships among various disciplines and to appreciate and evaluate past experiences that form their cultural and physical heritage (1.20, 1.21). **[Standard: II.A.3.c]**

Evaluation

Course Level

Across the curriculum, faculty members are using innovative approaches to assess SLOs. Examples include the use of portfolios in art classes, the use of calibrated peer review to assess writing in English classes, the use of library research skills in a sociology learning community. However, many faculty members still think in terms of goals and objectives, and need to link learning outcomes with course activities, assessment, course outlines and course syllabi. The newly developed Web-based curricular analytical tool is expected to address this need (1.12, 1.13).

It should be noted that Foothill has been and currently remains in the top ten community colleges in California in terms of successful course completion. In Fall 2004, Foothill was #1 in successful transfer course completion, #2 in overall course completion, and #7 in Basic Skills course completion (1.29).

Program Level

Students graduating from many of Foothill's career programs are required to take external licensing and/or board examinations. Scores for Foothill graduates are typically high (1.27). Employers and alumni are surveyed, and annual reports go to each accrediting agency. Many programs go beyond these assessments to require learning portfolios or some synthesis of their learning outcomes, such as case studies (1.19).

The Biological & Health Sciences Division provides a model of assessing SLOs at the program level, in part because many of its programs are competency-based by nature and because specific program accrediting agencies mandated this kind of assessment years ago. Introducing Part B to program review has encouraged programs across the campus to move in this direction (1.19).

The more classic research into success rates, persistence, and progression to college-level coursework from basic skills shows that special programs such as Puente, Mfumo and Pass the Torch are very successful in improving these desired outcomes—which are proxies for SLOs.

Institutional Level

The *Academic Skills Profile* Test from ETS to measure SLOs at the institutional level was piloted in Spring 2004, but as noted earlier it has been concluded that this measure will not be utilized going forward. Foothill will pilot a system based on the Johnson County model utilizing rubrics to assess institution-level SLOs. This system will be called FRAMES—Foothill’s Rubric Assessment Model for Evaluating SLOs.

Foothill is the top community college in California in the percentage of students who successfully complete courses eligible for university transfer, and top in the percentage of students who successfully complete basic skills courses. Foothill’s student retention rate is 92 percent, and 84 percent of students pass their courses with a grade of “C” or higher.

Planning Agenda

- Utilize the shared governance committee structure to support and enforce the assessment of SLOs
- Pilot the FRAMES rubric-based assessment model for SLOs starting in 2005-06

Question I. 4. What programs and student support services are available and how do they relate to student learning outcomes?

Description

Attached to the end of this section is an appendix describing the impressive range of student services available at Foothill College. These services include:

- Career & Transfer Center
- Counseling Center
- Early Alert System
- Laboratories
- Language Arts Lab
- Learning Communities
- Library & Media Center
- Math Center
- Mfumo
- Middlefield Campus
- Pass the Torch
- Puente
- Student Affairs & Activities Office
- Student Outreach—Outreach & Retention Office
- Tutorial Center & EOPS

The type of analysis and planning that has been used to develop and assess student learning outcomes (SLOs) in instructional programs has been recently piloted in Student Services. Programs that were reviewed include Puente, EOPS, and the Leadership & Community Services Certificate Program. While considered a student support program, each of the three programs has an instructional element as well as identified field activities. Similar to the instructional programs, these student services programs were able to identify and demonstrate program content proficiencies, behaviors, required program courses, and measurable outcomes. In addition, the 21st Century Learning Outcomes Project identified formal SLOs for those student services programs with instructional components, such as Puente, basic skills and Pass the Torch. [Standards: II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.d, II.B.3, II.B.4]

In conducting the 2002-03 Student Services Program Review (1.22), each of the programs within the student services area developed the following components: [Standards: II.B.1, II.B.3.c]

- Statement of program philosophy
- Overall program goals
- Specific program activities associated with goals
- Academic and demographic profile of students utilizing program services
- Objective analysis of program evaluation data conducted by the institutional researcher
- Program self-analysis summary and evaluation response statement
- Recommended future program goals, planned activities/time frame
- Projected resources and staffing requirements
- Follow-up accountability progress reports

Most significant in the review process was the use of four distinct surveys. These surveys provide a comprehensive picture of each program because of the four perspectives they represent: [Standard: II.B.3]

- **Random in-class surveys:** administered across campus to measure overall student awareness, utilization, and satisfaction with each of the services
- **Point-of-service surveys:** administered to students upon receiving a particular service to measure overall satisfaction
- **Internal surveys:** administered to staff who work within a particular service area to survey each individual service employee
- **External surveys:** administered to staff on campus who interact with the individual service area to assess program efficiency

After analyzing the results of these components individually and holistically, each service area developed specific program goals for follow up. The 2005-06 Student Services Program Review will assess the effectiveness of these goals, and also compare results of the surveys to the 2002-03 benchmark results.

Evaluation

The institution demonstrates its commitment to student services support of learning outcomes not only through fiscal support, but also with human resources. Examples include faculty release time for Pass the Torch, Mfumo and Puente, district contributions to the EOPS director position and a portion of the EOPS coordinator position, and the hiring of a full-time faculty member devoted to the Student Activities Program. The *Foothill Faculty & Staff Accreditation Survey* (1.23) indicates that 74 percent of respondents agree or strongly agree that learning support services—labs, tutoring, etc.—consistently evaluate SLOs and adjust strategies for maximum effectiveness (1.24).

While the institution's evaluation of academic programs assesses their relationship to student learning in the context of program review, this kind of analysis and planning has only been piloted in student services that have an instructional component. In addition, the Freshman Experience Learning Communities were created after the Basic Skills Task Force requested that the college researcher investigate this area. Research results prompted campus decision-makers to propose solutions to the problems that surfaced, including the utilization of the student services programs to help improve outcomes.

The Student Services Program Review conducted in 2002-03 was designed and implemented to establish benchmark data for comparison of future results and generated valid data enabling the college to make planning decisions in program development, program enhancement, and resource allocation.

Planning Agenda

- Expand participation of student services programs in the program review process, particularly Part B
- Conduct a comprehensive evaluation of the Freshman Experience Learning Communities and the Early Alert System

Question I. 5. What resources have been allocated to student learning outcomes?

Description

Resources have been allocated in the past six years for a wide range of programs focused on student learning outcomes (SLOs). Originally, programs such as Pass the Torch, Puente, Interactive Learning Model, and Student Outreach & Retention Office—including the Student Success Center—were funded with Partnership for Excellence (PFE) monies. These programs were evaluated in terms of the improvements in learning that they produced. In nearly all cases, these improvements were impressive. Examples include:

- **Pass the Torch:** in addition to notable course success rate improvements of 10 to 25 points, Pass the Torch students were also far less likely to withdraw from the college than non-students of similar at-risk status. Only 11 percent of at-risk Pass the Torch students left Foothill within a year compared to 63 percent for at-risk control group who were not Pass the Torch students
- **Puente:** 44 percent of Puente students progress from Introduction to College Reading (ENGL 100) through Introduction to College Writing (ENGL 110) through Composition & Reading (ENGL 1A) in one academic year, compared to 22 percent of a non-Puente control group
- **Interactive Learning Model** significantly improved students' comprehension of their own learning styles and the interaction with instructor styles
- **The Student Success Center** has increased outreach to nontraditional populations such as the Hispanic/Latino, African-American, and Vietnamese communities, as well as to students who historically had not participated in higher education
- **Project Commit** also resulted in the formation of the ethnic faculty and staff networks such as African-American Network, Asian-Pacific American Network, Hispanic-Latino Network (HOLA), and the Gay & Lesbian Network, which were formed to reach out to students in those groups and ultimately provide a sense of belonging, community, support, and increased retention

Since PFE funds have largely dissipated, the campus has institutionalized these programs with full-time faculty support, line items in the campus budget, and office and meeting space across the campus. Additional programs such as LITES, Mfumo, and the Freshman Experience Learning Communities were initiated based on the successful results of these original PFE programs.

One primary focus of disbursement of monies associated with the Foothill's share (\$130 million) of the district's \$248 million Measure E Bond was how to renovate and evolve Foothill's physical classroom and meeting space to produce stronger learning environments. To this end, for example, renovation of a key Business & Social Science Division classroom building was made to shift the focus of the classroom from a narrow, lecture-based modality to a more open model. In addition, the college has added a large number of "smart" classrooms, which utilize instructional technology such as multimedia, computers, and Internet access.

Evaluation

The allocation of the budget is clearly an essential factor in the success of Foothill College and its students. SLOs are dependent on a wide range of budgetary issues, including hiring of faculty, resources for programs designed to assist students in achieving their highest potential, and the daily maintenance of the campus and its facilities.

By basing resource allocation of services, staff, and faculty positions on program review data the college has required that a planning document

accompany each resource allocation request addressing how the allocation will assist in meeting the college's mission and goals and how it will enhance retention and student success (1.24).

Planning Agenda

- No additional planning agenda needed at this time

Appendix: List of Student Services

Career & Transfer Center

The Career Center provides videos, handouts and workshop packets on choosing a college major, interviewing skills, and resume writing. Job binders are available for students who are looking for part- and full-time jobs off campus. The Transfer Center provides assistance to students in meeting minimum transfer requirements, filling out college applications, writing admission essays, and completing Transfer Admission Agreements (TAAs). College representative visits and an annual Transfer Day are also scheduled through the center. Together the Career & Transfer Center helps students:

- Locate current job and internship positions
- Explore career options
- Make career decisions
- Research the job market, company information and contacts
- Develop job search strategies
- Design resumes and cover letters
- Prepare for interviews
- Research the advantages and disadvantages of different occupational fields including salaries, duties, preparation requirements, and future outlook
- Review college catalogs and brochures; learn about general education, major and transfer requirements
- Locate applications, scholarships and special services at CSU, UC, and private institutions
- Access vocational and technical program information

Student Development Center (Counseling Division)

The primary goal of the Student Development Center is to provide opportunities for students to clarify their personal goals and values. It also assists students in understanding the relationship of their goals and values to chosen academic programs, and their career opportunities and goals. The counselors work to assist students in improving self-image, self-understanding, self-esteem, and self-direction. Counselors with proper training and educational credentials deliver this range of counseling services.

Early Alert System

Title 5 requires that students receive “post-enrollment” notification of their progress each quarter. Those having difficulty are identified and referred to support services. An Early Alert System was developed by the Matriculation Office in the early 1990s to ensure that this was being done. Once a faculty member approaches the student experiencing academic difficulty, the faculty member also refers the student to a specific student service for follow up and assistance.

A paper-based form is then sent to the Early Alert specialist, who contacts the student for immediate intervention and works as a mediator between the student, needed services, and instructors. In the 2003-2004 academic year, more than 350 students were identified and contacted by an Early Alert specialist.

Currently, a cross-functional team of administrators, faculty and staff (including institutional research and academic services personnel) are working together to develop a Web-based Early Alert System that will help match students with services that are likely to improve the chance that they will persist and succeed. This team has spent months conducting interviews across the district to help identify the ways in which Early Alert processes are currently carried out (1.25).

Learning Communities

Whether the community is a team-taught class, classes connected by a common theme, or students working together in one or more classes, what is essential to a learning community is that the learning comes from students and faculty working together. Learning communities are students working together in two or more linked classes with a common theme; and faculty working together to create new approaches and provide different perspectives for students within a class or subject area. Learning communities provide the following benefits: learning and studying with the same students in different classes; getting common readings and assignments in different classes; learning how to make connections between different subject areas; having support from two or more instructors; and belonging to a group that works collaboratively in a friendly, supportive atmosphere.

In addition, during the Winter 2005 and Spring 2005 quarters, the college began developing *Guiding Principles for Learning Communities* (1.26). This document states: "A Learning Community is two or more courses linked together by one, or more, of the following: a cohort of students, integrated curriculum or shared content, a common theme, and/or a team of instructors."

"The purpose of these guidelines is to provide a working definition of learning communities and to provide parameters and operational definition for which programs warrant additional college support."

"Criteria for all learning communities:

- They operate with the approval of the division dean(s)
- There is no loss of productivity compared with the productivity of the faculty member's normal course load without a learning community
- Faculty teaching in a learning community will have had training in the establishment and measurement of student learning outcomes
- The subject matter is integrated between/among disciplines

- They are designed to provide students with a greater connection to the campus community and greater retention in the course
- The community establishes identity as a learning cohort

"Pre-collegiate learning communities: There are many types of learning communities, but for the purposes of clarity, the ones that meet the following criteria, to be known as pre-collegiate learning communities, are the ones that warrant additional college support, such as additional funding, and marketing. In addition to the above criteria, these communities also have the following parameters:

- Pilot programs, which are innovative, *could* be protected from cancellation due to under-enrollment for one to two years
- They operate with a plan for continuation and sustainability
- They are designed to provide students with a greater connection to the campus community and greater retention in the course
- The community establishes identity as a learning cohort
- Each faculty member will be paid a \$500 stipend or receive professional growth credit for the development and implementation of the community with a pre-collegiate class as one partner; this compensation is available on a one-time basis

"Pre-collegiate courses are defined as follows: English 100, 110, 104A, 104B, 108; all ESL courses below 26; Math 250, 200, 101, 105."

Language Arts Lab

The Language Arts Lab is a multi-functional area for students enrolled in academic skills courses and for students enrolled in English, ESL and foreign language courses. The lab includes two computer areas, containing both Macs and PCs, and an area for working on course assignments, including cubicles with cassette players/recorders

and headsets. The English Writing Center and the ESL Writing Center are also located in the lab. Faculty and staff are available to assist students in a comfortable, stress-free environment.

The purpose of the Language Arts Lab is four-fold. Students may enroll in a number of academic skills courses to work on a variety of language skills at a self-paced, mastery basis—much of this material is computerized. Students in English and ESL courses that include an additional hour may use the lab to work on skills targeted by their instructors. Students in foreign language courses may do supplemental work on computers in the lab. Finally, students in English and ESL composition courses may use the writing centers to discuss and revise their essays.

Laboratories

Business & Social Sciences (BSS) Lab: Located in the BSS Division, this lab offers computers and computer services for all enrolled students.

Computers, Technology & Information Systems Lab (CTIS): Located in the CTIS Division, this lab offers computers, programs, and free assistance for students in CTIS classes.

Computer Access Center (CAC): The CAC provides computer opportunities for students on campus as well as assistance in using programs.

Media Center: Located in the Learning Resource Center, this lab provides computers with a variety of software and Internet access, video cassettes, and other support services for students.

Library & Media Center

In its mission to support and complement the academic programs of the college, the Library and Media Center strives to enhance student achievement of learning outcomes across the curriculum as well as to promote the specific outcome of information competency. The Library and Media Center provides books, periodicals,

online databases, a variety of audiovisual materials, and Internet access. All materials are carefully selected to reflect the college curriculum and to support student learning. The online library, located at www.foothill.edu/ol, offers access to the library catalog and databases around the clock.

Librarians provide point-of-use library instruction for students, staff and faculty in the information competency skills of finding, evaluating and using information in all formats. Orientations are provided to a variety of classes when requested by an instructor. The Library Science Program offers curriculum that promotes information literacy, as well as critical thinking skills, enabling students to learn how to learn.

The library has a line item in the college budget, assuring \$100,000 a year to purchase books, periodicals, and non-book materials, and the *Foothill Faculty & Staff Accreditation Survey* indicates that 77 percent of respondents agree or strongly agree that the library book collection is adequate for a college of this size. Faculty members have, however, requested more online databases to help students complete research assignments (1.23) [Standard: II.C.1].

Math Center

The Math Center is an inviting and comfortable place for students to further their mathematics skills. Center staff provide a nurturing environment designed to help students who are either working on assigned homework or asking questions about unfamiliar math concepts. The purpose of the Math Center is to help students develop a better understanding of mathematics through one-to-one tutoring with instructional associates and faculty. Students are encouraged to be independent and work on their assignments as much as possible by themselves or with other students before requesting staff assistance. This enables students to better understand exactly which elements of an assignment are the most confusing. The center consists of a math lab where students can use

Macintosh computers to solve homework assignments that use Excel, Minitab, Word, Mathematica, Graphical Analysis, Self-Paced Math Tutorial, and Geometer's Sketchpad software applications.

Foothill College mathematics faculty and instructional associates provide the Math Center tutorial services. Instructional associates generally hold a bachelor's degree in mathematics or a related field. Math Center staff primarily help students enrolled in Foothill math classes; however, staff may be able to help with related subjects such as chemistry or physics.

Middlefield Campus

The Foothill College Middlefield Campus serves more than 3,000 unique students. Resources at this campus include a computer lab containing both PCs and Mac computers, which is open to all Middlefield students. There are a variety of access media available and special workstations for disabled students. Assessment testing is done for both English and math. Full-time counseling is also available.

Mfumo Program

Mfumo, which is Swahili for connectedness, has four components that work together to prepare students to earn the associate degree, complete a career program, or transfer to a four-year college or university: instruction, counseling, mentoring and tutoring. The mission of Mfumo is to increase the retention, matriculation, and transfer of students enrolled in Foothill College. Mfumo coursework emphasizes African-American literature, writers, and issues. Mfumo classes provide a supportive and stimulating environment. Mfumo students take three consecutive writing classes, ENGL 100, ENGL 110, and ENGL 1A. These classes have an emphasis on developing writing skills through an exploration of the African-American experience taken predominantly from African-American authors. Students also enroll

in CNSL 1, CNSL 85H and ENGL 51B courses that focus on success strategies for college.

Academic counseling makes it possible for students to explore options regarding their future goals. Students work closely with the Mfumo counselor to develop their schedules, explore career options and identify life goals. Mfumo students are required to have at least two meetings per quarter with the Mfumo counselor. Mfumo students are matched with administrator and faculty mentors from within the Foothill campus community. Mentors share with the students their personal experiences that helped them succeed in the educational system; how they succeed as professionals while maintaining their cultural identity; and what helps them now to balance family, career and community-related activities. Mentors also serve as resources for student assignments and projects. The Mfumo Program encourages students to participate in the Pass the Torch Program and other tutorial services available at Foothill.

Pass the Torch

Students in this program come from a wide variety of economic, ethnic and cultural backgrounds. They work together in teams to strive for the highest possible grade for each individual member. The primary goal is to see that every student in Pass the Torch has the opportunity for success regardless of his or her past educational experiences. Another goal is to see students move on to higher levels of education using Pass the Torch as a stepping stone. Additionally, Pass the Torch not only helps each student achieve his or her academic goals, but is also a place of campus pride, respect, and fun.

Puente Program

Puente, the Spanish word for bridge, is a national award-winning program that has helped thousands of students achieve their dreams of college success. The mission of the Puente Program 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. Puente is open to all interested students.

Retention of Foothill's Puente students is 92 percent, compared with 60 percent for community college students statewide (1.28). Three components work together to prepare students for transfer to four-year colleges and universities: English instruction, counseling and service learning. Puente students take three consecutive English classes, ENGL 104A, ENGL 104B, and ENGL 1A. These classes provide a supportive and stimulating environment for Puente students with an emphasis on developing writing skills through an exploration of the Mexican American and Latino experience.

Puente students also work closely with their Puente counselor to explore career options, develop an academic educational plan and identify their goals through the Puente personal development course as well as individual counseling sessions. Students visit UC campuses and other four-year colleges and attend an annual Puente student transfer conference. Puente students at Foothill participate in community service learning throughout the time they are enrolled in Puente classes. In the case of the Puente Program, service learning focuses on volunteerism, its impact on the Latino community, and the student's personal growth and leadership through campus and/or community service.

Student Affairs & Activities Office

At the Student Affairs & Activities Office and Web site (www.foothill.edu/vcc/affairs.php), students can find information about student and judicial affairs, including procedures regarding student problems and complaints, disruptive events and student discipline, student rights and responsibilities, student grievances, the *Foothill College Academic Honor Code*, and other student and legal issues. The Student Affairs & Activities Office provides information about student government (Associated Students of Foothill College

or ASFC), campus clubs, campus businesses, the OwlCard student body card, student businesses and services, and campus activities. The Student Affairs & Activities Office also coordinates the commencement ceremony and supervises campus food services.

Student Outreach & Retention Office

The mission of the Outreach & Retention Office is to serve students to the best of its ability, by connecting them to information and resources, by reducing barriers to educational opportunities, one step at a time, one student at a time. At Foothill College, the place to start is the Student Success Center. Students can visit the Student Success Center to apply for admission, register online for classes and receive guidance in the process. The friendly, expert outreach staff is located in the center and is ready to provide students with direction and exposure to a variety of campus services and activities available at Foothill.

Tutorial Center & EOPS

The Tutorial Center provides individual learning assistance for Foothill College students. Tutors are available for a large number of subjects, and all tutors are recommended and trained by faculty. Services include multi-subject, drop-in, and appointment tutoring and EOPS Tutorial Services.

Theme I Resource List

- 1.1 *Knowledge, Skills & Abilities for 21st Century Citizenship* Project Implementation Plan at www.foothill.edu/staff/century/centurylearning.html
- 1.2 *Educational Master Plan 2005-2015*
- 1.3 Foothill College Course Syllabus Fall 1997
- 1.4 Foothill College Course Syllabus Fall 2002
- 1.5 Learning Outcomes Assessment Network (LOAN) Committee

- 1.6 Interview with Vice President of Institutional Research & Instruction, Fall 2004
- 1.7 Course Analysis Matrix
- 1.8 OSPI: Open Source Portfolio Initiative (theospi.org)
- 1.9 ILM Project
- 1.10 Handouts from Administrators' Retreat 5/14/04
- 1.11 Academic Senate Minutes
- 1.12 College Curriculum Committee
- 1.13 Interview with CCC Administrative Chair
- 1.14 Interview with CCC Faculty Chair
- 1.15 Program Review Portfolio with Part B
- 1.16 Respiratory Therapy Program Annual Outcomes Assessment
- 1.17 Basic Skills PowerPoint Presentation
- 1.18 Radiation Therapy Technology Case Studies
- 1.19 Interview with Dean of Biological & Health Sciences Division
- 1.20 *General Education Handbook*
- 1.21 Interview with General Education Faculty Chair
- 1.22 Program Review 2002–2003 Student Services
- 1.23 *Foothill Faculty/Staff Accreditation Survey*
- 1.24 Interview with Vice President of Educational Resources & Instruction, October 2004
- 1.25 Flow Chart of the Proposed Electronic Early Alert System
- 1.26 *Guiding Principles for Learning Communities*
- 1.27 Allied Health Board Exam Results
- 1.28 Opening Day 2003 Presentation
- 1.29 Chancellor's Office Data Mart





Theme II

Organization



Committee Membership

Warren Hurd, Co-Chair; Dean, Faculty & Staff
 Leslye Noone, Co-Chair; Division Administrative Assistant; Language Arts Division
 Verley O'Neal, Co-Chair; Instructor, Computers & Information Systems;
 Computers, Technology & Information Systems Division
 Jeff Dickard, Employment Training Advisor, Occupational Training Institute
 David Garrido, Instructional Associate; Language Arts Division
 Alan Harvey, Vice President; Educational Resources & Instruction
 Marc Knobel, Instructor, Mathematics; Physical Science, Mathematics & Engineering Division
 Chuck Lindauer, Division Dean; Computers, Technology & Information Systems; and
 Interim Division Dean; Physical Sciences, Mathematics & Engineering Division
 John Mummert, Division Dean; Business & Social Science Division
 José Nava, Instructor, Accounting; Business & Social Sciences Division
 Joe Ragey, Instructor, Drama/Art/Graphic Design; Fine Arts & Communications Division
 Daphne Small, Student Activities Director; Student Affairs & Activities Office
 Janet Spybrook, Instructor, Adaptive Learning/Learning Disability; Adaptive Learning Division

Organization

Introduction

The Foothill-De Anza Community College District is organized into three major entities, of which Foothill College is one. The others include Central Services and De Anza College. The board of trustees, the chancellor, the presidents of each college, and the three vice chancellors oversee leadership for the district. While the presidents of the colleges provide leadership for their respective campuses, Central Services provides support to the colleges with services that include human resources, institutional research, educational technology, facilities maintenance, and business services.

Foothill College has combined two historically competitive units in its organizational structure—instruction and student services—that inform and support student learning outcomes (SLOs). Ostensibly, the organization seems to model the prototypical hierarchy of similar institutions or organizations. A close examination of the organizational chart would reveal that, in fact, it is “flat.” For Foothill, this flat organization is one where all the vice presidents have responsibility for some aspect of both instruction and student services, and there are minimal layers of management.

Parallel to its mission, Foothill fosters several quality indicators that define and/or support SLOs. As outlined in the *Course Catalog*, the following quality indicators measure its success in the scholarship of teaching and learning (2.1):

- Access
- Student success or improving student performance
- Pedagogy
- Climate for learning
- Fiscal and enrollment stability
- Reputation for providing education programs that are innovative and distinctive

The identification of faculty and staff as well as the prioritization of positions to be filled are oriented to produce learning outcomes. Through its *Roundtable Guidelines*, which are periodically updated, the college has clearly defined guiding principles and procedures for allocating new full-time faculty positions and contract classified staff positions. For example, when a position becomes available in a department or division, that area of the college does not “own” the position. All positions, whether they are faculty or staff, revert to the college. After an in-depth evaluation of where the full-time equivalent (FTE) is most needed for addressing the mission of the college, only then is a decision made as to where that FTE will be allocated.

With an eye to the future and as a blueprint for long-term planning, the *Educational Master Plan* (EMP) is an organizational document that reflects the direction of the college over several years. Using various types of data provided through institutional research and program review, the EMP becomes a critical source of information for making decisions related to pedagogy, learning outcomes, staffing, new initiatives, and the overall direction of the college.

As part of the self-study process, the committee studying the theme of organization developed five guiding questions, which focused on the relationship between campus organization and SLOs:

- How has the college organized itself to support student learning outcomes?
- How do administrators, faculty and staff promote student learning outcomes?
- How does the college ensure that all faculty are committed to student learning outcomes?
- How does the college allocate resources to support student learning outcomes?

- How does the college's hiring process assure that qualified staff are selected to guarantee the integrity of programs and services?

Question II. 1. How has the college organized itself to support student learning outcomes?

Description

Foothill College has an organizational structure that is “flat.” In this configuration, there are four vice presidents who all have responsibility for some aspect of instruction and student services. This structure was developed in order to eliminate or reduce the schism that often develops in community colleges between the areas of student services and instruction. Moreover, the structure ensures that all decision-makers are close to the teaching and learning process (2.4). **[Standards: IV.A, IV.B.2]**

The administrative organization at Foothill College facilitates the involvement of senior personnel in day-to-day activities that promote learning outcomes. At the top of the administrative structure are the president and four vice presidents. The vice presidents manage the college's broad functions. To connect each vice president directly to student learning, each has “instruction” as part of his or her official area of responsibility. The four titles are vice president of Instruction & Institutional Research, vice president of Technology & Instruction, vice president of Student Development & Instruction and vice president of Educational Resources & Instruction (2.4). **[Standards: IV.A, IV.B.2]**

Except for the vice president of Educational Resources & Instruction, the vice presidents have direct relationships with academic deans assigned to them. The vice president of Educational Resources & Instruction, by design, does not directly supervise any academic deans because this position controls resource allocation and enrollment management for all the divisions, thus this position must remain “neutral” for these important functions. Also reporting

to the college president are the dean of Faculty & Staff and the director of Marketing, Public Relations & Design Services. The dean of Faculty & Staff serves as the diversity coordinator, Section 504 and Title IX compliance officer (2.4). **[Standards: IV.A, IV.B.2]**

Foothill College is organized “to exceed our students' expectations in providing lower-division academic instruction, career programs, and continuous workforce improvement to advance California's economic and global competitiveness.” (2.19) Essential to the organization is the process used by the organization to make decisions and achieve results. Governance and decision making are intricately linked. **[Standard: IV.A.1]**

The Cabinet is the president's leadership team. Comprised of the vice presidents, the dean of Faculty & Staff and the director of Marketing, Public Relations & Design Services, this body provides the overall leadership for the campus. These leaders discuss issues of varying breadth and scope, and decisions are made through consensus. Rotating on an annual basis, one of the division deans is appointed by his/her peers to the Cabinet as their representative. **[Standard: IV.A.2.a]**

Shared governance at Foothill College comes together in its main body, the College Roundtable. Held regularly and primarily made up of representatives of mission-based representatives, the College Roundtable provides the forum for fulfilling the goal of providing the best educational experience for all. With the *Roundtable Guidelines* in place, the majority of the membership in this body is given to representatives that serve the missions of transfer, career education, basic skills and ESL, student development and retention, and student outreach and recruitment. Because it avoids serving as a decision-making body for any one constituency, the actions that representatives approve are geared to collegewide missions and therefore learning outcome success. All students, faculty, and staff are encouraged to identify problems or recommend possible remedies,

all within the framework of the college's missions (2.2). [Standards: I.B.1, IV.A.1, IV.A.2, IV.A.2.a, IV.A.3]

The Educational Resource Committee is a sub-committee comprised of members of the College Roundtable. This group makes recommendations to the College Roundtable on identifying available administrator, faculty and staff positions to hire as well as allocation of financial resources (2.14.1).

Using program review data, employment outlook trends, regional census as well as other quality indicators, the *Educational Master Plan* provides a five- to ten-year template to assist the college in making decisions regarding those factors that influence pedagogy and learning outcomes. The plan serves as a blueprint for making decisions over a period of several years regarding the allocation of financial resources, program expansion or elimination, new initiatives, and the provision of support services. In the formulation of a long-term plan, various factors/services related to the student, faculty, college and district take center stage. Some examples include (2.3, 2.5): [Standards: I.B.1, IV.A.1, IV.A.2]

- **Student:** Tutorial labs, Pass the Torch Program, Puente Program, counseling, financial aid, Library, Media Center and Math Center
- **Faculty:** new faculty orientation, staff development, tenure, conference funds, retraining stipend
- **Department/Division:** Faculty meetings, classroom equipment and supplies, hiring committees, and faculty evaluations
- **College:** Foothill 101 (the president's annual objectives for the college), student-portfolios, LOAN, college facilities, Academic Senate, curriculum committees
- **Central Services:** Facilities maintenance, personnel support, working conditions, Educational Technology Services (ETS), and security

The *Educational Master Plan* is coordinated by the vice president of Instruction & Institutional Research, and is reviewed and updated annually to denote changes occurring as a result of its implementation.

Several committees of the Academic Senate are responsible for fostering learning outcomes, including the College Curriculum Committee (CCC), Institutional Planning Committee (IPC) and the Learning Outcomes Assessment Network (LOAN). The CCC establishes parameters for defining learning outcomes; that is, it defines the parameters that represent global learning outcomes. This committee also provides examples of how the college defines its knowledge, skills, and abilities (KSAs). On a division level, faculty members evaluate the degree to which course outlines and programs of study reflect SLOs. [Standard: IV.A.2.b]

While the CCC focuses on KSAs, the IPC oversees program review, institutional planning, SLOs, and assessment. LOAN, as an entity of the Academic Senate, has oversight responsibility for initiatives such as SLO documentation through electronic portfolios, assessment of SLOs, and the identification of KSAs that graduates should possess upon completion of their course or program of study. [Standards: II.A.2.c, IV.A.2.b]

Evaluation

Foothill's organizational structure is well suited to facilitate the improvement of teaching and learning. The sharing of responsibility for instruction and student services across the four vice presidents has had the intended effect of focusing all resources on student learning. The campus' shared governance structure results in an extremely diverse range of constituents constantly discussing, planning, implementing, and reflecting upon a range of programs that directly achieve student learning outcomes. Specifically, the College Roundtable's mission-based approach ensures that all aspects of the campus are focused on these same

SLOs—and the CCC, IPC, and LOAN groups work on the operationalization of these issues.

Planning Agenda

- No additional planning agenda needed at this time

Question II. 2. How do staff (administrators, faculty, classified staff) promote student learning outcomes?

Description

Student learning outcomes (SLOs) are promoted at all levels of the organization. The performance evaluation process, program review and ongoing administrative area goals consistently support and promote SLOs. Faculty, staff, and administrators promote these outcomes either directly or indirectly in the following ways: **[Standard: II.A.1]**

Administrators: Foothill administrators provide the leadership and vision for promoting SLOs in their respective administrative areas. Through the formulation of annual goals, each administrator articulates the plans and expected outcomes for their division/department. These goals are in line with the overarching goals of the college, which promote SLOs. The faculty and staff promote learning outcomes at the encouragement of the college administrator to whom they report. College administrators undergo comprehensive and annual evaluations that assess their administrative skills in several categories. Pursuant to Foothill 101, each administrator is given a charge by the college president, which includes SLOs, and is part of the administrative evaluation. In the evaluation of institutional effectiveness, administrators, especially division deans, conduct periodic program review to assess the efficacy of their respective programs (2.7.1). **[Standards: III.A.1.b, III.A.1.c, IV.B.2]**

The board of trustees is committed to promote an ethical, productive, and effective learning environment for students and staff. This commitment is included in the evaluation process. It should be noted that the district chancellor evaluates the president annually. This year, the chancellor conducted the first-ever comprehensive evaluation of both college presidents, which included input from peers, faculty, staff, administrators, and students. The chancellor herself had a similar evaluation conducted by the board of trustees. The board also regularly evaluates the chancellor in closed sessions of the board. The board also conducts a self-evaluation of itself, but there is no comprehensive evaluation of the board from the other constituent groups.

Faculty: Faculty members promote SLOs in multiple ways. Faculty members are required to (2.6, 2.8):

[Standards: II.A.1.b, II.A.2.a, II.A.2.d, III.A.5]

- Keep current in their disciplines
- Maintain office hours to meet with students, administrators, other faculty, and staff
- Conduct program reviews of all academic programs
- Update course content on a state-mandated schedule
- Attend department and division meetings
- Teach at an appropriate level for the course
- Maintain official academic records, attendance and grade records sheets
- Observe health and safety regulations
- Participate in professional development activities

Further, faculty members are encouraged to (2.6, 2.8): **[Standards: II.A.1.b, II.A.2.a, II.A.2.d, III.A.5]**

- Meet with students whenever needed to promote improved SLOs
- Employ multiple teaching approaches when applicable
- Use materials pertinent to the course outline

- Attend workshops, conferences, and enroll in courses that contribute to their overall improved knowledge of the courses they teach
- Communicate ideas clearly, concisely, and effectively in their classrooms and in all their written information
- Demonstrate sensitivity to all students

The goal of these activities is to assist students of a diverse range of populations toward success in learning. It is impressed upon faculty to include diversity in the curriculum of all courses and to use diverse methods of learning in the classroom in order to promote student success across the full spectrum of the student body (2.17). **[Standard: II.A.2.d]**

Faculty stimulate student interest in material presented by using class time effectively, testing students in fair and valid ways and providing clear written explanation of the evaluation process, expectations, requirements, assignments, course content, relevant dates, and other relevant course information. Through a written review of faculty, students review the methods of faculty conduct that contribute to SLOs. Peers and divisional administrators additionally evaluate faculty competency shortly after hiring, and throughout the formal tenure review process. Part-time faculty members are reviewed by students, peers and administrators in a process that ensures adherence to excellent teaching methods and successful SLOs (2.8). **[Standards: II.A.1.b, III.A.1.b, III.A.1.c]**

Staff: Classified staff promote SLOs on a daily basis. Staff who are in administrative support roles are often the “front line” contact with students and provide the information and support needed for an effective learning environment. Classified staff in the Student Services Department provide the out-of-class support that contributes to student success and the development of the whole student. Staff promote SLOs as a part of special programs that build communication, computation, critical thinking, and community consciousness and global awareness skills (4-Cs). Some examples of

such programs include career training through the Career & Transfer Center, leadership development through the Student Activities Program, mentoring skills through the Pass the Torch Program and the Tutorial Center, and volunteer experience through the Community Service Learning Program, among others. **[Standards: II.B.3.b; III.A.1.b, III.A.1.c]**

Evaluation

Continued assessment of staff involvement and program effectiveness in promoting learning outcomes could be further evaluated through the college program review process. Additional opportunities for training could be provided during the Opening Day activities and other staff development days. The utilization of research data can be effective in monitoring student achievement, persistence and retention (2.6, 2.12).

Communication among the three constituency groups (faculty, staff and administrators) could be improved, so that all employees better understand SLOs. If all employees continue to become more knowledgeable, they give more attention to promoting SLOs to students. Training should be provided, particularly for classified staff, who may not be as knowledgeable about SLOs. Students should also be made more knowledgeable about SLOs, so they can fully understand the depth of their learning. Finally, workshops should be organized to train faculty in the development of student portfolios, and as a way of documenting skill proficiency and whether the student has met the course objectives.

Planning Agenda

- Increase and improve communication among the three constituency groups (faculty, staff and administrators) so that all employees better understand SLOs

- Implement training for classified staff in the meaning of SLOs, their importance, and in the role staff plays in the development and assessment of SLOs

Question II. 3. How does the college ensure that all faculty are focused on developing and achieving student learning outcomes?

Description

Foothill College employs a number of processes and procedures to ensure that all faculty are committed to student learning outcomes (SLOs). Applicants for new full-time faculty positions are selected on the basis of their passion and enthusiasm for students and teaching, their understanding of SLOs, and their interest in supporting the needs of basic skills students (2.16). [Standard: III.A.5.a]

Faculty are given the opportunity to participate in the process through Opening Day activities, ongoing campuswide training activities, joining the Learning Outcomes Assessment Network (LOAN) Committee, access to various online resources, and professional growth activities. The learning outcomes results are further assessed and fostered through additional measures including a project to automate class outlines and curricula, faculty evaluations, a rigorous tenure process, and program review Part B (2.8, 2.13). [Standards: III.A.1.b, III.A.1.c]

Opening Day Activities: On Opening Day at Foothill College, the college holds a number of work sessions for faculty and staff that provide a forum to discuss a number of ways to enhance SLOs. Lessons learned from other staff members are communicated at these sessions. In addition, the college sponsors a number of briefings, including a keynote speaker, who discusses teaching and learning techniques. The college president provides the context for the year's emphasis by holding a virtual class for the staff called Foothill 101. Topics

for the past six years, each building on the previous year, have included: [Standards: IV.A.1, IV.A.3, IV.B.2]

- Scholarship of Teaching, Climate for Learning: Diverse Learning Styles (1999-2000)
- Improving Student Performance: Should There Be English & Math Prerequisites Across the Curriculum? (2000-2001)
- Eliminating the Achievement Gap & Bridging the Digital Divide (2001-2002)
- Student Performance & Portfolios (2002-2003)
- Who Is the Foothill Student? (2003-2004)
- Basic Skills Across the Curriculum (2004-2005)

Ongoing Campuswide Training Activities: There are three primary ongoing training activities to promote SLOs. First, each Wednesday at noon, the college holds a one-hour forum for all staff, called College Hour. At this forum, teaching and learning are discussed, with different topics covered each week. SLOs have framed the sessions with topics ranging from online education to class outlines.

Second, the college holds a series of classes to train both K-12 and community college faculty to use technology in the classroom to enhance the student experience. The Krause Center for Innovation (KCI) offers a number of programs aimed at helping faculty achieve SLOs by successfully integrating technology-based activities into the classroom (www.foothill.edu/cfi/programs.html). For example, the Learning in New Media Classrooms (LINC) Program offers classes on campus and online that are typically from 6 to 12 hours of instruction. The KCI also offers an instructional technology master's degree program in partnership with San Jose State University (2.11).

Third, probationary faculty who are on tenure track participate in in-services that cover student learning, teaching techniques, and how to work with the college administrative system.

[Standards: III.A.5, III.C.1.b]

Learning Outcomes Assessment Network (LOAN):

This committee formed to focus the college on learning outcomes in a practical way, and to address how they relate to class outlines, curriculum sheets, and to answer the question, “what knowledge, skills and abilities (KSAs) should students have upon graduation?” After developing a definition and a process, the committee piloted the process and used the results to inform the rest of the campus. They continue to meet regularly to refine the techniques to measure success for the student in achieving these KSAs. [Standards: I.B.1, II.A.1.b, II.A.2.i]

Online Resources: Foothill College provides faculty with a number of online resources to assist in achieving SLOs. The president’s Intranet (preznet.fhda.edu) has links to the League for Innovation 21st Century Learning Outcomes Project, a variety of staff resources, and research data on student demographic profiles and trends. The college library also has many online research tools for faculty (www.foothill.edu/ol) (2.10). [Standard: III.C.1]

Professional Growth Activities: As part of the contract between the faculty and the district, full-time faculty must complete a minimum of nine-quarter units of professional growth activities (*District FA Agreement*, 2001-2004). This requirement may be completed in various ways, including activities related to achieving SLOs. In addition, travel and conference funds are available to provide faculty with opportunities for growth, including the improvement of teaching and the ability to help students achieve learning outcomes (2.8). [Standard: III.A.5]

Automating Class Outlines & Curricula:

LOAN initiated a project to put class outlines and curriculum sheets online and develop a simple way to extract key learning outcomes from each class and catalog the degree goals in terms of these outcomes. This pilot project is nearing completion and will shortly be tested on a small subset of classes and curricula. [Standard: II.A.2.f]

Formal Faculty Evaluation: All members of the Foothill College faculty are required to have an administrative and peer evaluation performed at regular intervals, as described in the *District FA Agreement*. Probationary faculty members are evaluated every quarter for four years, and tenured and adjunct faculty are reviewed every three years. Section II of the evaluation form, which is related to job performance, lists a number of criteria directly related to ensuring that all faculty are committed to SLOs. For instance, members of the faculty are evaluated on whether their teaching is consistent with stated learning outcomes on the course outline and whether their teaching is done in a clear and effective way, using current materials and theories (2.8). [Standards: III.A.1.b, III.A.1.c]

Tenure Process: Foothill College has a rigorous tenure process. As part of that process, faculty are evaluated on their ability to use teaching methods and materials that are both responsive to the needs of students and consistent with SLOs required by each department. As the candidate moves through the tenure process, the candidate is encouraged to increase his or her teaching effectiveness through increased participation in professional growth activities. As mentioned above, there is a mentoring and orientation discussion group that discusses student learning and teaching techniques. In addition, the professional growth requirement and the faculty evaluation process ensure that all members of the faculty are committed to SLOs (2.8, 2.13). [Standards: III.A.1.b, III.A.1.c]

Program Review Part B: This component of the program review process provides documentation and mapping of SLOs at the department level (2.6). [Standard: II.A.2.g]

Evaluation

Faculty and divisional curriculum committees are already well positioned to identify and assess outcomes in courses and programs offered at the college. Processes are in place and measures are under development to accomplish this. For example, presentations by LOAN using faculty as experts have supported the ongoing implementation of this process. LOAN is also piloting e-portfolios as one vehicle for students and faculty to document acquisition of specific outcomes.

The college should establish timetables for faculty training and implementation of learning outcomes, as defined by LOAN, at the course level. This will provide a mechanism to track student KSA acquisition as related to course objectives and show how these objectives fit into an overall education plan.

Planning Agenda

- Establish timetables for faculty training and implementation of learning outcomes at the course level

Question II. 4. How does the college allocate resources to support student learning outcomes?

Description

Foothill Campus Allocations & Student Learning Outcomes

The vice president of Educational Resources & Instruction is responsible for reporting and managing the budgetary needs of the college as well as participating on most of the committees that make budget decisions. The amount of Foothill's budget is determined by the district percentage of full-time equivalent students (FTES) earned by the college. Historically, Foothill has generated 40 percent of the district's FTES. However, Foothill's enrollment growth is increasing this percentage (2.14). [Standard: III.D.1.d]

The campus budget allocation is distributed according to the *College Roundtable Guidelines*. Since the College Roundtable is mission-based rather than constituency-based, its focus is on transfer, career education, basic skills, student development and retention, and student outreach and recruitment. Thus, resources are allocated with the college's missions in mind, including SLOs as they appear within the various missions. Approximately 85 percent of the districtwide budget goes to personnel, with the remainder being divided among numerous operating budgets of divisions, departments, and programs (2.2.1, 2.14). [Standard: III.D.1.a]

The college has developed written processes in place to determine the allocation of human and financial resources. These guiding principles come under the umbrella of the *College Roundtable Guidelines*, which include the following (2.2.1): [Standards: III.D.2, III.D.1.a, III.D.1.b, III.D.1.d]

- Block grants
- Budget augmentations
- Funding new programs
- Reducing or eliminating funding
- Determining new full-time teaching faculty positions
- Contract classified staff positions
- Office space

The college's Budget Task Force meets to disseminate information regarding the budget, while the Educational Resources Committee, a subcommittee of the College Roundtable, uses program review data to determine hiring new full-time faculty, classified staff and all other allocations of resources. The President's Cabinet reviews all of these decisions and the president retains final approval. Additional resources may be granted to programs that have proven to be successful programs, such as Pass the Torch, Writing Center, and health care and biotechnology programs, and to programs that have potential to fill a need for student success. Facilities and other plant services receive funding through a variety of state funds,

bond measures, and state capital funding (2.14.1, 2.14.2). [Standards: III.A.6, III.D.1, III.D.2.b, IV.B.2]

Each one of these resource allocations uses the program review process as an intricate decision-making tool directly linking resource allocations to SLOs. Allocation of resources, including staff and faculty positions are based on program review data that encompass required information on student success specifically related to SLOs (2.14.2). [Standard: II.D.1.a]

Using the procedures for allocating new full-time teaching faculty positions as an example, members of the Educational Resources Committee (ERC) along with members of the College Roundtable agree that the guiding principles and the procedures are effective tools. All requested full-time faculty positions are evaluated by the ERC and College Roundtable based on program review and program need. The ERC prioritizes the requests. This process serves the students as well as the institution, and it has collegewide support.

The practice of linking program review and resource allocation was developed by the Institutional Planning Committee, and approved by the Academic and Classified senates along with the College Roundtable (2.14.1). [Standards: III.A.6, III.D.1.c, IV.A.3]

Foothill College has explicit guidelines and procedures for determining the allocation of block grants, ongoing budget augmentations, funding for new programs, full-time faculty positions, classified staff positions, and office space. There are also explicit guidelines and procedures for reducing or eliminating funding (*Guiding Principles*, updated 2001). Resources for new initiatives or ongoing programs to address targeted learning outcomes are identified through standard resource allocation processes (2.2.1). [Standards: III.D.1.b, III.D.1.d]

Foothill-De Anza Foundation

In 2003-2004, the Foothill-De Anza Foundation became a self-supporting entity with district employees. The foundation is responsible for fund-raising all private monies that support the work of both colleges in the district (2.15). [Standard: III.D.2.e]

The foundation raises money by solicitation to potential donors—especially to membership in the Chancellor's Circle or the President's Fund, sponsoring events like the Foothill Commission's Summer Benefit Gala, and direct solicitation of major corporations, foundations, and individual donors. Foundation resource allocation is shaped by: [Standard: III.D.1.a]

- Direction from the district chancellor for the Chancellor's Circle
- Direction from the college president for all gala proceeds and foundation fund-raising initiatives
- Needs of current Measure E projects that are not funded
- Requests from faculty and administration through the president and commission

Vocational programs with their clear alumni base and significant equipment needs have particularly benefited from the work of the foundation. At Foothill College, the Dental Hygiene, Diagnostic Medical Sonography Technology, and Environmental Horticultural & Design programs have worked directly with the foundation to develop alumni-based giving programs and/or matching grants for needed equipment. [Standard: III.D.2.e]

With state funding continually falling far short of needed monies to have quality programming, particularly in areas of changing technology, the foundation will continue to play a vital role in the financial life of Foothill College and the Foothill-De Anza Community College District. SLOs are enhanced by the work of the foundation. Since most of the foundation's work is shaped by district and college goals, it provides a natural connection

with the college goals of continued improvement in the area of SLOs. [Standards: III.D.1.a, III.D.1.b]

Foothill's president presented the *Fund-Raising Vision 2015* to the Foothill Foundation in January 2005. This presentation outlined types of funding needed and what Foothill could accomplish with respect to student learning with those funds. [Standard: IV.B.2]

Evaluation

Resource allocation processes at Foothill College are designed to focus on SLOs. The college has a rigorous budgeting process that includes broad participation by faculty, staff, administrators, and students. It relies on detailed program review data to guide resource allocations to support SLOs. In fact, college policy requires that budget requests will only be considered if current program review self-studies are on file (2.2.1). (*Guiding Principles*, updated 2005: program reviews)

Individual programs consistently report strong student outcomes in program review. Where problems are noted, corrective action is initiated. Over the past six years, Foothill has consistently been in the top five percent in the state and has often been number one in transfer, basic skills, and overall successful course completion (2.3). (*Foothill College Educational Master Plan*: 2005–2015)

The college has demonstrated its financial commitment to successful programs for low-performing students, with proven success. For example, the college institutionalized funding for the Pass the Torch Program, a unique project that pairs high achieving community college students with students who self-select to join a study team. This program was originally funded by a Fund for the Improvement of Postsecondary Education (FIPSE) grant, but its documented success in improving retention and success rates for African-American and Latino students led to institutionalized funding when the grant expired. The Pass the

Torch Program is now a model program replicated at colleges and universities around the state.

The success of programs such as Pass the Torch, Puente, and Mfumo represent a challenge for the college when considering how to scale these programs to serve more students. The college needs to explore ways of capturing the effective characteristics of these programs and attempt to deliver them in more cost-effective ways (such as in the newly formed Freshman Experience Learning Community).

Another direction for inquiry should be a calculation of the downstream revenue of students in these “expensive” programs, who persist longer than students who aren’t served by these programs. It is entirely possible that the programs may pay for themselves in this manner.

Of significant note given the recent State budgetary situation, Foothill College has maintained a positive ending balance each year. [Standard: III.D.2.c]

Planning Agenda

- Explore expanding expensive, but successful programs from serving small groups of students to serving large groups
- Design a return-on-investment model for downstream revenue to determine if Foothill can “pay” for the expensive programs

Question II. 5. How does the college’s hiring process assure that qualified staff are selected to guarantee the integrity of programs and services?

Description

Human resources are integral to the efficient operation of any institution. This reality is no less true for Foothill College. Overall, the college and the district have clearly developed procedures for the identification, recruitment, and hiring of personnel at all levels. Cooperatively, the college works with

district personnel in its outreach efforts to recruit the most qualified personnel for positions in the college (2.16). **[Standards: III.A.1.a, III.A.4, III.A.4.a]**

Moreover, both the college and the district are committed to diversity in hiring practices and in outreach to students. This commitment to diversity is directly linked to the college's mission of providing educational programs that are distinctive and innovative. Faculty and administrators who have an understanding and sensitivity to diversity carry these traits into the classrooms and other areas of responsibility. As a result, students benefit from a curriculum that allows them a larger vision of the world, in addition to providing them with the knowledge and skills to operate in a global economy (2.16, 2.17). **[Standards: III.A.1.a, III.A.4, III.A.4.a]**

All faculty, staff, and administrators involved in the hiring process receive training on equal opportunity, diversity, and the employment process for each search committee on which they serve. The vice chancellor of Human Resources & Equal Opportunity or his/her designee at the first meeting of the committee provides such training. It is the responsibility of the chair to ensure that each committee member receives the required training. Training ranges from a review of the district *Diversity Vision Statement* to issues of confidentiality (2.16, 2.17). **[Standard: III.A.4]**

In hiring faculty, minimum qualifications have been established for the selection of the best candidates. However, specialized skills that are germane to the discipline/position are included as minimum or preferred qualifications. Minimum qualifications include (2.17, 2.18): **[Standards: III.A.1.a, III.A.4]**

- Sensitivity to diversity
- Adherence to standards that identify faculty by discipline and minimum qualifications or the equivalent as established by the statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges

- Commitment to participation in department/program activities and the shared governance of the college

The search committee identifies selection criteria based on the minimum and preferred qualifications of the position in light of the expected duties and responsibilities. Selection criteria are consistent with the duties of the position. Especially for faculty and administrators, criteria are developed to identify someone whose educational philosophy is closely aligned to the mission of the college, especially as it relates to student outcomes. Job-related interview questions are designed and developed to distinguish candidates who will best meet the needs of the students, the department/division, and the college. The committee also determines such matters as subject and format of the teaching demonstration, and counseling or librarianship skills required of all candidates. The demonstration is generally designed to reflect the abilities of the candidates to address the needs of a diverse student population, as well as assess the delivery of instruction (2.16). **[Standard: III.A.1.a]**

Once the interviews have been completed, members of the committee conduct a thorough reference check to further assess the qualifications of the finalists. The college president, division dean, and equal opportunity representative for the committee interview all finalists. Other committee members are invited to participate in the final interviews as per the *Roundtable Guidelines*. The president makes the final decision on the candidate and forwards the selected candidate to the chancellor for recommendation to the board of trustees (2.16). However, she usually seeks consensus before making the decision. **[Standard: III.A.1.a]**

Minimum qualifications for the hiring of administrators are similar to those of faculty with the exception that minimum qualifications should be in accordance with *Education Code Section 87356 for Educational Administrators*. All minimum and preferred qualifications are reviewed by the

vice chancellor of Human Resources & Equal Opportunity or his/her designee for job relatedness and potential adverse impact on the applicant pool. Search committees for administrative positions are established and convened by the appropriate college administrator or his/her designee. Similar to the faculty committee, the hiring committee for an administrator has an equal opportunity representative assigned as well as representation from faculty and the classified staff. In reviewing the responsibilities and duties of the position, the search committee determines the criteria by which it will screen all applicants. Further, the committee determines whether or not the candidates will be required to make a presentation. As with all positions, reference checks are made and the president has the authority to make the final decision and recommendations to the board of trustees (2.18). **[Standard: III.A.1.a]**

All classified positions are defined in accordance with *Education Code Section 88003*. Hiring qualifications for classified staff positions must meet two minimum criteria. Applicants must be sensitive to diversity and their education and experience as well as their knowledge, skills, and abilities as identified must match the classification description for the position. Additional desirable qualifications that are job-related and support the responsibilities of the position can be included. Classified hiring committees must have at least three members: the chair, a representative from the bargaining unit in which the position resides (SEIU, CSEA or Teamsters), and an equal opportunity representative (2.9, 2.18). **[Standard: III.A.1.a]**

Evaluation

The hiring processes for all positions follow a similar format that is inclusive of various constituent groups on campus. A survey of faculty, staff, and administrators was conducted in October 2004, to ascertain input on a number of issues related to learning outcomes and institutional effectiveness. The number of employees responding to the survey was 172 and included full- and part-

time faculty, classified staff, and administrators. Forty-seven percent of the respondents have worked in the district for 11 or more years.

In regards to hiring practices, 94 percent of the respondents agreed or strongly agreed that efforts are exerted to hire persons of diverse backgrounds for all the programs and services of the college. Eighty-six percent of respondents either agreed or strongly agreed that hiring and promotional/recruitment practices are fair.

Through short interviews, staff who have served on hiring committees were asked their perceptions of the hiring process and how faculty and staff are selected. The majority of staff were in agreement that the process is fair and comprehensive.

In examining ratios of full-time equivalent students (FTES) to full-time equivalent classified staff (FTEC) and full-time equivalent faculty (FTEF) the level of personnel is adequate to support the college's programs and services. The approximate FTES to FTEF ratio is 39:1, which is well below the ratios typically found in lower division higher education – underscoring Foothill's commitment to student success. In addition, the FTES to FTEC ratio is also low (25:1), although recent budget constraints have left some vacancies unfilled. The ratio of counselors to FTES (136:1) appears high. However, if one considers that one-third of the FTES at the college take only one course and largely do not require the services of counselors, the ratio is more favorable **[Standard: III.A.2]**.

In hiring new employees, especially faculty and administrators, the successful candidate(s) must exemplify creativity, innovation, and an enthusiasm for students. By note of their academic and professional experience, they must demonstrate empathy for students and a genuine interest in student success. When the hiring committee refers finalists to the president for consideration, the committee must be excited about the candidates, rather than recommend candidates who can "just do the job."

Human resources seem to be adequate to support existing programs and services. However, ever diminishing resources will dictate a critical analysis of all programs and services to demonstrate that resources are being efficiently allocated. The challenge will be to maintain a balance between the two to ensure that instruction of a high quality continues to be offered and that services are in place which promulgate student learning, retention and success. Since financial and human resources are currently being maximized, college and district resources for funding new initiatives are not available.

The college has a long history of providing instruction with innovation and distinction. To maintain and explore initiatives focused on student learning, creative ways of securing new funding must be explored if the college wants to continue to be a leader in the scholarship of teaching and learning. Moreover, it will become incumbent upon the college to vigorously provide professional development opportunities for faculty in best practices related to pedagogy and student achievement.

- 2.8 *Faculty Association Agreement*
- 2.9 *SEIU Agreement*
- 2.10 President's Intranet (preznet.fhda.edu)
- 2.11 KCI Web Site (www.foothill.edu/kci)
- 2.12 Institutional Research Outcomes/
Segmentation Data
- 2.13 *Tenure Review Handbook*
- 2.14 Foothill College Budget
 - 2.14.1 Educational Task Force
 - 2.14.2 Budget Task Force
- 2.15 Foothill-De Anza Foundation
- 2.16 *District Hiring Manual*
- 2.17 *Diversity Vision Statement*
- 2.19 Education Code
- 2.20 *Foothill College Mission Statement*

Planning Agenda

- Explore new outside funding sources for innovation in the scholarship of teaching and learning

Theme II Resource List

- 2.1 *Course Catalog*
- 2.2 *College Roundtable Guidelines*
 - 2.2.1 Guiding Principles
- 2.3 *Educational Master Plan*
- 2.4 Organizational Chart
- 2.5 Interviews
- 2.6 Program Review
- 2.7 *Administrators Handbook*
 - 2.7.1 Comprehensive & Annual
Administrative Evaluation Process



Theme III

Dialogue



Life Sciences Lab
expected completion Spring 2007

Committee Membership

Penny Johnson, Co-Chair; Dean; Counseling & Student Services
Judi McAlpin, Co-Chair; Campus Supervisor; Middlefield Campus
Paul Starer, Co-Chair; Instructor, English; Language Arts Division;
and President, Foothill College Academic Senate
Art Hand, Library Technician Senior; Technology & Instruction
Robert Johnstone, College Researcher; Institutional Research
Scott Lankford, Instructor, English; Language Arts Division
Debra Lew, Counselor; Counseling & Student Services
Karen Oeh, Program Coordinator I, Career Center; Counseling & Student Services
Shawn Townes, Instructor, Speech Communication; Fine Arts & Communications Division
Beckie Urrutia-Lopez, Coordinator, Cooperative Education; Cooperative Work Experience Education

Dialogue

Introduction

Dialogue at Foothill College provides a framework for a multi-dimensional exchange of ideas between campus stakeholders—students, faculty, staff, administrators, and the local community. Following the “culture of evidence” that has been outlined by the college president, this dialogue is fact-based wherever possible, and focuses on the evidence developed on student learning and student needs through a focused research program. This dialogue forms a key component of Foothill’s dynamic decision-making cycle of “plan → implement → assess → evaluate → reflect → revise.”

Five areas of inquiry with guiding questions were developed by the committee to assist the members in its campuswide inquiry into dialogue issues. These areas are:

- Method of Dialogue: How does the college engage in ongoing, self-reflective dialogue about quality and improvement?
- Dialogue Participation: To what extent does the dialogue include all members of the college community? What is the perception regarding inclusion in dialogue? Is it perceived to be broad-based throughout the community? How is information disseminated so that all feel included?
- Dialogue Focus on Student Learning: How does the dialogue focus on student achievement, student learning, and the effectiveness of college process, policies and organization?
- Research Foundation for Dialogue: To what extent is the dialogue research-based, including qualitative and quantitative research, response to clear inquiry, meaningful interpretations, and effective communications?
- Dialogue and the Planning Process: To what extent does dialogue affect the planning process for institutional changes?

Given that dialogue has occurred around a dizzying array of topics in the last six years, the dialogue committee selected a number of key domains for dialogue on which to focus this report. Rather than attempt to be all-inclusive in covering the vast amount of dialogue that takes place at Foothill on a wide range of issues, this report will focus on these critical areas as models of the type of dialogue that occurs on the broader range of topics. The dialogue areas of inquiry will be investigated for each of these areas:

- Academic & Professional Issues (plus-minus grading, block scheduling, diversity plan for graduation, etc.)
- Budget Reductions & Augmentations
- Basic Skills & Achievement Gap
- Distance Learning
- Learning Outcomes & Program Review
- Measure E & Facilities Planning

Where appropriate, these topics will be utilized to illustrate the dialogue process in response to each guiding question.

Question III. 1. How does the college engage in ongoing, self-reflective dialogue about quality and improvement?

Description

The methods for dialogue on the Foothill campus are varied and touch all aspects of campus life. Examples on a general level include the College Roundtable,

a wide variety of committee meetings, e-mails from the president, College Hour presentations, Opening Day presentations, and division meetings. As an example, the issues surrounding basic skills have been discussed throughout the campus very thoroughly in the last six years. In 2002, a Basic Skills Task Force was formed with primary involvement from the Language Arts, Mathematics and Counseling divisions to address the achievement gap and student success (3.1). **[Standard: I.B.1]**

This task force formulated a list of 15-20 key research questions, which were provided to the new campus researcher upon his arrival in Fall 2002. Over the next two years, research was conducted on key aspects of basic skills, and the results were disseminated across the campus through College Hour presentations, presentations to the Administrative Council, College Roundtable, Academic Senate, Leadership/New Faculty Retreats, and ultimately to the entire campus on Opening Day in 2004. The resultant dialogue at every level of the campus has already effected substantive change (3.2, 3.3, 3.4). **[Standard: II.A.1.a]**

The evolution into distance learning provides another interesting lens through which campus dialogue can be viewed. Initially undertaken in Spring 1995, Foothill now has more than 200 courses and eight online associate degrees, and continues to work to increase articulated online courses with the CSU and UC systems. In Fall 2000, approximately 1,500 students took online courses. In Fall 2004, more than 4,000 students were enrolled exclusively in online courses, representing an increase of 166 percent in four years. Additionally, there were another 4,000 students in Fall 2004 enrolled in blended/hybrid courses that were not exclusively online, for a total of 8,000 students enrolled in distance learning courses. **[Standards: I.B.4, II.A.1.b, III.C.1.a]**

A Foothill faculty member developed Easy to Use Distance Education Software (ETUDES), which serves as a platform for instructors to engage in teaching online courses. In 2001, Foothill College purchased

ETUDES from the faculty member's now-defunct parent company, allowing the college to expand, improve, and develop better software. This platform has expanded beyond the borders of Foothill, with more than 50 colleges now utilizing ETUDES, serving over 60,000 students. **[Standards: III.C.1.a, III.C.2]**

Foothill College engages in ongoing, self-reflective dialogue about quality and improvement of distance learning through best practices workshops, Foothill Global Access (FGA) faculty training workshops, Academic Senate discussions, and division meetings. In April 2002, the district and Faculty Association negotiated an online student evaluation form of faculty that is in the same format as the general classroom evaluation form (3.3, 3.5). **[Standard: III.C.1.b]**

FGA events include workshops, working luncheons, and ETUDES training sessions each quarter at Foothill and De Anza colleges. The Summer Cyber Teachers Institute is a program dedicated to promoting innovation and excellence in online teaching and learning. It is designed to bring teachers together to learn from each other, evaluate emerging teaching practices, and search for solutions to the unique challenges of the online learning environment. The engaging dialogue on sound teaching principles and strategies is the highlight of their program (3.15, 3.16). **[Standard: III.C.1.b]**

The college has engaged in dialogue regarding both learning outcomes and program review through a variety of discussion avenues. A steering committee related to the League for Innovation 21st Century Learning Outcomes Project began conversation in 1998 regarding the demonstration and documentation of learning outcomes for the college. Dialogue surrounding learning outcomes has continued to evolve at administrative retreats, new faculty orientations, Opening Day presentations, College Hour presentations, College Roundtable, division meetings and in-service presentations (The Good, Bad & Best Practices Series). Program review dialogue took place at the Institutional

Planning Committee (IPC) meetings, Academic Senate, division meetings, task force committees, and retreats for both student services and instructional areas (3.2, 3.6, 3.7). **[Standard: III.A.5]**

A bellwether event in Foothill's recent history occurred on Nov. 2, 1999, when local residents passed Measure E—a bond measure of \$248 million over 10 years to repair and renovate existing facilities as well as construct new classroom buildings for the district. Perhaps no single event in the last six years has made a deeper footprint on campus life than this bond passage.

[Standards: III.B.1.a, III.B.1.b, III.B.2.a, III.B.2.a]

An initial e-mail on Measure E's passing sent by the college president to the Foothill College community summarizes the funding needs, which in addition to renovation and repair of 40-year-old classroom buildings, focused specifically on the construction of a long-awaited science and technology complex, expansion of the Campus Center, and renovation of the Space Science Center into a Center for Innovation. The e-mail also discussed the avenues for communication that would be available to the campus to discuss the facilities planning. **[Standard: IV.B.2]**

Looking back nearly six years later, the Krause Center for Innovation was completed in 2002 and is open and thriving, the majority of the campus' classrooms and faculty offices have been renovated, and the new Campus Center and Life Science and Student Services Complexes have both broken ground in 2005. Dialogue around these issues was myriad, with large numbers of faculty, staff, and administrators serving on committees and planning groups that focused on the various renovations and construction projects. Campus forums and e-mails from the college president have continued throughout this time period, with an average of seven e-mails a year referring just to Measure E in some way. Students were included in this dialogue, as their input was solicited not only about the effects of the renovations on their daily lives, but on how

the new buildings could be better designed to meet their needs (3.8). **[Standards: I.B.4, III.B.1.a, IV.B.2]**

Evaluation

Foothill College's commitment to innovation requires a high level of reflective dialogue throughout the entire college community. The college's task-oriented committees are effective at researching, analyzing, and brainstorming plans of action. The team-oriented approach to communication allows open communication to flow freely and encourages feedback. One of the college's greatest strengths has been the ability to not only dialogue about immediately pressing issues, but to also anticipate future concerns. This foresight comes as a direct result of the depth, frequency, and interconnectedness of discussions.

The expanded dialogue, which is inclusive of the larger college community and takes the form of training, workshops, retreats, and in-service presentations, has proved particularly effective in disbursing information as well as providing an opportunity to clarify issues and obtain additional feedback. Though dialogue at Foothill has been extensive and thorough, there have been some individual concerns expressed regarding a lack of awareness of certain policy decisions and/or changes. Generally, these concerns have focused around hot-button issues such as block scheduling and plus-minus grading, which were both controversial and difficult topics. For some, regardless of the amount of discussion in which the campus engaged on such matters, there would never be enough discussion nor a proper resolution reached.

Results of the *Faculty & Staff Accreditation Survey* support a positive evaluation of dialogue. Seventy-nine percent of those surveyed agreed or strongly agreed that there is effective communication at Foothill. Seventy-eight percent also agreed that collaborative decision-making procedures are respected and followed at Foothill. Specific ratings of collaboration and communication of

the chancellor, president, vice presidents, deans and managers were also high, with 88 percent agreement for the chancellor, 87 percent for the president, 78 percent for the vice presidents, and 79 percent for the deans and managers.

On the specific topic of distance learning, the dean of Distance & Mediated Learning has noted that an online instruction quality-control checklist that is standardized across divisions would be valuable. Currently, it is the responsibility of the division deans to monitor quality of their faculty's online curriculum. This is a significant issue for the campus as the percentage of students taking online courses continues to rise.

Additionally, the campus might possibly benefit from emphatically stating when certain discussions call for or will result in rapid or immediate change. By prefacing these discussions with a declaration that change is imminent, individuals may be more encouraged to engage in the dialogue process in a more timely fashion.

Planning Agenda

- Develop and publish timelines for important discussions/decisions that call for or result in rapid change

Question III. 2. To what extent does dialogue include all members of the college community? What is the perception regarding inclusion in dialogue? Is it perceived to be broad based throughout the community? How is information disseminated so that all feel included?

Description

Dialogue at Foothill College is inclusive of a wide range of constituent groups, including faculty, classified staff, administrators, students, and community members. The budget discussions of the last few years have provided a valuable tool

with which to examine the participatory nature of dialogue at Foothill. Although budget discussions are an ongoing factor of life in a publicly funded institution, the most recent set of serious budget concerns was initiated in September 2002. It was a district/administrative practice to keep staff, and faculty informed by extending open invitations to meetings and presentations that were budget-related (3.9). [Standards: I.B.1, IV.A.1]

Feedback was also an important component in the discussions involving budget concerns. Meetings at the Foothill campus, led by the college president, included a question-and-answer period regarding information obtained through informal channels of communication which allowed the entire college community to not only voice its concerns, but to have misinformation corrected. The consistent flow and openness of communication allowed people to better cope with an extremely stressful situation—layoffs, restructuring, bumping, and other budget-related issues. [Standard: IV.A.1]

Communication about budget issues and strategies also included the college president's numerous campuswide e-mails—in 2002-03, for example, there were 18 specific *Budget Update* e-mails from the president to the entire Foothill College community. These budget e-mails unfortunately have become a fact of life on campus given the state's budgetary climate (3.8). [Standard: IV.B.2]

On a district level, the vice chancellor of Business Services spearheads the communication of budget issues, augmented by e-mails from the district chancellor. In a dizzying statistic that speaks to the broad-based nature of campus discussion around budget issues, the vice chancellor of Business Services has made PowerPoint budget presentations in 52 different venues, including the Classified and Academic senates, board of trustees, collegewide Town Halls at De Anza College, College Hour presentations at Foothill, Foothill College Roundtable, De Anza College Council, SEIU, Central Services personnel, Faculty Association,

Chancellor's Advisory Committee, Budget Committee, and student government (3.3, 3.10, 3.11).

Fortunately, other topics more central to the college's focus on student learning have been widely discussed in the last few years as well. Basic skills and achievement gap issues have been discussed by all segments of the campus population—from faculty, students, staff to administrators and the community at large. Venues for the discussions have included the Basic Skills Task Force, Academic Senate, College Roundtable, President's Cabinet, Administrative Council, Community Advisory Board, and Leadership and New Faculty Retreats. Opening Day 2004 featured a presentation by the Foothill researcher on basic skills summarizing two years of basic skills student success research. In addition, individual faculty members in the Language Arts, Counseling, and Mathematics divisions have surfaced custom basic skills research requests that have further informed campus decision making (3.1, 3.2, 3.3, 3.6). **[Standards: I.B.1, I.B.4]**

The College Roundtable has been particularly focused on addressing the achievement gap and student success by discussing this topic on a multitude of occasions in the last few years. The membership of the College Roundtable reflects the college's commitment to dialogue regarding SLOs and closing the achievement gap with its mission-based membership. There are three members (a student, a classified staff member, and a faculty member) for each of the following five missions: transfer, career education, basic skills and ESL, student development and retention, and student outreach and recruitment. The College Roundtable also includes other members to represent the different segments of the college (3.2). **[Standards: IV.A.1, IV.A.2, IV.A.3]**

Basic skills and the achievement gap provide a lens with which to examine the selection of themes for Opening Day. Proposals for themes such as basic skills are generated in a management retreat in the summer, and ideas are fleshed out at the annual leadership retreat in early September. This retreat

involves members of the College Roundtable, the executive committees of the Academic and Classified senates, Associated Students of Foothill College, and presidents or representatives of other constituent groups. In small breakout groups, faculty and staff discuss Opening Day strategies, and feedback is then collected, summarized, and published to the entire college community. The resultant dialogue around the Opening Day theme then drives campus dialogue and decision making for the coming year and into subsequent academic years (3.6). **[Standards: I.B.1, IV.A.1, IV.A.3]**

To this end, three Opening Day themes in the last six years have focused on basic skills and/or the achievement gap:

- Basic Skills Across the Curriculum (2004-2005)
- Eliminating Achievement Gaps & Bridging the Digital Divide (2001-2002)
- Improving Student Performance: Should There Be English & Math Prerequisites Across the Curriculum? (2000-2001)

The breadth of Foothill dialogue is also demonstrated through distance learning, where the dialogue extends to all members of the college community through updates in division meetings, *eNotes*, and the Foothill Web site. Additionally, through the ETUDES consortium, the dialogue extends to the 50 member colleges, whose input and feedback are vital to the continued development and success of the consortium. Faculty members are invited to attend bi-quarterly Foothill Global Access (FGA) luncheons, workshops and best practices meetings. Announcements about FGA activities are distributed by division deans to their department lists to reach faculty who are not users of the services. The dean of Distance & Mediated Learning hosts an online FGA Faculty Forum and forwards e-mails about "hot" issues to deans, faculty, the Academic Senate president, and the vice chancellor of Human Resources & Equal Opportunity. The vice president of Student Development & Instruction and deans meet annually

with the dean of Distance & Mediated Learning to discuss student services support for online students and their potentially unique needs. **[Standards: II.B.3.a, III.C.1.a, III.C.1.b, III.C.1.d, IV.A.4]**

The perception regarding inclusion in dialogue is very important for faculty, as evidenced by an interview with the chair of the Foothill Committee on Online Learning (COOL). When the dean of Distance & Mediated Learning was hired in August 2000, the Distance Learning Committee was formed of division deans and faculty to address pertinent issues. Due to an overlap with already-established committees, the dean of Distance & Mediated Learning felt a formal advisory committee was not necessary. However, the faculty felt otherwise and wanted direct input. In 2000, the Academic Senate created COOL to promote faculty openness and communication. COOL is a subcommittee of the Academic Senate and is given tasks by the senate whenever it needs feedback from the community on specific topics related to distance learning. Academic Senate representatives from each division share updates and information within their respective division meetings. **[Standards: II.A.1.b, II.A.2.c]**

A final observation concerning the broad-based participation of dialogue at Foothill focuses on the selection of a location for the new Life Science and Student Services Complex associated with the Measure E bond. Originally, this building was planned to be located on the periphery of campus (in what is currently Parking Lot 4). Ultimately, discussions concerning the aesthetics of this location as well as more process-oriented concerns about proximity to other campus buildings have led to the relocation of this building to its current lower campus site. In addition to faculty, staff, students, and administrators, the input of local community residents concerning the impact of the building in its previously planned location helped the campus reach its decision about relocating the building. **[Standard: III.B.1.a]**

Evaluation

Based on the multitude of avenues for dialogue offered by Foothill College, there is a general perception that issues of importance, major decisions, and policy changes are widely discussed. Given the Opening Day presentations that set the tone for the year, the College Hour presentations, the college president's information portal called Preznet, and the regular e-mails from the president, the staff, faculty and administration feel included in the majority of pressing issues for the college.

The mission-based College Roundtable, formulated from staff, faculty, and administration, offers representation for all employee groups on the campus. This gives the campus community the opportunity to hear and express opinions regarding the focus of the college.

Each constituency group has a different perception of their inclusion. Most of the administrators and full-time faculty feel that they have the opportunity to participate in discussions regarding key issues for the college; whether it is through committees, College Hour, Opening Day, or College Roundtable. Some of the classified staff sees themselves as having less opportunity for dialogue, as they are less likely to join committees and initiate task force assignments that would offer them access for open dialogue.

Some specific issues for the college have been perceived as allowing for less dialogue than others. When the college community was recently questioned regarding block scheduling of classes, many of the faculty and some staff felt that they had not been included in the discussion. In contrast, when interviewed regarding budget cuts, most of the faculty, staff, and administration perceived themselves as very involved. When the campus community was questioned regarding the expansion of distance learning, those who were part of the Academic Senate and College Curriculum Committee felt very involved, whereas others did not.

This potential for perceived lack of inclusion on some topics stems from slightly frayed lines of communication from committees to the rest of campus. All of these issues were discussed openly and freely in a wide variety of committees, but it seems that certain segments of faculty and staff (on certain issues) feel that they are not getting this information back from the committees. Although the president's e-mail updates provide a venue for information to flow out of committees, it has been suggested that a formalized system needs to be developed that improves and broadens this flow between committees and the constituencies represented on those committees.

Through the existing committees, College Hour discussions and Opening Day presentations, the college has institutionalized the process of inclusion. The faculty, staff, and administration are encouraged to participate in discussions of importance to the college community.

One challenge will be to ensure that as many staff and students as possible participate in the committees where key discussions and decisions take place. Absence from a single-person office for the purpose of committee participation places pressure on staff and their programs. Soliciting suggestions from classified staff, students, and part-time faculty is a problem because of their limited ability to participate in ongoing committees and the perception from a few that their input is not given as much credibility as other groups.

Looking to improve campus dialogue, an area that has been identified as needing greater attention is the incorporation of student involvement in all stages of the dialogue process. Though many committees have positions allotted for student participants, there have been schedule conflicts that prevent optimum student involvement. The predominance of meetings scheduled in the afternoon has been the greatest obstacle in garnering greater student participation, and revising the schedule of meetings would help remedy this problem. However, morning

meetings are difficult for most faculty to attend, so an innovative solutions is needed to maximize participation from all constituent groups.

Planning Agenda

Increase effectiveness of communication between committee members and constituents

- Implement scheduling options that ensure greater student participation in all stages of the dialogue process

Question III. 3. How does the dialogue focus on student achievement, student learning, and the effectiveness of college process, policies and organization?

Description

The heart of the basic skills discussion on the campus has been to focus on student achievement, student learning, and the effectiveness of campus programs. For example, samples of the many research topics of inquiry that have informed dialogue on basic skills include: **[Standard: I.B.3]**

- Success rates, retention rates, and persistence rates for basic skills courses
- Tracking of students from entry level into basic skills courses through to college-level courses
- Relationship between English readiness and success in business-social science courses
- Relationship of "C" grades in basic skills sequence courses on success in future courses in the sequence
- Placement test outcomes for those students testing into basic skills
- Evaluations of the Pass the Torch, Puente and Mfumo programs designed to improve basic skills learning outcomes

The campus has been extremely focused on attempting to address its achievement gap. By definition, dialogue surrounding this topic has focused on student achievement and student learning. As previously mentioned, the Opening Day theme for 2001-2002 focused on eliminating achievement gaps. This, as well as other information and processes, has generated a new push on student achievement. Partnership for Excellence (PFE) funds were made available to the college during this accreditation cycle as well. The college realized that a centralized area focusing on student retention, outreach, degrees and transfer, course completion, and vocational education was needed. The concept of the Student Success Center was formed and PFE funds applied for, granted, and utilized to initiate this student-focused organization. **[Standards: I.B.4, II.A.1.a]**

The process of approving funds for PFE included dialogue through many different groups including President's Cabinet, Administrative Council, Education Resources Committee and College Roundtable. Allocation of these funds was based on a call for proposals, followed by a Roundtable review of the proposals, and eventual selection of the winning proposals. The president did stipulate that PFE funding would not be primarily used to create new and permanent positions, for fear that the funding would eventually be cut, as it was (3.13, 3.14). **[Standard: III.D.1.a]**

In addition, the idea of learning communities, learning styles, and other student success strategies were brought forward and discussed. Pass the Torch was encouraged as the funding changed from grant funding to institutional funding. Mfumo and Puente were established to help close the achievement gap as a result of dialogue. **[Standard: III.D.1.b]**

The dialogue around the formation and assessment of student learning outcomes also directly focuses on student achievement and student learning. In the past few years, the campus has focused on policies, processes, and student achievement through its investigation of assessment tools such as calibrated

peer review, concept mapping, project-based learning, electronic portfolios, and standardized tests such as the *ETS Academic Profile*. Initially, through dialogue around student achievement, the campus had identified its four institution-level student learning outcomes as Communication; Computation; Creative, Critical & Analytical Thinking; and Community/Global Consciousness & Responsibility (4-Cs) (3.7). **[Standard: I.B.3]**

Distance learning dialogue has also focused on student achievement, student learning, and the effectiveness of college process, policies, and organization through the training of faculty, assisting students, and improving online software modules. The Distance & Mediated Learning Department subscribes to a philosophy of mutual trust and respect while addressing its goal of deepening student learning and assuring student success in the online medium. Foothill Global Access (FGA), the title of Foothill's distance learning programs, creates instructional design models that are embedded into the software to make it easy for students to navigate through an online course and address the learning objectives for the course. FGA is modularizing course content so that ETUDES sites have similar templates. They will also be incorporating an e-portfolio template. FGA also analyzes enrollment patterns quarter by quarter per class and instructor to see if specific online courses are successfully completed. **[Standard: I.B.3, II.A.1]**

In recent years, there has been much discussion on campus around the effects of issues such as block scheduling and plus-minus grading on student learning. Decisions on these issues have potentially major ramifications for instructor pedagogy and the resultant learning process in the classroom. For example, certain departments feel that their subject matter would best be taught on a daily basis, and that block scheduling has the potentially negative outcome of having students fall behind more when they miss a two- or two-and-a-half-hour block rather than a single 50-minute course session. Other faculty members feel that the benefits far outweigh the

drawbacks. These issues continue to be discussed as the pilot study is under way. **[Standard: II.A.1.b]**

The significant renovation and expansion associated with Measure E funding has also focused on student learning and achievement. Wherever possible, the academic schedule has driven the construction schedule—often to the chagrin of the contractors. However, this academic-driven construction scheduling has led to as minimal disruptions as possible. On the first few days of each academic quarter, student services staff have been present throughout campus to help students find their classrooms, which has admittedly been difficult amidst all the renovation and relocation to temporary classroom space for different divisions each quarter. **[Standard: III.B.2]**

On another front, division deans and faculty have been very involved in the design process of classrooms and office space to ensure student usability and an environment for student learning. Clearly, the redesigned classrooms have a sense of freshness and newness that were not present in the 40-year-old classrooms. Also, the addition of air conditioning has been a significant benefit to overall classroom usability in the hotter months. **[Standards: III.B.1.a, III.B.1.b, III.B.2]**

An interesting redesign issue that illustrates a focus on student learning occurred in Building 3400. Historically, the four classrooms in this building had an amphitheater-style seating arrangement with the instructor in the narrowest point of a wedge-shaped room. Discussion about the effects of this design on student learning led to a 180-degree redesign of these rooms to have the attention focused to the larger portion of the wedge. The addition of multimedia capacity in these and numerous other rooms has also significantly increased the tools available to instructors for fostering student learning. **[Standard: II.A.1.b]**

The dialogue around budget issues provides an interesting final lens with which to view the relationship between dialogue and student

learning and achievement. Through the difficult budget times of the last few years, the campus has attempted to deal with any necessary reductions with a focus on maintaining and/or improving student learning. It is important to note that when campus resources were relatively flush, the college invested in initiatives specifically focused on student learning, such as Pass the Torch, Puente, Mfumo, and the Student Success Center. Through difficult budget times, these programs have still been maintained and even in some cases expanded, reflecting a campus commitment to student learning and achievement. **[Standards: II.A.1.a, II.B.3]**

Evaluation

The topic of student achievement and learning consistently is at the forefront of dialogues that occur at the college. It appears that since this topic is so central to the college mission that it often drives or sways decisions about new policies or changes to the old.

The impact of budget reductions on student learning was of great concern and influenced where cuts were made. Of course, closing the achievement gap and basic skills are often intertwined with student learning, and were the subject of much dialogue. Academic issues such as plus-minus grading and block scheduling have also been extremely focused on student achievement and student learning.

The fact that student learning is held in such high regard ensures that the different segments of the college's population are included in dialogue. Student learning has been discussed at Opening Days, College Hours, administrative retreats, and the Roundtable. Through these all-inclusive venues, opinions and views of all employee and student groups are heard (3.2, 3.6, 3.12).

As mentioned above, the campus needs to institutionalize programs that have demonstrated positive effects on student success and achievement, such as Pass the Torch, Puente, and Mfumo.

Dialogue needs to be initiated that focuses on issues of scalability with these programs—although they have positive effects, they are often quite expensive. Exploration into other programs that reap the rewards associated with the successful programs while addressing issues of cost is also necessary—such as the Freshman Experience Learning Communities currently being piloted.

Planning Agenda

- Expand dialogue across campus constituencies concerning the evolution of assessment tools for measuring student learning outcomes

Question III. 4. To what extent is the dialogue research-based, including qualitative and quantitative research, response to clear inquiry, meaningful interpretations, and effective communications?

Description

It is safe to say that no single issue has received as much research attention as basic skills since the campus expanded its capabilities in Fall 2002 with the addition of the campus researcher. Basic skills research has included studies on: **[Standard: I.B.3]**

- The relationship between course grades and future success in basic skills sequences
- The relationship between English readiness and success in business and social science courses
- The effect of time lag on success in basic skills course sequences
- The relationship between number of units (course load) and success in basic skills courses
- Success rates in basic skills courses and the number of attempts at each course
- Investigation of the effects of ethnicity, age, and gender on basic skills success rates

- Appropriateness of cut scores of placement tests in ESL, English and mathematics
- Quantitative program evaluations of the Pass the Torch, Puente, and Mfumo programs
- Demographic analysis of basic skills students
- Focus groups on the Mfumo Program for basic skills English
- Focus groups on the Freshman Experience Learning Communities

The achievement gap dialogue has also been firmly grounded in research. As previously mentioned, Opening Day 2001 specifically focused on eliminating the achievement gap, defined by research on success rate and graduation rate differences. In the Opening Day 2004 presentation by the campus researcher, success rates, retention rates, and persistence rates were again provided by ethnicity and discussed by the campus community. Further, the *Educational Master Plan: 2005-2015* (EMP) directly addresses the issue in its discussion of the achievement gap around Goal 4—Basic Skills. Noting a 10-15 point achievement gap in success in basic skills courses, the EMP sets out a plan to reduce this achievement gap by 2015. **[Standard: I.B.3]**

The budget dialogue of the last few years has incorporated fiscal data related to the district's financial situation given the proposed state budget cuts. In addition, program-related data were closely considered during the difficult budget times of 2002-03 and 2003-04. The vice president of Instruction & Institutional Research commissioned a research analysis from the campus researcher that ranked the 95 academic departments in terms of their five-year averages and trends in enrollment, weekly student contact hours (WSCH), productivity, full-time equivalent students, and full-time equivalent faculty. In doing so, campus administration was provided data upon which difficult budget decisions could be made. **[Standards: I.B.3, I.B.5, I.B.6]**

This quantitative research was supplemented by an appreciative inquiry into the “softer” side of departmental value, including community needs, student needs, and campus needs. This departmental assessment was provided to division deans who shared the information with their faculty, providing an open dialogue in a highly charged, difficult budget situation. While there are strong opinions on all sides of budget issues, the research did provide a foundation for additional discussion to begin. **[Standards: I.B.5, I.B.7]**

At the request of the Academic Senate’s subcommittee, the Committee on Online Learning (COOL), the Institutional Research Office conducted quantitative research surrounding dialogue on distance learning in December 2002. The study was titled, *Online Courses at Foothill College: Enrollment Trends, Demographics & Student Success*. Overall, the study determined that from 1997 to 2002, the success rate for the entire five-year period for completion of online courses was 66 percent, while the success rate for offline courses was 85 percent. This difference was a result of withdrawal rates for online students (24 percent) who might have thought an online course would take less time than a regular class, because it does not appear as a time block on their schedule. It is worth noting that the completion and success rates were improving over the five-year period, as both instructors and students became more comfortable with the online environment. **[Standard: I.B.5]**

During the 2003-04 year, a quarterly summary report was developed for the online courses, which provides the enrollment, headcount, and number of courses overall and by division for each quarter. This report will be useful for benchmarking and charting progress moving forward. During the 2005-06 year, a follow-up study to assess completion rates will be undertaken, with a specific additional focus on trends among ethnic groups and education goals of online students. **[Standard: I.B.3]**

Evaluation

Since the hiring of a researcher dedicated to serving Foothill in 2002, the campus has embraced the use of research and integrated it into the fabric of its dialogue and decision making. In addition, the work of the vice presidents of Instruction & Institutional Research and Student Development & Instruction to shape the academic and student services program review processes to be evidence-based have also driven the campus in a positive direction. At this point in time, whenever dialogue occurs on campus, a request is usually made to search for evidence (whether it be quantitative or qualitative) that will inform and drive the dialogue.

The basic skills research and dialogue introduced above provide a useful illustration of this campus dialogue and decision making. Recognizing that developing, evaluating, and improving pre-collegiate education may be the single most difficult issue facing colleges today, the Basic Skills Task Force was formed to lead the inquiry into this issue at Foothill. The group formed a list of 15-20 research questions, which was submitted to the college researcher when he arrived in Fall 2002. Over the next two academic years, the research was completed and results presented to the task force as well as throughout the campus.

Further dialogue was fostered throughout 2003-04, culminating in basic skills being selected as the focus of Opening Day 2004 and the 2004-05 academic year. The president selects a theme for the college to focus on each year, which is kicked off by Opening Day presentations and discussion—a key component of which was a nearly two-hour presentation by the college researcher on key basic skills research findings to the entire campus.

The Basic Skills Task Force, in conjunction with input from other campus committees and members, formulated a list of suggested plans for the future, which were based on the results of the research. Implementation of these proposals has already begun with the Freshman Experience

Learning Community Program in Fall 2004, and additional discussion into difficult issues such as advisories, prerequisites, and basic skills across the curriculum are under way in 2004-05.

Clearly, the campus has done an excellent job at embracing the use of research and incorporating it into evidence-based decision making, and should institutionalize its evolution in this area. The campus should ensure that its research agenda is balanced between the various domains. For example, research into distance learning, adaptive learning, and vocational programs should expand in the next few years, recognizing their importance as critical campus missions.

Planning Agenda

- Ensure that the college research agenda is balanced to include all facets of the college mission

Question III. 5. To what extent does dialogue affect the planning process for institutional change?

Description

The dialogue concerning academic and professional issues has led to significant planning process and institutional change. Pilots for both plus-minus grading and block scheduling were initiated in 2004-05. After it was discovered that the hybrid block schedule format utilized in 2004-05 led to difficulties for scheduling at both a division planning level as well as with individual students attempting to build a schedule, the campus responded, and will pilot a full block schedule in 2005-06. [Standard: III.A.6]

Learning outcomes and program review have affected the college's process for change by influencing the organizational structure of the services provided by the college—such as the new student services building becoming a “one-stop-shop”—as well as initiating the Freshman

Experience Learning Communities Program. Development of course outlines and grading policies are also now structured to incorporate student learning outcomes. Use of e-portfolios and concept mapping as instructional tools to document learning outcomes are also a result of the dialogue within the campus community. [Standard: I.B.1]

Dialogue highly influences the campus planning processes in the area of student achievement. As mentioned previously, the Student Success Center and the initiation of learning communities have resulted from dialogue around student achievement. In addition, a good example of this influence is the hiring of the new basic skills counselor. This position was placed high in the hiring hierarchy due to the many discussions regarding student needs as related to student success. [Standards: III.A.1, I.B.1]

There is considerable evidence for the effect that campus dialogue has had on the planning process surrounding basic skills issues. The success of the Pass the Torch, Puente, and Mfumo programs has led to continued and expanded investment in these programs. In addition, an attempt has been made to learn from the successes of these programs in a 2004-05 pilot of the Freshman Experience Learning Communities Program, which pairs lower-level basic skills English or mathematics courses with a counseling course designed to teach the study and life skills necessary for success in the basic skills courses and other courses throughout the curriculum. In general, it is safe to say that the campus has acknowledged the difficulties basic skills students face in progressing to college-level coursework, and is attempting a variety of strategies to improve success in this area. [Standard: II.A.1.a]

The issues with basic skills students who get “C” grades in sequenced courses has drawn considerable attention, and intervention strategies are currently being considered to help these students as they progress to the next course. In addition, the issue of English and math readiness for courses in the Biological & Health Sciences

and Business & Social Sciences divisions has stimulated additional discussion about the potential need for advisories, prerequisites, or an expanded Writing Across the Curriculum Program, for example (3.3). [Standard: II.A.1.a]

As mentioned earlier, dialogue around the Measure E bond had a direct, concrete effect on building locations (the Science Center) and specific building design plans (Building 3400). As a further example, the theater renovation plans have been modified significantly from the original plan through discussion with key stakeholders in the Fine Arts & Communications Division. Overall, the quality of dialogue on Measure E has led to a feeling of trust across the campus, which has freed up the architects and project management firm to focus on completing the work in the most efficient manner possible. [Standard: III.D.2.f]

Evaluation

For the most part, dialogue between faculty, staff, administrators, and students has had a positive effect on the planning process for institutional change. For example, learning outcomes and program review have affected the college's process for change by influencing the organizational structure of the services provided by the college. As a result of this dialogue, new programs and services have been initiated such as the Student Success Center, learning communities, and the hiring of faculty who meet specific needs.

However, there were some areas where dialogue did not seem to have a strong effect on the planning process. For example, although there has been dialogue concerning the increase in enrollment in online courses and the need for additional support, the Distance & Mediated Learning Department has not grown to reflect this demand. As might be expected, this is a complicated issue, given the budgetary concerns of recent years. Another observation has been that the dialogue that has occurred about budget reductions was perceived

as less inclusive of faculty input, whether or not it was actually less inclusive in reality.

Planning Agenda

- No additional planning agenda needed at this time

Theme III Resource List

- 3.1 Basic Skills Task Force/Matriculation Committee Minutes
- 3.2 College Hour Agenda
- 3.3 Academic Senate Minutes
- 3.4 Asilomar (Leadership) Retreat
- 3.5 Division Meeting Minutes
- 3.6 Opening Day Agenda
- 3.7 IPC (LOAN) Agenda
- 3.8 President's E-mails
- 3.9 Budget Task Force Minutes
- 3.10 Chancellor's Advisory Council
- 3.11 Board of Trustees Agenda
- 3.12 *College Roundtable Guidelines*
- 3.13 Administrative Council Agenda
- 3.14 Educational Resources Agenda
- 3.15 Phone Interview with Rosemarie Menager-Beeley, Chair of the Committee On Online Learning (COOL), October 2004
- 3.16 Interview with Foothill College Dean of Distance & Mediated Learning, November 2004



Theme IV

Institutional Integrity



Committee Membership

Shirley Barker, Co-Chair; Division Dean, Biological & Health Sciences Division
Kurt Hueg, Co-Chair; Director, Marketing & Communications Office
Christine Mangiameli, Co-Chair, Division Administrative Assistant, Biological & Health Sciences Division
Cathy Denver, Counselor; Counseling & Student Services
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Don Dorsey, Dean; Student Affairs & Activities Office
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Gertrude Gregorio, Division Dean; Adaptive Learning Division
Dan Svenson, Instructor, Environmental Horticulture & Design; Biology & Health Sciences Division

Institutional Integrity

Introduction

The committee defined its vision for evaluating institutional integrity based on questions that examined issues and activities surrounding academic freedom, student due process, and procedures for addressing academic honesty, judicial affairs and fair treatment, hiring processes, and communications issues.

The questions evaluate how the college invites and utilizes feedback from its various communities to improve and review everything that is critical to the function of a successful college. The questions delve into how the college gauges its own performance with an honest and objective view, and how the college communicates to its many publics with honesty and integrity. The committee evaluated what the college does to promote and support diversity and equity within the student body and with hiring.

Guiding questions addressed in this theme are listed below.

- How does the college ensure that its communications and publications accurately reflect the stated intentions of the college? How does the college ensure honesty, truthfulness and integrity to all stakeholders both internal and external?
- How does the college review its policies, practices and procedures to ensure integrity? How does the college assess how it treats students, employees, and the public?
- To what extent are the college publications clear, understandable, accessible, and appropriate?
- How do faculty provide for open inquiry in their classes as well as provide student grades that reflect an honest appraisal of student performance against faculty standards?

- How does the college demonstrate its expectation of academic honesty to students?
- How does the college demonstrate a regard for equity and diversity?
- How does the college assess its hiring and employment practices?

The committee examined college publications and communications to internal and external audiences, and evaluated the clarity, consistency, and accuracy of information presented to students, faculty, staff, administrators, and the public. Foothill College makes great efforts to ensure honesty and integrity in all its actions and communications. This is exemplified in its stated core values of honesty, integrity, trust, openness, and forgiveness. The committee examined the ways in which the college communicated its goals and objectives, and whether those communications and goals are consistent and relevant in relationship to the actions and decisions made at the campus. The committee looked at the college's actions related to supporting diversity, equity, and academic honesty among students.

With regard to hiring and personnel issues, the committee evaluated how the college ensures there is equity within the hiring process. The committee also evaluated personnel processes and methods by which the college has recently assessed the campus climate for staff members, and specific actions under way to address the findings of those reports.

In summary, the following report offers a thorough examination of the college's successes, strengths, weaknesses, and areas to improve related to these issues. Each question examined brought forth findings and in some cases, recommendations for improvements and plans for future action. These recommendations will provide an assessment of

where the college needs to be and a plan for future actions to address issues or concerns raised, and areas for the college at large to review and discuss.

Question IV. 1. How does the college ensure that its communications and publications accurately reflect the stated intentions of the college? How does the college ensure honesty, truthfulness, and integrity to all stakeholders both internal and external?

Description

Foothill College takes great pride in its external and internal communications. As such, it uses a variety of methods and strategies to ensure that its many forms of communication mirror the college goals, speak with a recognizable college voice and exemplify the high quality and level of innovation that is the hallmark of Foothill College. The college views its publications as a primary vehicle to ensuring dissemination of information on access and equal opportunity for all students (4.1, 4.2). To ensure accuracy of content and honesty in representing its services and programs to the public, Foothill uses a participatory system involving key stakeholders, to examine, review, and update publications on a routine basis. Every department and individual on campus that has responsibility over a given area is involved in this process. The college's Marketing & Communications Department, which has won numerous awards for marketing, communications, and design excellence from both state and national organizations, supervises the overall communications efforts within the college, under the direct supervision of the college president. **[Standards: II.A.6.c, II.B.2]**

The college president, in consultation with governance groups such as the President's Cabinet, College Roundtable, Academic and Classified senates, and the Administrators Council, communicates the vision and goals of the college to all stakeholders.

The goals are communicated through direct e-mails from the president, through public presentations such as the annual Opening Day and *State of the College Report* (4.25), and through ongoing discussions at the College Roundtable and other governance arenas. The college president updates the campus community on important college news such as the state budget and its impact on the campus, through direct e-mails and public presentations. Every member of the campus community is invited to respond to her directly with questions and concerns, which she answers. The president also runs the Community Advisory Council, an advisory group made up of local business, education, and community leaders. The president reports to this group twice a year and gets feedback regarding campus policies that affect the community, new ideas from the community, reports on current events affecting the local community, and feedback regarding college publications and information distributed to the community (4.5). **[Standards: IV.B.2, IV.A.3]**

The Marketing & Communications Department, with clear understanding of the goals and objectives articulated by the president and the governance groups, takes the lead in ensuring a consistent message is put forth in college publications and communication vehicles. An example is the process for updating the *Course Catalog* (4.1). Each year, the publications and publicity coordinator sends each department a copy of relevant sections and pages from the catalog that they then are responsible for reviewing and updating with accurate information. Updates and changes are then signed off by each department or individual, guaranteeing a responsible and comprehensive document that reflects the collective college input. The college Web site is another example (4.4). The college maintains a section titled "Contact Us" that students and community members use to report back on their experience using the site, utilizing a specific service or program page, or to report their compliments and complaints regarding the site. In general, the Web site is viewed as a critical

resource, and students use it frequently to conduct their business with the college, gather information about news and events, and conduct research for academic purposes. [Standards: II.A.6.c, II.B.2]

In addition to surveys (4.8), the campus uses occasional student focus groups to guide publications and communications efforts, and internal methods for gathering feedback such as the Year-Round Scheduling Committee, which reviews major changes or additions to the class schedule; College Curriculum Committee, which reviews significant changes to catalog curriculum along with the articulation coordinator; and the College Roundtable, where issues are heard and brought back to the respective areas for direction or changes. [Standard: II.A.6.c]

In carrying out its public relations program, the college utilizes a direct-mail community newsletter called *The Heights* (4.5), Web site (4.4), advertisements, brochures, and a variety of other related means. These are reviewed by the college community at large, and as previously discussed, the process for each involves key stakeholders to ensure accuracy and consistency of information presented to the public. The college publishes a direct e-mail newsletter called *eNotes* that communicates important information about college events, enrollment information, new policies, and campus life activities. *eNotes* is distributed to faculty, students, staff and community members who opt in to receive the publication. Subscribers are invited to include their own college-related news items in this bi-weekly publication. [Standards: II.A.6.c, II.B.2]

To ensure individual programs are communicating directly with the community they serve, advisory boards consisting of community members related to each field are maintained. Advisory boards review communications materials and provide feedback directly to program faculty and administrators. [Standard: II.A.6]

With respect to dealing with the media, crisis communications, and handling sensitive topics with the public, the college's marketing director,

along with the president, vice presidents, deans, faculty, and staff leaders, works to ensure the college communicates objectively, and with fairness to all involved. [Standard: II.A.6]

Evaluation

To assess the accuracy, efficacy, and relevancy of college internal and external communications, the college uses a variety of means to gather feedback, invite comments from the public, and evaluate the effectiveness of materials to make changes and improvements. In college publications, the Marketing & Communications Department utilizes several tools to verify its efforts to communicate clearly and effectively are successful. Each year, the department conducts a survey of incoming students to gather data related to its advertising, college publications, Web site, and the college registration process (4.8). The data are evaluated and used to verify the department's advertising and communications decisions.

In the Fall 2004 survey, 12,400 students were e-mailed and 7 percent responded. Some of the key data gathered included: 79 percent rated the registration system as either "easy" or "average"; 100 percent said they use the Web site; 88 percent say they register online; 69 percent said they find the information in *The Heights* useful; 76 percent said they found the information in *eNotes* useful; 31 percent said they receive the e-mail newsletter; 80 percent said they were aware financial aid was available; 23 percent said they purchased the *Course Catalog*.

In addition, the Fall 2004 *Faculty & Staff Accreditation Survey* (4.27) found that 79 percent of respondents felt the college Web site is effective in providing information that is easy for students to locate; 87 percent said the student input was used in the process to improve instruction and counseling; 79 percent said that there is effective (clear, current and widely available) communication at Foothill; and 87 percent said that the college

president engages in collaborative decision making and open communication among all constituents.

While recent surveys and evaluations demonstrate solid performance in the area of college communications and publications, an area to address in the future would deal directly with the Web site. The Web site is often praised by members of the internal and external community for its comprehensive information, ease of use, and up-to-date content and news. However, the college is challenged to keep up with the expectations of users who are accustomed to highly interactive and responsive Web environments found in the retail and business world. The district's online registration system has been a source of frustration for some, due to occasional breakdowns and the many layers the user must click through to complete the registration process. The system functions well overall, but it does not have the speed and ease of use of an online retailer. The technology backbone of the college, its Student Information System (SIS) operating system, is out of date and limits the online services the college can offer. It must be updated in the near future in order for the college to progress in this area. The college needs to plan for the future of the Web site, and evaluate staffing needs critical to its success.

Planning Agenda

- Working with the district's Educational Technology Services, improve ease of use of the Web site and the district's online registration system

Question IV. 2. How does the college review its policies, practices, and procedures to ensure integrity? How does the college assess how it treats students, employees, and the public?

Description

The college community is in continual review of policies, practices, and procedures. The college utilizes internal as well as external avenues to gain appropriate feedback to make necessary changes. The administrative and governance structure of the college is relatively flat, allowing for open dialogue among all parts of the college. For example, the college has four vice presidents who all share instructional responsibilities, rather than a more traditional vice president of instruction and vice president of student services model. All governance bodies allow for ongoing avenues for feedback to the administration and to other groups, which help drive their agendas. Foothill prides itself in the openness of communication and for governance processes, which are open to all. Students, faculty, staff, or administrators who wish to question a specific policy or procedure are encouraged to do so following the appropriate process. Processes such as the student grievance procedure, grading policies, and other academic policies are outlined in detail in such forums as the Web site, student handbook, *Schedule of Classes*, and *Course Catalog* (4.1, 4.2, 4.3, 4.4). [Standards: II.A.6, IV.A.3]

Internal feedback is gathered from the following bodies: [Standard: I.B.5]

- Comprehensive shared governance structure
- Student government and its inclusion in shared governance
- Academic Senate
- Classified Senate
- College Roundtable
- Bargaining unit inclusion in shared governance
- Joint Development Group

- Program Review
- Educational Resources group periodic review of the *Guiding Principles*
- Each academic program along with each segment of the student service area is required to conduct a program review on a three-year cycle. In this process, policies, practices and procedures undergo a review by faculty, staff and administration
- Administrative, faculty, and staff evaluations
- Board of trustees substantially updated its philosophy, mission, roles and responsibilities, and code of ethics statements in July 2004, and annually reviews these documents as part of its annual self-evaluation
- Outside of traditional shared governance and administrative arenas, there are additional forums for review which include the student due process and personnel grievance procedures, and their link to the shared governance structure
- College Hour presentations
- District Human Resources Advisory Council (HRAC)

External feedback is gathered from the following bodies: **[Standard: I.B.5]**

- President's Community Advisory Council
- Program accreditations
- Program advisory councils
- Career program graduate and employer surveys
- Office of Vocational Education survey research
- Office for Civil Rights site visits
- Outside consultant review, i.e., career program recruitment of underrepresented groups

A notable addition to the administration is the recent expansion of the institutional research function. Hard data are now utilized to support evidence-based decision making. **[Standard: I.B.7]**

Investigations into how the college treats students revealed that the most common investigative methods are surveys and Web site feedback. Survey methods were varied. For example, the Fine Arts & Communications Division uses informal in-class surveys to solicit feedback. The Marketing & Communications Department conducts annual surveys to assess student satisfaction with college publications, advertising effectiveness and marketing strategy. The Adaptive Learning Division is in the process of conducting a survey to determine if accommodation needs are being met and whether appropriate classes are being offered. The Honors Institute conducted a survey in Fall 2004 to assess its existing services and solicit suggestions for any needed changes. The health career programs use employer, graduate, and resource assessment surveys to assess how the college treats its students, employees, and public. Furthermore, in the past year, the Instruction & Institutional Research Office initiated a collegewide survey to gather information to evaluate programs and services.

With regard to Web site feedback, the Marketing & Communications Department gathers information on an ongoing basis. It is used to gauge the effectiveness of the college's information and its presentation. There is a "Contact Us" button on the college Web site to allow for continuing feedback (4.4). The Articulation Office also uses a "Contact Us" button to encourage response from inside and outside the college.

The recent district-sponsored *Diversity Survey* (4.9) indicated that overall, the climate at Foothill is fairly friendly, helpful, caring, respectful, accessible and welcoming. The average rating of overall climate by group was 1.9 for students, 2.0 for classified staff, 1.9 for faculty, and 1.8 for administrators (with 1 representing the most favorable response and 5 representing the least favorable response).

A number of departments use intersegmental committees to gather feedback on performance and set direction for services. For example, both the Honors Institute and Career & Transfer Center

have established such committees to allow for cross-campus information dissemination and input on the effectiveness of their services. The Student Services Office has a *Student Services Feedback Form* (4.26), which is frequently used and evaluated.

Other methods used by various departments include informal questioning and information gathering, feedback from division meetings, outreach activities, and high school student visits, etc. The Fine Arts & Communications Division, for example, uses audience discussion and feedback to evaluate its events.

Evaluation

The Foothill-De Anza Community College District Board of Trustees continually evaluates its policies and revises them accordingly. The shared governance structure is designed with feedback loops from all aspects and functions of the campus. The evaluation of the integrity of the policies, practices, and procedures is a continual process and is systematic in nature, which allows for a constant look at college performance and structure.

The recent *Faculty, Staff & Student Accreditation Surveys* (4.27) indicated general support and agreement that the campus is moving in the right direction in this area—69 percent agreed or strongly agreed that the board of trustees establishes broad institutional policies and appropriately delegates responsibilities to implement them; 83 percent agreed or strongly agreed that Foothill’s planning efforts provide adequate opportunities for participation.

Departments recognize the value and importance of gathering feedback in order to improve and enhance the quality of campus programs and services. The health career programs, Honors Institute, and Marketing & Communications Department serve as models of excellent assessment. Other departments can use these examples to improve the feedback from students and the public for their individual areas. [Standard: I.B.7]

Reflecting on the information revealed by the *Climate Survey* (4.9), it is clear that the college is doing many things well. However, there was one question, “Have you ever been treated disrespectfully by an administrator, faculty, other staff member?” that revealed an area for improvement. Seventy percent of the classified staff responded that they had been treated disrespectfully rarely or never, but 30 percent stated that they had been treated disrespectfully, either frequently or occasionally. As of February 2005, 28 focus groups were held for classified staff to work on this issue. These were followed by focus groups for administrators and faculty in Spring and Summer 2005, thus responding to the valuable information that employees have provided us. The goal is to ensure a positive working environment where everyone is treated with appropriate respect. Ultimately, this will make the campus a richer environment for students. [Standard: I.B.7]

Planning Agenda

- Conduct follow-up on district climate survey results addressing the issue of occasional/frequent disrespectful treatment

Question IV. 3. To what extent are the college publications clear, understandable, accessible, and appropriate?

Description

Foothill College represents its programs and services clearly and accurately in its publications and strives to make information accessible to the public. Under the direction of the Marketing & Communications Office, college publications, (*Course Catalog*, student handbook, *Schedule of Classes*, program brochures, promotional materials, etc.) are reviewed and updated regularly in collaboration with all departments and divisions (4.1, 4.2, 4.7). [Standard: II.A.6]

The college has increased its effort to make publications accessible to students whose first language is not English (4.19). Through Partnership for Excellence funds, the following publications have been translated into Spanish: **[Standard: II.B.3.e]**

- Foothill College Degree & Fact Sheet
- Biology/Health Science Career Programs Brochure
- Cooperative Education & Tech Prep
- Foothill To Do List (bookmark)
- Financial Aid Brochure: Fund Your Future
- Financial Aid Brochure: Why Pay More?
- Student Success Center Outreach Posters

College publications are made available to individuals with disabilities in alternate formats such as Braille, large print, electronic text, or tactile graphics. The college Web site meets ADA standards for accessibility. The college also hired an alternative media specialist to coordinate the implementation of these issues. **[Standard: II.B.3.a]**

College publications are reviewed for consistency through the Marketing & Communications Office, through individual departments and through the Adaptive Learning Division. **[Standard: II.A.6]**

When a new publication is proposed, it must go through an approval process. It must first gain approval from a director, dean or vice president, and then be forwarded to the Marketing & Communications Office for review and final approval. A new publication is reviewed to ensure relevancy, non-duplication of existing material, overall content, and alignment with college goals and mission. **[Standard: II.A.6]**

Evaluation

A survey was conducted to assess the clarity, understandability, accessibility and appropriateness of the college's publications (4.30). The majority of respondents agreed that college publications, including Web sites, student handbook, *Schedule*

of Classes, *Course Catalog*, program brochures and promotional materials are accessible to persons with disabilities and limited English-speaking ability. However, comments from the survey suggest that program brochures and promotional materials should be published in other languages.

The Office for Civil Rights conducted a routine on-site compliance review in 2003 (4.16). The summary of findings cited four concerns regarding publications and promotional materials:

- Notice of non-discrimination printed in the *Schedule of Classes* (and other publications) lacks required statement that "the lack of English language skills will not be a barrier to admission to, and participation in, vocational and educational programs and services"
- Students and public are not notified that admission, registration, matriculation, and other important college publications are available in alternate formats, i.e. Braille, large type, etc.
- Information on most allied health program admission and pre/co-requisites is inconsistent in college materials, i.e., catalog, program brochures, curriculum, *The Road to Career Success Starts Here*, and applications
- Numerous vocational program brochures have stereotypical images based on race, and/or gender

In response to the above findings, the college has submitted a specific plan of activities and time frame for corrections outlined in the college's *Voluntary Compliance Plan* (4.17). Most of the items on the plan have already been implemented. Future publications will include increased availability of alternate forms of text. *The Road to Career Success Starts Here* (4.21) has been updated. The Student Success Center plans to increase translations to include other languages, particularly Chinese and Vietnamese.

Planning Agenda

- No additional planning agenda needed at this time

Question IV. 4. How do faculty provide for open inquiry in their classes as well as provide student grades that reflect an honest appraisal of student performance against faculty standards?

Description

Through the district's *Board Policies* and *Faculty Handbook*, Foothill provides a set of policies and guidelines for faculty to use in fostering and ensuring open inquiry in their classes. Student grades are administered to reflect an honest appraisal of the student's performance based upon the faculty standards for the course. Specifically, Foothill's core values are honesty, integrity, trust, openness, and forgiveness. In addition, the Foothill-De Anza Community College District Board of Trustees has clearly defined its academic freedom principles and policy in *Article IV, Section 4190* of the *Board Policy* (4.10). Instructors have primary reliance for curriculum, program and general education requirements, degrees and certificates, grading policies, standards regarding student preparation and success, and faculty professional development activities. [Standards: II.A.2.h. II.A.7]

Foothill faculty members have the freedom to interpret findings and communicate conclusions without interference or penalization because their conclusions may vary from those in authority on the campus. The board of trustees policy states, "While striving to avoid bias, the faculty employee will nevertheless present the conclusions to which he or she believes the evidence points. To ensure these principles of academic freedom for De Anza and Foothill colleges, the administrators of the district and the board, as the governing body of the district, will at all times demonstrate their support by actively and openly working toward a climate that will foster this freedom." Likewise, students have the freedom to express and to defend their views or beliefs, the freedom to question and to differ, without scholastic penalty. [Standard: II.A.7.a]

As an example, in 2003-04 and 2004-05, the college encountered circumstances that tested and questioned campus policies regarding student and instructor rights related to exercising freedom of expression and freedom from institutional censorship or academic discipline. In both incidents, the media were involved and the college received attention from its external community requesting action. In both instances, the college implemented its internal process for resolving complaints, and did not taint or compromise its process and policies. Both instances affirmed that campus policies and processes do offer appropriate forums for complaints to be resolved. Closer ties with local community groups have been a positive outgrowth, and broaden the community's understanding of the role of the college. [Standard: II.A.7.a]

With regard to coursework, course standards are clearly defined and distributed to students. Course outlines of record as well as "green sheets" indicate the expected outcomes of each course. The *Foothill College Faculty Handbook* (4.11) has models for faculty to follow. At the beginning of each quarter, instructors present an appropriately detailed written summary (green sheet) of the specific objectives of the course, the methods of evaluation to be employed, and the standards by which letter grades are determined. Students are graded based upon the published objectives of the class. [Standard: II.A.6]

If a student feels he or she has been treated or graded unfairly, he or she can take advantage of Foothill's student complaint, grievance and due process procedures. These procedures are clearly defined in the *Course Catalog* (4.1), Web site (4.4), and student handbook (4.3). [Standard: II.A.6]

In addition to the formal arena of board policy and college procedures which help guide the faculty and students in their quest for open inquiry and honest appraisal, individual departments and faculty take it upon themselves to ensure they are clearly defining grading policies and allowing students a voice in the learning process. Examples include:

faculty distribution of surveys, i.e., mid-quarter questionnaires; departmental resource assessment surveys distributed to students; faculty evaluations performed by students; graduate surveys; calibrated peer reviews (CPR) in which students evaluate each other's work; student dialogue in classes; etc. Foothill prides itself on having a strong student government with representation on committees that recommend policies and procedures that have a significant effect on students such as grading, discipline, academic disciplinary policies, curriculum development, course addition/deletion, standards/policies for student preparation, and other issues determined by college and district governing boards. [Standards: I.B.7, IV.A.1]

The college is currently in the process of making student learning outcomes a priority, in each course and through a program- and institution-level approach. Several committees are working toward this end: Institutional Planning Committee (IPC), Learning Outcomes Assessment Network (LOAN), and the College Curriculum Committee (CCC). The college is currently strengthening a system that would further integrate student learning outcomes with the rest of the course outline of record. The goal is to have a course outline of record whereby the content and assignments flow from the learning outcomes. This will further strengthen the reliability and relationship between grades and the learning that has taken place. [Standard: II.A.2.a]

Evaluation

The shared governance system as well as evaluation policies provide avenues for continual checks and balances to ensure faculty members are allowed academic freedom and that students are graded honestly based upon clearly defined standards. However, the two recent media controversies demonstrate that faculty comments and actions can be disseminated to the media. The "sanctity" of the classroom is no longer evident.

Planning Agenda

- Conduct workshops for faculty to explore issues of academic freedom, open inquiry, and students' first amendment rights

Question IV. 5. How does the college demonstrate its expectation of academic honesty to students?

Description

The college has addressed the issue of academic integrity in a variety of ways, including written policies, education of faculty, presentations to students, and distribution of pamphlets describing college expectations. Expectations of students are demonstrated in the following manner:

- **Academic Honor Code:** This document defines academic dishonesty, provides examples of common infractions, and delineates the potential consequences of such behavior. The *Academic Honor Code* is published annually in the *Course Catalog* (4.1) and *Beyond the Classroom Student Handbook* (4.3), in the twice-yearly *Schedule of Classes* (4.2), and on the college Web site (4.4). Online students have the option of viewing the *Academic Honor Code* (4.28), and must agree to abide by it every time they enter an online course. It can also be found in the Student Affairs Office, in division offices, and with counselors in the Student Development Center. The Academic Senate makes copies available to faculty. [Standard: II.A.7.b]
- **Student Affairs Office:** This office clarifies and resolves academic honesty questions. Academic honesty workshops are held for new full- and part-time faculty and also for divisions upon request. Memos are distributed (5/22/03, 11/11/03, 10/06/04) to division deans and faculty to clarify the discipline process, report incidents of academic dishonesty, and emphasize the importance of reporting incidents of dishonesty. [Standard: II.A.7.b]

During New Student Orientation, entering students discuss college academic expectations through a student-led panel covering the student code of conduct, due process, and honor code. [Standard: II.A.7.c]

The *CNSL 50: Introduction to College* course, which is required for all matriculating students, addresses academic honesty as part of its curriculum. [Standard: II.A.7.b]

Faculty address academic honesty and the consequences of violating the *Academic Honor Code* in their syllabi and through class discussion. [Standard: II.A.7.b]

An *Academic Dishonesty Report Form* (4.29) has been made available online to faculty. [Standard: II.A.7.b]

Academic Integrity Committee—A faculty committee, working in conjunction with the Student Affairs Office, is dedicated to academic integrity issues. [Standard: II.A.7.c]

Health Career programs have student policy manuals which specifically address academic honesty. [Standard: II.A.7.b]

The *Faculty Handbook* (4.11) includes the following information and guidance to faculty: Description and specific examples of academic dishonesty; consequences of academic dishonesty; description of college due process; and suggestions of classroom methods for minimizing academic dishonesty. [Standard: II.A.7.b]

Evaluation

Foothill College has held an ongoing dialogue regarding academic honesty for several years, and has acted in a variety of ways to minimize incidences of cheating and plagiarism. The disciplinary process for students accused of academic dishonesty is clearly stated in the widely available *Academic Honor Code* (4.28). The Student

Affairs Office and Academic Senate have worked collaboratively to address the issue through the Academic Integrity Committee, which revised the *Academic Honor Code* in 2004. Academic integrity has been a main focus of New Student Orientation for the last four years, and student evaluations show that students have responded favorably to the presentation of this material.

With its advances in technology, the Internet has made it increasingly tempting for students to engage in plagiarism. The college has plagiarism-detection software for online materials in place, but needs to stay current with this endeavor. This means academic honesty expectations must also rise in visibility. The rapid growth of online instruction has stretched thin the resources dedicated to training online instructors.

Planning Agenda

- Expand training for online and part-time faculty on academic honesty policy

Question IV. 6. How does the college demonstrate a regard for equity and diversity?

Description

The college demonstrates its commitment to diversity through a wide range of programs and activities offered in all academic divisions, student services, and student activities program areas.

The *Student Equity Plan* (4.14), developed and approved by the College Roundtable and the board of trustees in 2005, addresses student equity through new and innovative strategies and programs. Since the implementation of the last *Student Equity Plan* in 1994, Partnership for Excellence (PFE) funds were allocated to the college to further the goals of student equity, outcomes, outreach, and student success. As a way of achieving parity, Foothill College chose to use PFE funds to create programs to support the lowest-achieving student populations. In the past 10 years

since Foothill College drafted its last *Student Equity Plan*, the college has developed new programs and services that not only reach low-achieving or underserved populations, but also serve the total student population. Two outstanding examples are the Pass the Torch Program and the Student Success Center. The college community understands that creating programs to increase the success of targeted lower-achieving populations results in the greater success for all populations. **[Standards: II.A.1.a, II.B.3.a]**

When PFE funds were cut by the legislature over successive years, Foothill College backfilled the funding of its PFE programs from the college general fund to maintain its commitment to student equity goals. To effectively and efficiently implement and monitor the activities of the *Student Equity Plan* (4.14), Foothill College has a newly formed standing Student Equity Committee as part of the College Roundtable, which provides overall direction to the program and annually evaluates progress toward meeting equity goals. **[Standard: III.D.1.a]**

Both instructional and student services program reviews incorporate a student equity emphasis by using student demographic data to determine enrollment trends and course completion and success figures. Goals and activities are developed in both program review processes to address inequities in student success rates. Diversity is included in all aspects of the curriculum. In 2002-03, the College Curriculum Committee reaffirmed its commitment to keeping the cultural diversity requirement in each course outline of record. Furthermore, some headway has been made in minority hiring since 1999. The ultimate goal is to prepare students to appreciate, understand, and respect the diversity of society. **[Standards: II.A.2, II.B.1, II.B.3.d, III.A.4.a]**

A number of long-standing activities exist to support the college's equity goals. These include Equal Opportunity Program & Services (EOPS), Disabled Students Programs & Services (DSPS), Early Alert, Pass the Torch, Service Learning, Minority Staff Association, heritage month activities,

Matriculation Program, Puente Program, Mfumo Program, probationary student follow-up, financial aid, online student services, Math/Writing Centers, student clubs and organizations, annual college president's letter to search committees, and college Opening Day themes that have included diversity workshops. **[Standards: II.B.3.d, III.A.4.a]**

The following activities and intervention strategies have been developed through PFE funds to support retention and student success: **[Standard: III.D.1.a]**

- Freshman Experience Learning Communities
- Student Success Center
- Non-traditional outreach through the work of the community liaison
- Staff member responsible for outreach to Spanish-speaking students and community members
- Spanish language college recruitment materials
- Spanish language workshops regarding goal-setting, time management, parent orientations
- Presentations to Adult Education ESL classes about Foothill College programs and services
- Recruitment presentations in Spanish to area high schools
- Ad Hoc Spanish Translators Committee comprised of two faculty members and three staff members to translate Foothill materials to Spanish
- PFE Career Grant targets recruitment and retention of under represented students

The Adaptive Learning Division provides a variety of forums to promote disability awareness, including district Opening Day workshops, division and college workshops, and ongoing training to new and part-time faculty. In addition, the Adaptive Learning Division Web site provides faculty information regarding appropriate accommodations for students with disabilities. **[Standard: II.B.3.a]**

The college offers course curriculum reflecting diversity, including, but not limited to Women's Studies, African American literature, Gay/Lesbian

literature, Special Education, and Music of Multicultural America. College policies regarding non-discrimination are located in the *Course Catalog* (4.1), student handbook (4.3), college Web site (4.4), and *Schedule of Classes* (4.2). [Standard: II.A.1.a]

Evaluation

The college has made significant progress in addressing the needs of the Hispanic/Latino population and other underrepresented groups through the work of the outreach and retention activities mentioned above. The Student Success Center plays an important role in creating a more welcoming environment for underrepresented groups. For example, college publications are made available in Spanish. Spanish-speaking staff members are available to answer questions and provide outreach to high school students and their parents.

In response to the *Staff Diversity Survey* (4.9), the college has increased its efforts to provide ADA and disability awareness training. Improvements to the referral process for students who may benefit from Disability Resource Center (DRC) services should be clarified and communicated to faculty. Also, there is no formal process of feedback from DRC staff to referring faculty that the connection was made with the student.

It is notable that in February 2005, the state chancellor's office contacted Foothill's Radiologic Technology Program director to identify how the program had increased its underrepresented population so dramatically in the past few years. The Radiologic Technology Program, along with other Biological & Health Sciences Division career programs, has been actively recruiting and working hard to retain underrepresented students. This is but one of the many ways the college goes the extra mile to increase diversity in the student population.

Planning Agenda

- Increase translations of recruitment materials to include other languages, particularly Chinese and Vietnamese
- Improve referral and follow-up process for students referred to Disability Resource Center
- Monitor the Student Equity Plan and its outcomes during the 10-year period before the next plan is written

Question IV. 7. How does the college assess its hiring and employment practices?

Description

Under the direction of the district's vice chancellor for Human Resources & Equal Opportunity, Foothill College follows a comprehensive process for hiring and evaluating staff and implementing and evaluating a comprehensive program of employment practices that govern each employee group. [Standard: III.A]

Hiring processes are documented in the *Foothill-De Anza Community College District Hiring Process Manual* (4.12) and *Performance Evaluation Manual* (4.13). Each hiring committee follows set procedures to ensure that diversity and equity standards are adhered to in the hiring process. An equal opportunity representative (EOR) is appointed to each hiring committee with the specific role of assisting the committee in following the adopted process. New EORs are trained twice yearly to ensure appropriate numbers are available to serve on hiring committees. [Standards: III.A.3, III.A.4, III.A.4.b]

Hiring processes are updated and evaluated through a variety of means, including changes to the state education code, due to input from applicants and due to input from hiring committee members. An example of this is the way the district modified its practices following the passage of Proposition 209. This law prompted the district to review its hiring processes. Following this

review, the district reaffirmed its commitment to equity and diversity in the hiring process, while staying true and consistent to the intent of the legislation. **[Standards: III.A.3, III.A.4]**

The district philosophy and process is to advocate for diversity, including a variety of factors such as, but not limited to, race, religion, sexual orientation, and gender. Applications and interview questions are designed to allow applicants to discuss and explain their background and all other factors relevant to the needs of its position. The hiring process is reviewed and updated by the district's Human Resources Advisory Committee—made up of faculty, staff, and administrators.

Personnel practices outside of the hiring process are governed by contracts held with bargaining units of the faculty and classified staff. Employment policies related to the contracts are updated through collective bargaining during the process of contract review. **[Standard: III.A.3]**

With respect to technology and its utilization in improving hiring and employment practices, Foothill-De Anza is a leader. The proliferation of Internet technology inspired the district to become the first in the state to create an online job application. Rather than move to a system that was solely online based, the district decided to keep a paper application option available as well to serve all populations. In addition, the district has made sure that applicants can submit applications up to the last minute, to assure as many applicants as possible. **[Standard: III.C.1]**

Due to the state's budget crisis, the district has been faced with three consecutive years of staff reductions. At Foothill, the college was able to make reductions without layoff of existing staff for the last three years. At De Anza College and the district, staff layoffs did occur. The unfortunate scenario of staff layoffs prompted the district Human Resources & Equal Opportunity Office to provide those employees facing layoff with assistance in finding new work. The Human Resources & Equal Opportunity Office developed a comprehensive

information program, including resume writing workshops, job search techniques, and field trips to the local Economic Development Department Office.

For employees who were bumping into another job at another campus or district office, the district worked to provide a transition that would work for both the staff member and the department or area the person was moving into. This transition was sometimes successful and sometimes problematic. In 2003-04, the overall impact was minimal at Foothill, though some of the employees who bumped into Foothill positions performed below expectations and have since departed. Additional efforts are under way led by the vice chancellor of Human Resources & Equal Opportunity and the college presidents to improve transition of reassigned and displaced staff. **[Standard: III.A.4.c]**

When another round of budget cuts was planned for 2005-06, layoffs were planned at De Anza College and Central Services. Through several years of saving funds through holding vacant positions open, Foothill elected to create five new positions to absorb potential bumping from De Anza and Central Services, thus saving the jobs of five existing Foothill employees.

Evaluation

An important activity that has occurred to assess issues of staff diversity and equity was the creation and implementation of the districtwide *Climate Survey* (4.9). While there was always the need to conduct such a survey, it was not until the district created an Institutional Research & Planning Office that such a survey could be conducted accurately and without significant costs associated with a consultant. After a two-year development and implementation cycle, the survey was conducted in Summer 2003, and results first published in Spring 2004. The comprehensive survey is still being evaluated, but initial findings demonstrated a strong and healthy working environment. One area of concern did surface immediately, which was a feeling among classified staff members that they

were not respected among faculty and administrators. The college and district are developing a plan to address these concerns and to expand the process of evaluating campus climate to other groups.

The data and areas to address within the *Climate Survey* require additional follow-up. This is in process along with the planning agenda from the recent efforts of classified staff to follow-up activities conducted over the summer to address an identified feeling of neglect and low respect.

In response, the Foothill College Classified Senate took the lead in organizing a follow-up process in July 2004. Classified leadership investigated the problem by organizing focus groups and involving a large segment of the classified community. The results of the process are still being reviewed and analyzed by the district's Human Resources & Equal Opportunity Office.

Additional follow-up with faculty and administrators related to the findings of the campus *Climate Survey* is in process. [Standard: III.B.1.c]

Planning Agenda

- No additional planning agenda needed at this time

Theme IV Resource List

- 4.1 *Course Catalog*
- 4.2 *Schedule of Classes*
- 4.3 *Student Handbook*
- 4.4 Foothill College Web Site (www.foothill.edu)
- 4.5 *The Heights*
- 4.6 *Financial Aid Guide*
- 4.7 Outreach Materials
- 4.8 *Marketing Survey*
- 4.9 *Campus Climate Survey* (also known as *Diversity Survey*)
- 4.10 Board Policies
- 4.11 *Faculty Handbook*
- 4.12 *Hiring Process Manual*
- 4.13 *Performance Evaluation Manual*
- 4.14 *Student Equity Plan 2005*
- 4.15 Classified Diversity Climate Forums Summer 2004
- 4.16 Office for Civil Rights Review
- 4.17 *Voluntary Compliance Plan—2003*
- 4.18 *Publications Survey*
- 4.19 Publications in Spanish
- 4.20 *Foothill College Degree & Fact Sheet*
- 4.21 *Biology/Health Science Career Programs Brochure*
- 4.22 *Career Program Student Policy Manual*
- 4.23 Co-Op Ed and Tech Prep
- 4.24 *Fund Your Future* and *Why Pay More?* Financial Aid Brochures
- 4.25 *State of the College Reports*
- 4.26 *Student Services Feedback Form*
- 4.27 *Faculty & Staff Accreditation Survey*
- 4.28 *Academic Honor Code*
(www.foothill.edu/services/honor.html)
- 4.29 *Academic Dishonesty Report Form*,
(www.foothill.edu/staff/forms/html)
- 4.30 *Accessibility Survey*

Theme V

Planning, Evaluation & Improvement



Committee Membership

Karen Alfsen, Co-Chair; Division Dean, Language Arts Division
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Planning, Evaluation & Improvement

Introduction

In the past six years, Foothill College has continued to foster what Foothill's president refers to as a "culture of evidence". This culture has permeated campus decision making at all levels, and has assisted in fostering the innovation for which Foothill is well known. In terms of this particular theme of Planning, Evaluation & Improvement (PEI), this culture of evidence serves as the foundation for the critical and continuous cycle of assessing and improving campus programs and policies. The stringent focus of this continued inquiry is on student learning and achievement of student, departmental, program, and institutional goals.

Planning at Foothill College is a cyclical process, always focused on student learning as the overall objective. The process starts with an annual academic theme developed by the president and outlined to the college on Opening Day. The president develops her ideas for an academic theme based on campus conversations on student issues and institutional research data as well as issues that are being discussed more broadly in higher education, such as learning outcomes, e-portfolios, and achievement gaps. The president brainstorms about these themes with a variety of groups, including students, faculty, classified staff, and administrators, before launching the theme on Opening Day.

A look at the themes since the president took office, outlined below, gives an overview of the direction of the college over the last decade (5.1):

- **Year 1 (1995-96):** The College as Classroom. Focus on developing the college's vision
- **Year 2 (1996-97):** Foothill in the Year 2000: A Matter of Honor. Focus on diversity and the individual differences of our students
- **Year 3 (1997-98):** Scholarship of Teaching, Climate for Learning. Focus on the college's purpose: "Educational Opportunity for All"
- **Year 4 (1998-99):** Neurobiology of Learning. Focus on the brain and behavior
- **Year 5 (1999-2000):** Scholarship of Teaching, Climate for Learning: Diverse Learning Styles
- **Year 6 (2000-2001):** Improving Student Performance. Should there be English and math prerequisites across the curriculum?
- **Year 7 (2001-2002):** A School of Fish: Swimming Together as One. Eliminating Achievement Gaps & Bridging the Digital Divide
- **Year 8 (2002-2003):** Student performance and portfolios: Using the student as the measure of our success
- **Year 9 (2003-2004):** Who is the Foothill Student? Segmentation of the student body into different populations according to the types of courses
- **Year 10 (2004-2005):** Basic Skills Across the Curriculum. Metaphor for the fundamental focus on the individual, the institution, and the mission

The president presents her annual academic theme as "a course" with a course outline of objectives. The 2004-05 theme, for example, is "Basic Skills Across the Curriculum." Each course, or theme, builds upon the previous year's theme, and all have student success as their ultimate objective. Like a teacher, the president provides structure and leadership around the theme, while the college faculty, staff, and administrators, like students, work in their various groups or teams to make progress toward the annual goal. The annual theme becomes the focus of all of the planning efforts of the college. Faculty in division meetings, the College Curriculum Committee (CCC), and the

Institutional Planning Committee (IPC), develop initiatives around the annual academic theme. These groups and others pose research questions, and the research office analyzes relevant data and provides results to all constituent groups. [Standard: IV.B.2]

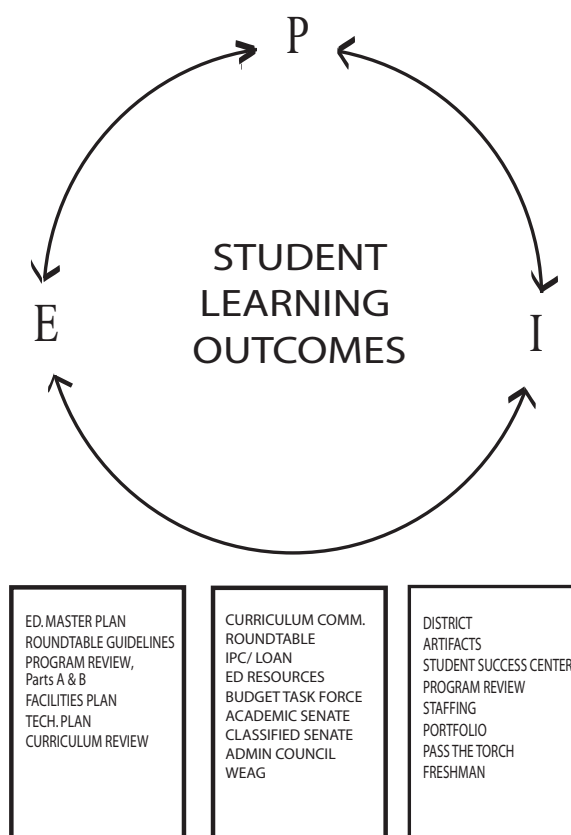
The efforts of these groups inform the writing of the college *Educational Master Plan* (EMP; 5.2), which encompasses academic outcomes, growth projections, budget plans, facilities plans, student development plans, and the technology plan. The EMP evaluates progress toward past goals, projects new goals, and outlines a planning agenda for the next five to ten years. Program review self-studies and findings, division planning summaries, and academic plans provide the basis for the EMP. Research data provide internal and external information critical to the planning process.

The entire college community is invited to participate in the review and revision of the EMP through discussions that occur in shared governance groups and in campus committees, including the College Roundtable, IPC, CCC, Educational Resources Committee, Classified and Academic Senates, Associated Students of Foothill College, and Administrative Council. Additionally, the draft is posted on the college Web site with opportunity for feedback.

During these discussions, short-term measurable goals are finalized and included in the EMP. The revised plan is then presented to the college community and the College Roundtable, and finally submitted to the Foothill-De Anza Community College District Board of Trustees for adoption.

Each year, the president prepares a *State of the College Report* (5.3), which she presents to the College Roundtable, the campus at large, the community, and the board of trustees. The annual *State of the College Report* outlines the theme for the year and records performance on goals established the preceding year. The presentation of this document is then the first conversation around revising goals for the subsequent year.

The following schematic was developed to graphically depict the planning process at Foothill College:



Six key areas of inquiry with guiding questions were developed by the committee to assist the members in its campuswide inquiry into PEI issues. These areas are:

- **Planning Process:** What kinds of planning does the college engage in? How are the plans related? Who is involved in the planning process?
- **Planning Implementation:** How are the plans implemented? How are plans related to resource allocation and other decisions?
- **Evaluation Methodology for Student Achievement:** How does Foothill measure and record student achievement?
- **Effects of Programs & Policies on Student Achievement:** How do Foothill's programs, policies and procedures influence student achievement?

- **Evaluation Methodology for Distinct Student Groups:** How does the college determine the performance of distinct student groups?
- **Evaluation Systems:** How does the college evaluate the efficacy of plans and the planning process?

Question V. 1. What kinds of planning does the college engage in? How are the plans related? Who is involved in the planning process?

Description

The planning process at Foothill College is very dynamic, cyclical, and focused on student learning. It essentially begins with the *Educational Master Plan* (EMP; 5.2), which establishes goals and objectives for the overall academic plan over the next five to ten years, documenting the facilities planning, resource allocation planning, technology planning, and human resources planning. These outcome goals reflected in the EMP are established by the various committees, and then measured against the actual outcomes. This helps the institution evaluate its performance relative to those goals and objectives it originally set out to achieve. Examples of documents relevant to this planning process aside from the EMP include the *College Roundtable Guidelines* (5.4), program reviews, facilities plan, technology plan and curriculum reviews. [Standards: I.B.2, I.B.3, III.B.2.b]

The planning process itself is participatory and comprehensive, where a multitude of people in groups or clusters at different levels diligently work on their respective programmatic and institutional plans, evaluating alternatives and moving forward on the plan that will achieve the most beneficial results for the institution and its constituents. From this activity, the plans are evaluated for their fiscal integrity, such as whether there are resources available to fund those plans, along with other criteria. If approved, they are put into action, ultimately feeding up through the institution and into the EMP,

which is the document that helps pull all of these component plans together. [Standards: I.B.4, IV.A.1]

The ongoing cycle of program planning is most evident with the program review process for which the Institutional Planning Committee (IPC) has oversight. The Institutional Research Office updates the quantitative data annually, and all academic and student services programs/departments complete a self-review every three years, in which they analyze quantitative data, qualitative data, community trends, and ultimately establish goals. The IPC then creates reports that are integrated into the Educational Resources Committee's deliberations for resource allocation. The IPC documents (5.5) contain specific quantitative analysis as well as qualitative information. Other committees with input into the program planning process include: [Standards: I.B.6, II.A.2, II.B.1]

- Academic Senate
- Administrative Council
- Budget Task Force
- Classified Senate
- College Roundtable
- Curriculum Committee
- Dean's Council
- Educational Resources Committee (ERC)
- President's Community Advisory Council

The college is also engaged in ongoing planning from the department level up. Department-level planning "rolls up" to a college division's master planning process and documentation, called the "vision for the division." The division's plan is then "rolled up" to help form the college's EMP. District-level planning then incorporates the college EMP. As an example, the *District Facilities Master Plan* (5.6) used for Measure E funding and for subsequent funding is built around the college EMP. [Standards: I.B.1, I.B.4, III.B.2.b]

Most of the planning committees mentioned above include a cross section of members of the Foothill College community to include students, faculty, and staff. The District Facilities Master Planning Committee includes executive management members from the two colleges and the district. **[Standard: IV.A.1]**

As an institution of the community, Foothill develops and implements its goals keeping the community in mind, and does so in a collaborative and participatory manner. The community is involved in several different ways, most notably through the President's Community Advisory Council (PCAC), which consists of business leaders, mayors, local school superintendents, and the Los Altos, Los Altos Hills, Mountain View, and Palo Alto city managers (5.7). In addition, community impact meetings are held when major decisions are about to be made. Further, annual advisory boards for programs such as allied health and EOPS keep the campus up to date on local trends. Foothill students themselves are the best indicators of how course offerings should be planned, as they tend to "vote with their feet." **[Standards: I.B.1, I.B.2, IV.B.2]**

Research undertaken to better understand the student segments at Foothill suggests that the student population at Foothill is roughly divided into thirds: a third of the students on campus are transfer-focused, a third are career/vocational-focused, and a third are community enrichment-focused (5.8). As such, Foothill recognizes the importance of developing plans in the career development domain. The Foothill College Workforce Education Advisory Group (WEAG), made up of vocational directors, deans, and on-campus career program-focused individuals, meets numerous times a year to collaborate on group projects and share pertinent information from other universities, the League for Innovation, and other sources on local trends and government funding of vocationally related projects (5.9). **[Standard: I.B.3]**

As noted earlier, the funding situation in California has taken a significant downturn in the last few years, with conventional wisdom holding that it will take at least two to three more years for a return to possibly occur. Given this, the college has recognized that it will need to secure alternate funding sources to continue to provide and even increase the reach of many of the special programs and services that currently exist on the campus. The college is also aware that grant funding still exists that could assist the college in this endeavor, and needs to strengthen and coordinate its grant application and management process. **[Standard: III.D.1]**

Evaluation

Due to the fact that there are many talented and nationally recognized faculty members on this campus who are truly progressive in their fields, the campus does an effective job of planning, evaluating and implementing the next big trends in the Bay Area. To that end, for example, Foothill is looking to implement nanoscience and informatics programs in Fall 2005.

Eliminating programs is often a far more difficult task than the initiation of new ones. *The College Roundtable Guidelines for Program Reduction & Elimination* (5.10), developed in accordance with the *State Academic Senate Guidelines* and added in 2000, provide procedures for eliminating funding in reaction to or in anticipation of decreasing enrollments and/or needed service to the community. The procedure is parallel to the procedure for granting funding and takes program review information into account. The programs slated for elimination are referred to a district committee—the Joint Development Group (JDG)—for information and district coordination with De Anza.

On the workforce and career development front, some feel that the college is overly focused on its transfer function. The transfer function constitutes roughly a third of Foothill's students, for example, but 80 percent of the college's counselors are

transfer-focused. It has been noted that career-focused students may be receiving their counseling from program directors and others within their career programs. Regardless, there is a perception that additional emphasis and resources need to be dedicated to workforce and career development.

In sum, the college embraces an extremely collaborative and participatory approach to planning, and this helps to generate an incredibly high level of commitment or “buy in” to the overall planning process as well as the plans that are ultimately generated from this process. District-level planning, however, did not always follow an integrated and concerted planning effort. District administrators learned from the multi-year Measure E planning effort that the two colleges could no longer plan separately, particularly regarding facilities planning. Accordingly, the district executive director of operations has stated that any subsequent facilities planning for one campus will involve the other in the planning context (5.11).

Planning Agenda

- Maintain balance between its transfer and vocational functions in the planning process via augmentation of career placement services

Question V. 2. How are the plans implemented? How are plans related to resource allocation and other decisions?

Description

Foothill College utilizes a theoretical “Academic/Student/Finance Model” to collaboratively implement plans and decision-making processes. This model focuses on reconciling the often-contradictory viewpoints of academic, student, and finance-focused planning. For example, if the campus is interested in planning around class size, the three models might focus as follows:

- **Academic:** class size must be pedagogically sound
- **Student:** class size should assure faculty availability and accessibility to students
- **Finance:** the college needs to maintain productivity at a high level to function

Therefore, the ultimate action might be to assure all full-time faculty have full loads, fully enroll their classes to their maximums, and ensure that those maximum seat counts are a size that will accommodate the academic and student needs (5.12). **[Standard: IV.A.1]**

Plans are implemented and decisions are made based on the *College Roundtable Guidelines*, first adopted in April 1996, and revised annually through the year 2001 (5.4). Revisions for 2005 are in place. The guidelines first establish the purpose, membership, and operations of the College Roundtable, the president’s unique advisory committee. The College Roundtable is a mission-based group, with membership representing the various missions of the college: transfer, career education, basic skills and ESL, student outreach and recruitment, and student development and retention. Each mission has three representatives, one of which is a student. The other two are college employees without regard to type (faculty, staff, or administrator). In addition, the College Roundtable has ex-officio representation from the various unions and senates. **[Standard: IV.A.1]**

The *College Roundtable Guidelines* (5.4) establish principles and procedures for granting one-time funding requests, budget augmentations, funding new programs, reducing or eliminating programs, hiring new full-time faculty and staff, and allocating office space. Most of the decision processes are very similar. Faculty, staff, or students through divisions or senates make a request. Requests for funding are brought to the Budget Task Force, which includes all of the administrators as well as representatives from the academic and classified senates and the unions. Recommendations are forwarded to the Educational Resources Committee (ERC), a subcommittee of the College Roundtable, which makes recommendations

to the President's Cabinet (top-level administrators) and the College Roundtable. After input from the College Roundtable, the president makes the final decision. **[Standards: IV.A.2, IV.A.3]**

One example of this process in action concerns requests for full-time faculty. Unlike many other colleges, Foothill does not simply replace full-time faculty who have retired with faculty in the same area. Rather, the college carefully examines the overall college staffing and programmatic needs in order to determine which positions will be authorized. The process begins with division deans completing a one-page form (5.13) stating the request and rationale and providing a summary of enrollment trends over the last three years. This document is forwarded to the ERC along with the IPC summary of the department's program review. Members of the ERC examine and discuss all of the information and then rank the requests. This information is then passed along to the President's Cabinet and the College Roundtable for further input and ranking before the president decides which positions will be authorized. In actual practice, the president usually asks for consensus to make her decisions (5.14). **[Standard: I.B.4]**

Another example of planning implementation is instructional equipment or requests for funding for special projects. Each year, the college sets aside unrestricted funds and instructional equipment money. Administrators, with input from their faculty and staff, submit requests for funds for various projects. The Budget Task Force, which comprises all of the administrators plus Academic Senate and Classified Senate representatives, reviews and discusses the requests and makes recommendations, which are then forwarded to the College Roundtable for input before the president makes final recommendations. **[Standards: I.B.4, I.B.6, II.C.1]**

Each year, the administrators write their goals, based on the college's agenda and selected academic theme for the year. The college president's "charge to the deans" also identifies specific actions for each administrator.

Evaluation

With the Academic/Student/Finance Model, the college process for implementing plans is very effective. It involves a cross section of employees in the decision-making process through a number of groups and through a clearly established procedure. Program review information is an important factor in these major decisions that involve substantial college resources.

Planning Agenda

- No additional planning agenda needed at this time

Question V. 3. How does Foothill measure and record student achievement?

Description

Foothill measures and assesses student achievement at four different levels: institution, program, course and individual. As a backdrop, Foothill's enrollment has increased 33 percent from Fall 1994 to Fall 2004 (5.15). Student enrollment figures are a measurement of Foothill's successful ability to meet the stated goal of providing access to education. However, the administration has recognized students' ability to achieve their educational goals as the most crucial measurement of success—as codified in the 2002-03 academic theme: Using the Student as a Measure of Our Success (5.1). **[Standards: I.B.3, I.B.5]**

In the past, the measurement of success and achievement tended to be at the institutional level, based on quantitative measurements of transfer rates, degrees and certificates, successful course completion, basic skills improvement, and workforce development success. Though these are still important touchstones that provide an overall view of the effectiveness of the institution, Foothill has recognized the need to expand and refine the definition of a successful graduate, identify expected learning outcomes, and develop methodology to

assess and demonstrate student success beyond the traditional measures (5.2). **[Reference: Educational Master Plan; Standards: I.B.3, I.B.5]**

To this end, the institution has gone through a re-evaluation process of defining what skills and attributes a Foothill graduate should possess—and how to assess the attainment of these skills and attributes in terms of learning outcomes. Some of the innovative ways to move from a teaching to a learning institution are reflected in the *Educational Master Plan 2000-2015* (5.2): **[Standards: I.B.1, I.B.3]**

- Develop new, more powerful learning environment designs
- Integrate learning outcomes objectives into academic and student services programs
- Review student performance through student and course portfolios
- Restructure academically and administratively
- Evaluate institutional effectiveness over time

These innovative ways to assess student achievement are better measured at the program, course, and individual levels, as well as by the use of pilot and best practices models. By the use of these qualitative models, student success and achievement can be assessed by more than just numbers and grades, but by actual students' work, artifacts, and descriptions of what was learned in each course—as evidenced in portfolios, learning communities, and review outcomes as detailed on program course outlines (5.16). **[Standard: I.B.3]**

At the program level, through association with the League for Innovation's 21st Century Learning Project, student learning objectives and achievement for each instructional program has been defined through the program review process (5.17). Faculty evaluated their programs as part of this evolution. In addition to evaluating content, outcomes, assessment, and innovative strategies that inspired student success and achievement (Part A), program review was expanded to include a Part B, a "program portfolio." In Part B, each program was assessed on 20 factors

that specified students' learning achievement. These 20 factors encompassed the content-specific and core competencies deemed essential elements of a complete and relevant education at Foothill College. Foothill refers to these core elements of institutional student learning outcomes as the "Four Cs"—Communication, Computation, Critical Thinking, and Community/Global Consciousness & Responsibility (4-Cs). Although they are institution-level measures, they are mapped down to the program level, and will eventually be mapped to course and student levels. **[Standards: I.B.1, II.A.2]**

For non-instructional programs in the student services area, there is also a program review model in which all student services areas assess themselves to see if they are meeting their goals and objectives, as well as accomplishing their mission statements. This program review began in 2002-03 and will be updated every three years. The next cycle in Fall 2005 will include the conversion of program mission statements to learning outcomes, making support of student learning more measurable.

Planning at the course level has involved faculty discussions on what students should have learned and demonstrated at the course and program level. These discussions led to curricular changes that reflected the outcomes of those discussions. Examples were the Fine Arts & Communications Division's Communications & New Media Certificate Program (5.18) and the Dental Hygiene Program's student portfolio requirement (5.19). These curricular changes, as well as course outline changes to 20 general education courses, reflect Foothill's dedication to meet changing students' needs and demonstrate learning outcomes (5.20). Curriculum changes will continue to be made as needed to better reflect student needs and to assist in meeting stated learning outcomes. **[Standard: II.A.2.b]**

At the individual level, Foothill College is in the process of adding evaluative tools that will institutionalize the process of assessing student learning, allowing us to compare student learning

from year to year and to assess how the institution is improving. Historically, individual student assessment has been the domain of individual instructors, and Foothill remains sensitive to the need for faculty to utilize their own assessment tools. However, the institution and community have interests in codifying the learning that is occurring at the student level. In doing so, Foothill should significantly advance the link between individual assessment and the student learning outcomes defined at the institution, program, and course levels. **[Standard: IV.A.2.b]**

Our recent and future efforts to develop and pilot tools such as pre/post tests, paper and electronic portfolios, calibrated peer review, concept mapping, semantic Webs, standardized achievement instruments, surveys, and focus groups will augment the traditional embedded assessment tools such as grades, scholarship, and merit awards. For example, survey instruments and focus groups have been used to determine students' needs and perceptions of their learning experiences. An additional pilot has been undertaken in the 2003-04 and 2004-05 academic years, in which the *Academic Profile Test* (developed by the Educational Testing Service) has been given to groups of students to determine the effectiveness of the instrument in assessing general learning and assessing general education effectiveness (5.21). This combination of qualitative and quantitative measures will give Foothill a better picture of exactly what students are achieving in terms of the stated learning outcomes, in addition to a more global sense of how well they are doing. **[Standard: I.B.3, I.B.7]**

In anticipation of demonstrating and assessing student learning outcomes and achievements, the campus has been in the planning stages since 2001 on the development of pilot projects and best practices models. The Learning Outcomes Assessment Network (LOAN) was created to improve instruction, ensure visibility of learning taking place, and to develop and demonstrate meaningful assessment methods. Though many faculty members embraced the concepts of assessing learning outcomes, they needed best practices

models of how this could be accomplished. A series of workshops were provided by the LOAN group to address the issues of documenting learning through the use of portfolios (both paper and electronic), collaborative group projects, learning communities, and concept mapping (5.16). **[Standard: II.A.1.c]**

Evaluation

Foothill has already implemented a number of qualitative measures to augment the historically quantitative ones already used to measure student success. Institutionally, the quantitative indicators (transfer rates, number of degree and certificates, successful course completion rate) will continue to be used to provide an overall view of student achievement. As Foothill College is committed to excellence and student success is paramount in the institution, it will continue to refine and re-evaluate the ways it qualitatively measures student achievement at all levels. At each level of assessment, plans are already detailed in the EMP for how to further assess and improve the effectiveness of what the college does.

Qualitatively, at the instructional, program, and course levels, the review of curriculum will be expanded to include more than the 20–50 courses already reviewed in terms of learning outcomes and student needs. At the non-instructional level, a program review model has been developed for student services areas to assess the effectiveness of those programs.

At the individual level, qualitative and quantitative evaluation of the results of the pre/post testing, surveys, and focus groups will provide the necessary data as to how the institution should proceed in terms of measuring and assessing student achievement. E-portfolios can give a picture of the whole student that all faculty can access, much like a doctor sees a patient's medical records. With the data, the college can then plan potential improvements and refinements to increase student learning.

As pilot studies on e-portfolios, new learning communities, and other programs are implemented, they will be evaluated for effectiveness in assessing and improving student achievement. The qualitative and quantitative data gathered from these studies will also provide an analysis of the needs of faculty and staff in continuing to make these studies an ongoing reality.

Foothill's president has communicated the college's needs to the Foothill-De Anza Colleges Foundation and Foothill Commission, and has called upon donors to help Foothill achieve its vision through a number of specifically targeted grant and endowment requests (5.22).

Although the college has defined a number of effective means of measuring student learning at the instructional and non-instructional program, course, and individual levels, a more effective and more comprehensive means of assessing the effectiveness of the institution is needed, one that would encompass assessment of the 4-Cs.

Planning Agenda

- Develop a system for assessing the 4-Cs at the institutional level
- Evaluate the physical working environment to facilitate more collaborative learning

Question V. 4. How do the programs, policies, and procedures influence student achievement?

Description

The college's programs and policies begin to foster student achievement from the moment the student begins interacting with the college. The college actively recruits and admits students appropriate to its curriculum and programs through the Student Outreach & Retention Office. Entering students are then provided with educational support services and

resources that are relevant to their success at Foothill College. To identify the educational support and services necessary for the success of a diverse student population, data are gathered through the recruitment process, the admissions application, and an assessment test survey. **[Standards: II.A.1.a, II.B.3.e]**

Through the collection of data such as students' educational goals, potential major, basic skills status, and their requests for information on available programs and services, student outreach and retention specialists and counselors determine the needs of the students and how to best serve them. Referrals can then be made to appropriate student support programs as needed, such as Extended Opportunities Programs & Services (EOPS), financial aid, tutorial services, Math Center, Language Arts Lab, and Disability Resource Center. The Assessment Office identifies potential participants for programs such as Pass the Torch, Puente, Mfumo, and Honors Institute. **[Standards: II.B.3.a, II.B.3.b]**

The Student Success Center (conveniently located next to the Admissions & Records Office) houses three outreach and retention specialists who are responsible for providing regularly scheduled New Student Information Sessions, New Student/Parent Orientation Sessions in English and Spanish, Student Success Workshops, Preview Day (for incoming high school graduates), Career Program Preview Nights and Information Sessions, and classroom student success presentations. These activities were designed to streamline the process of distributing information to new and current students and help alleviate the impact of less available counseling, due to an increased teaching load for counselors that resulted from recent budget cuts. In addition, this program assists students in the admissions, records and registration process, and also makes informational visits to area high schools. **[Standard: II.B.3]**

Assessment testing is a most revealing tool in identifying the growing segment of students who place into pre-collegiate level courses. Given that this number approaches 80 percent of those assessed

(5.23), developmental education remains one of the critical foci of the college. Entering students who display inadequate academic readiness clearly demonstrate the demand and need for basic skills courses. More specifically, among the different ethnic groups, there is a variance in the rate of success and persistence in pre-collegiate courses. For example, the average success rate (grade of “C” or better) for all Foothill students in math is 63 percent; however, success rates for African-American students are 16 percent below the college average and Hispanic students’ success rates are 11 percent below average (5.23). **[Standard: II.B.3.a]**

A Basic Skills Task Force was established to address concerns for student achievement within pre-collegiate level groups. To attend to the needs of underrepresented or at-risk groups, programs such as Puente, Pass the Torch, Mfumo, and LITES have been implemented. Participants in the Mfumo Program have a 12 percent higher rate of success through college-level English than non-participants. Puente students have an even higher rate, at 23 percent greater than non-participants. Pass the Torch participants enjoy success rate improvements of 8-15 points in English and 7-22 points in math (5.24). **[Standard: II.A.1.a]**

Most recently, in Fall 2004, the Freshman Experience Learning Community Program, which pairs a counseling course with a basic skills math or English course, was created to improve student achievement among those who placed in developmental math and English. This program was designed adapting principles of institutional learning extracted from the success of the Puente, Mfumo, and Pass the Torch programs. Evaluation of this program will be undertaken during the latter half of the 2004-05 academic year, with additional long-term outcomes assessed into the 2005-06 academic year and beyond. **[Standard: II.A.1.a]**

Once students have started their classes, an instructor may become aware of a student’s need for additional college support services. Faculty members

are encouraged to identify such issues early in the term and submit an *Early Alert Referral Form* (5.25). The form is forwarded to a staff member in the Student Success Center, who contacts the student and attempts to ensure that the student receives appropriate support. **[Standard: II.A.2.b]**

Evaluation

In dedicating research to identifying the areas in need of attention, Foothill College is working to adjust to an ever-evolving student population. The Institutional Research & Planning Office has identified the increased demand for developmental education, in part due to shifting demographics, and in part due to the California State University Chancellor’s Office Executive Order 665, which calls for the elimination of developmental education in the CSUs by the year 2007. Emphasis must be on early assessment and remediation of basic skills, underscoring the vital role the Assessment Office plays in identifying student needs early in their studies.

The Basic Skills Task Force has recommended a variety of strategies to increase student success (5.26). Students need to be encouraged to take basic skills courses at the beginning of their studies. The correlation that exists between grades received in basic skills courses and potential success in higher-level courses has created interest in increased implementation and enforcement of prerequisite requirements. Expansion of tutoring services and experimenting with informal interdisciplinary teaching teams are considerations in an ongoing search for innovative solutions to the problems surrounding basic skills.

Since many of the recommendations of the Basic Skills Task Force are concerned with the components of matriculation, the task force and Matriculation Committee will be combined beginning this year, and the membership is being revised to ensure representation of all divisions in the college.

Evaluation demonstrates that programs such as Pass the Torch are very successful. With that success comes the desire to duplicate and scale-up similar programs. However, the institution must take into consideration the physical limitations of space and the number of students being served and benefiting from such programs.

Foothill's newest program, the Freshman Experience Learning Community Program, which combines a basic skills English or math class with a counseling class, has only recently been implemented and results are yet to be determined.

Counseling is an integral component of student success. An increased teaching load for counselors, however, has resulted in fewer available counseling hours. The decrease is mitigated in part by the addition of sections of *CNSL 50: Introduction to College* course. This course is an efficient way of distributing material and information to students new to Foothill College.

Student services has addressed staffing shortages with the return of a full-time Career Center coordinator, the addition of three new financial aid outreach specialists (two located at the main Campus and one located at the Middlefield Campus), a part-time financial aid counselor, EOPS counselor, and an EOPS director.

Another important tool in improving student success is Early Alert. Once the quarter has begun, faculty can identify students in need of help by filling out an *Early Alert Form* (5.25), which refers students to support services. However, it would be beneficial if faculty participation in Early Alert was more widespread, and often the alert needs to happen early enough in the quarter to help the student succeed during that quarter.

Planning Agenda

- Review, analyze, and, where appropriate, implement the Basic Skills Task Force recommendations

Question V. 5. How does Foothill determine the performance of distinct student groups?

Description

While Foothill College assesses the performance and student achievement of all its students, it also holds a special lens to distinct groups who may have different backgrounds or experiences on the campus that merit additional investigation. These distinct student groups of special interest include historically underrepresented ethnic groups, disabled students, students who test into pre-collegiate basic skills, older students, and non-native English speakers, among others. The achievement of students in these groups is evaluated on a wide range of outcome measures. **[Standard: I.B.5]**

For example, statistics from placement testing, course completion, progression of sequential classes, and mode of delivery provide evidence to determine student achievement. On a more qualitative side, counselors and informed instructors evaluate the student achievement of learning disabled students in his/her progress, performance, and success. **[Standard: I.B.7]**

In a more detailed example, Foothill College has investigated the student achievement of online and offline groups while also profiling age, gender, ethnicity, and educational goals. Success rates in online courses in 2002 are lower than in face-to-face courses by about 15 points on average. The majority of this difference is accounted for by the increase in withdrawals in online courses—20 percent of students at census withdrew from online courses in 2002, compared to 7 percent of traditional courses (5.27). It is clear that online courses are rigorous and

require strong study skills as well as the ability to self-manage. It should be noted that the online course withdrawal rate has dropped from 30 percent when the program started in 1997-98. Demographically, it has been found that online students mirror their classroom counterparts in terms of ethnic breakdown, and tend to be slightly younger and tend to have a higher percentage of young female students than their traditional counterparts (5.27). The college has recently developed an online faculty evaluation form for use with online courses. **[Standard: I.B.5]**

Foothill College also determines student achievement in basic skills courses for distinct ethnic groups. For example, in an Opening Day 2004 presentation, the institutional researcher presented basic skills success rates for the following groups: Asian, African-American, Filipino, Hispanic, White, Other, and ESL. While achievement gaps have been reduced in the last five to ten years, it is still relevant to note that the success rates of African-American and Hispanic students remain 15 to 25 points lower than their Asian/White counterparts in basic skills math courses. The gap is smaller in English courses—between 8 and 14 points (5.28). **[Standard: II.A.1.a]**

Foothill College's programs such as Puente, Pass the Torch, and Mfumo are helping students perform at higher levels. Puente focuses on Hispanic/Latino culture and Mfumo on African-American culture. Pass the Torch is a widely successful model pairing at-risk current students with academically successful former students from the same class. Each of these programs has been demonstrated to be successful by the research findings. For example, in a stunning result, one year after their initial Fall quarter, 63 percent of non-Pass the Torch students of similar risk status had left campus, while only 11 percent of Pass the Torch students had left the college (5.28). **[Standards: II.A.1.a, I.B.5]**

Foothill College has long been committed to eliminating the performance gaps among various student populations. Many of the programs outlined above were started or expanded with the

allocation of Performance for Excellence Funds. Title 5 requires that each college have a *Student Equity Plan* (5.29), focusing on many of the same student success indicators in order to identify and close any achievement gap: access, retention, degree and certificate completion, ESL and basic skills completion, and transfer. The *2005 Student Equity Plan* recognizes the contributions of existing programs and establishes further goals to aid in eliminating the achievement gap. Among other things, the plan calls for the establishment of a Student Equity Committee as part of the College Roundtable to coordinate and evaluate goals and activities; staff development activities to identify specific methods to improve student success; continuing research on student success indicators; and the incorporation of student equity goals into college planning. **[Standards: I.B.1, I.B.2]**

Learning disabled (LD) students represent another distinct student group upon which the campus specifically focuses. The process by which students are referred to the Disability Resource Center has received considerable attention in the last few years. As a first point of contact, the Student Success Center and outreach staff refer appropriate students to the Disability Resource Center. There are also several documents that provide general process information. The *Faculty Handbook* (Chapter 8) provides general information about how a student could receive services and contact information (5.30). The *LD Handbook* (5.31) gives general procedures and contacts. Most of the information in the handbook is also available on the comprehensive Adaptive Learning Center Web site (5.32). **[Standards: II.B.2, II.B.3.a]**

The Disability Resource Center Web site (5.33) has a special faculty section covering issues about privacy, talking to students with special needs, various ways to accommodate students with special needs, and ADD/ADHD issues. In addition, the Disability Resource Center has orientations for new faculty and staff annually coordinated with the dean of Faculty & Staff. As part of her role,

the newly hired adaptive learning specialist visits the divisions to provide informational updates. This has become increasingly important given the continual advancements in adaptive learning technology and tools. [Standards: II.B.2, II.B.3.b]

Evaluation

Foothill has focused strongly on the performance and achievement of distinct student groups in the last five years. During this time period, the aforementioned programs Puente and Mfumo were initiated, and Pass the Torch was expanded and integrated into the campus even after Partnership for Excellence funding ran out. Establishing benchmark statistics for the basic skills programs in general, and more specifically focusing on the performance of traditionally underrepresented groups was the college researcher's focus after arriving on campus in 2002. The investigation into online course takers and their successes and challenges also represents relevant inquiry.

One area in which additional research methodologies need to be developed is in the area of adaptive learning. At this time there is no systemic quantitative methodology in place to determine the achievement of disabled vs. non-disabled students. Using a student educational contact the LD counselor determines the long-term educational goals of the LD student. The LD counselor is able to monitor or track the performance of the student completing the course, controlling the load, and the progress of completing a sequence of courses. This knowledge currently resides in the LD area only—it needs to be extracted and demonstrated to the rest of the college. The difficulty, of course, is that it is very hard to find control groups to which to compare LD students. The most accurate control group would be students with learning disabilities who do not seek out services from the Adaptive Learning Center—but they are largely invisible.

Additionally, specific step-by-step procedures for how a faculty or staff member would refer a student with potential learning challenges are not covered on the Web site nor in the *Faculty Handbook*, other than to send the student to the Adaptive Learning Center to have a learning disability verified by a learning disability specialist. Also, there is currently no formal process to provide feedback back to the referring faculty or staff member that the student received assistance. Furthermore, if a student should require specialized tutoring, funding no longer exists to provide it.

Even with these issues, there has been a threefold increase in students seeking services of the Disability Resource Center in the last three years, largely due to the promotion of available services such as testing accommodations and LD assessment. To accommodate this increase, services that used to be one to one have evolved into a cohort model, where students with similar challenges are grouped for classroom-type interaction. With the recent budget cuts, the center retained only one counselor and there is often a three-week wait for appointments. Clearly, these issues need to be considered carefully as the campus attempts to optimize its service delivery model to these students.

The college will continue to find ways to improve and evolve the tracking of student performance. The Adaptive Learning Division is identifying new ways to track LD student performance through online surveys and placement test statistics. This division also recognizes that student, faculty, and staff awareness of the division's services and the need for one-to-one LD tutors and services largely determine the success of learning disabled students. The Adaptive Learning Division is looking for more awareness that their service is a support system. Through increased communication between divisions, instructors, and the Disability Resource Center, their service will continue to provide ways to increase LD students' achievement. Exploring options for additional funding for specialized tutoring would further increase LD students' performance.

It has been suggested that there needs to be an ongoing in-service process that would inform the college community about the needs of adaptive learning students. A step-by-step process for sending students to the Disability Resource Center along with a feedback loop should be considered and included in Disability Resource Center documentation.

The college should also continue to pursue evaluating the performance of distinct student groups through measures other than successful course completion. For example, the college is interested in determining student achievement specifically by the college's four core institutionwide student learning outcomes—communication, computation, critical thinking, and citizenship—and initiatives are under way in the pilot stage to do exactly this. The campus should also continue to focus on the success and achievement of distinct groups by age, gender, and ethnicity. One exciting new area of inquiry is the use of alternative methods of student- and instructor-written reflections as a new model of determining student performance. Through the use of portfolios, the campus will have the opportunity to track how one student performs differently from another. All of these ideas represent innovative methods to be more student-centered in the evaluation of these distinct groups.

Planning Agenda

- Pursue evaluating the performance of distinct student groups through measures other than successful course completion

Question V. 6. How does the college evaluate the efficacy of its plans and planning process?

Description

In order to help better serve students, the college has established processes for planning, evaluation, and improvement. The process for evaluation centers on issues related to student success and student learning,

while also examining policies, processes, and general institutional organization. This area of inquiry specifically examines the processes of evaluation, its effectiveness, how it ties to student success, opportunities for re-evaluation, and ultimately any areas for improvement. **[Standards: I.B.6, I.B.7]**

The committee has documented evidence of a robust planning process. Does the college have a process established for the re-evaluation of plans that have already been implemented, thereby creating opportunities for critical feedback to be generated and thus vital for the college to improve? **[Standard: I.B.4]**

Based upon institutional documentation along with the interviews that have been conducted, Foothill College does indeed generate critical feedback necessary for the institution to achieve its goals and to improve. By establishing goals that are critical and consistent to the overall mission of Foothill as an educational institution, and measuring the performance or outcomes against those goals, the college is able to assess where it is in relation to those goals, and then make the necessary changes or revisions to the plan to help the college achieve those goals. **[Standards: I.B.2, I.B.3, I.B.4]**

Furthermore, data regarding actual programs are updated annually, and data related to individual classes within each program are monitored continuously throughout each academic quarter in terms of enrollment figures, etc. This helps the institution evaluate issues related to productivity targets, and make adjustments where needed to ensure that resources are being used in the most efficient and effective manner possible. Foothill makes every effort to ensure that data are provided that enable the institution to not only ensure the most efficient and effective allocation of scarce resources across the college, but to also help ensure that the goals the institution has established for itself are achieved. In other words, the college makes every effort to make certain that it focuses its energy and scarce resources toward the attainment of these goals. In addition, it is not simply the

establishment of these goals, such as student transfer, successful course completion, or maintenance of fiscal soundness that is ultimately critical. It is the process of evaluation and the ability of the institution to change course if things are not going as planned that is also essential to Foothill's success as an educational institution. **[Standard: I.B.6]**

For example, in January 2000, the college decided to discontinue the Radiation Therapy Technology Program. It was a very rigorous program, in which students were investing a tremendous amount of time, effort, and money toward their degrees. However, upon successful completion of the program, graduates experienced difficulty finding employment opportunities. The labor market clearly signaled a low level of demand for graduates with these specific skill sets relative to the level of supply. **[Standard: I.B.3]**

Additionally, to compound matters, the program itself suffered from a low applicant pool. Two critical factors contributed to this. First, due to the dot-com boom and the overheated labor market in the Bay Area, many potential candidates were drawn away from the program to seek lucrative employment opportunities in Silicon Valley. Secondly, there was a concern regarding the type of degree students would need in order to be eligible for the National Board Exam. There was talk about requiring students to have a minimum of a baccalaureate degree in radiation therapy to qualify to sit for the national boards, which Foothill College could not provide. As a result of the low applicant pool and the scarce employment opportunities, the college placed the program on an "inactive" status in January 2000. **[Standard: I.B.3]**

Toward the end of 2001, Foothill College was contacted by a group of physicians and hospital counselors in the Bay Area who requested that the Foothill Radiation Therapy Program be reinstated. They were having a difficult time filling their staffing needs, and the hospital counselors and physicians were asking for more graduates, requesting that Foothill reinstitute the program

to help them fill their staffing needs. Suddenly, what was once a glut quickly turned into an acute shortage for radiation therapists statewide.

One reason for this shortage was a dramatic reduction in the supply of radiation therapists. As a result of numerous radiation therapy programs being inactivated or eliminated, only three radiation therapy programs were left throughout the entire state, graduating a total of only 20 students each year. This sudden shift in supply relative to demand contributed significantly to the shortage. **[Standard: I.B.6]**

Responding to the requests, Foothill officially reactivated the program in September 2002, but not the same program that existed previously. The program that was recently rolled out contained modifications and updates so that it met the current hospital standards, which changed over the last five years. As such, the college wanted to ensure that students graduating with a degree in radiation therapy were given the tools and the skills they would need to be successful in today's job market, not the one that existed five years ago. **[Standard: I.B.6]**

Thus, it was not poor planning on the part of the institution that brought about the demise of the Radiation Therapy Technology Program at Foothill, or the Aviation Program, or a host of other programs that the college has offered over the years that are no longer offered. Rather, the college was simply responding to the needs of the community at that particular point in time, and over time those needs changed. When the needs of the community change, Foothill changes too. Plans will be adjusted, resources will be reallocated, and new programs will replace programs that are no longer in demand by the labor markets and by the community. **[Standards: I.B.6, II.A.1.a]**

This process of evolution in the labor market in the Bay Area, and around the world, invariably leads to changes within Foothill College as well. As an institution of higher learning, one of the primary functions of Foothill is to prepare students for the labor market of the 21st century and the global

economy in which all of us live. To accomplish this, Foothill is continuously reassessing its programs, and making changes where they are needed—ensuring that the educational experience each student receives will provide him/her with the requisite skills to successfully compete in today’s highly fluid and dynamic labor market. **[Standard: I.B.3]**

In sum, all of this “adjustment” requires a viable, candid, and dynamic evaluation and re-evaluation process, which Foothill has. The Foothill community prides itself on being able to admit when programs are not working out as planned. In other words, Foothill does not bury mistakes or errors. Instead, it brings them forward and acts on them in order to ensure that resources are being used in their most efficient and effective manner for the greater good of the students and the community at large. Indeed, critical feedback (both positive and negative) is essential to Foothill College providing the highest level of educational services possible, given the limited resources available to the institution. **[Standards: I.B.6, I.B.7]**

Through a virtually continuous evaluation, re-evaluation, and reassessment process, plans and programs are essentially in a constant state of evolution, changing and adjusting as the needs of the labor market and the community change. There is evidence of this with respect to the Measure E funds being directed toward expanding the physical plant in order to help the college meet the growing demands for educational services in the college. In the end, through all of these changes and institutional recalibration, the needs of the community will continue to be met, which is something Foothill has strived to do for more than 40 years. **[Standard: I.B.4]**

Evaluation

Foothill College has a forthright and institutionally robust evaluation (and re-evaluation) process, fully capable of providing the critical feedback necessary for the institution to see shortcomings, adjust plans, and to achieve improvement where needed. Furthermore, adequate systems are in place to ensure the establishment of meaningful and attainable goals, to track performance and continually compare with established goals, and to modify action plans if factors change or deviations occur. It has been suggested that this goal-setting process focus on creating realistic, attainable, and measurable goals.

Another recommendation with respect to evaluation and re-evaluation is taken from an interview with the vice president of Instruction & Institutional Research (5.34). In that interview, the vice president commented that Foothill College more often than not allows “the urgent to get in the way of the important. We have spent a lot of time responding to the urgent.” Of course, as an institution that receives most of its funding from the state, Foothill College is vulnerable to the capriciousness of the local, state, and global economy, as well as the vagaries of the labor market, both regionally and internationally. Given these realities, the institution often makes sudden changes in order to continue to provide educational services to all. However, even in this flux, the college should continue to maintain a long-term perspective, focusing on the “important” rather than focusing a disproportionate amount of resources toward the “urgent”.

A final point of evaluation relates to re-evaluation and reassessment of plans related to student success and how well the institution is preparing its graduates, either for transfer to four-year institutions or for entering into the labor market. In other words, Foothill may want to develop a process or system to assess how students are performing *after* leaving Foothill, and not simply assess their performance *while* they are attending the college. This would help the college re-evaluate current programs

and, as a result, create alternate plans in order to focus attention and resources toward enhancing the skills that students will require to effectively compete in the labor market of the 21st century.

Planning Agenda

- Ensure that the goals that are being established in the *Educational Master Plan* are realistic, achievable, and measurable

Theme V Resource List

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|------|--|------|--|
| 5.1 | Preznet Summary of Opening Day Themes (preznet.fhda.edu/ifh101.html) | 5.20 | <i>General Education Handbook</i> |
| 5.2 | <i>Educational Master Plan for 2005-2015</i> | 5.21 | Summary of Academic Profile Test |
| 5.3 | <i>State of the College Report</i> | 5.22 | President Bernadine Chuck Fong's Power Point Presentation to the Foundation |
| 5.4 | <i>College Roundtable Guidelines</i> | 5.23 | Basic Skills Study |
| 5.5 | Institutional Planning Committee Reports | 5.24 | Puente Study |
| 5.6 | <i>District Facilities Master Plan</i> | 5.25 | <i>Early Alert Referral Form</i> |
| 5.7 | President's Community Advisory Council Agendas | 5.26 | Basic Skills Task Force Recommendations |
| 5.8 | Segmentation Study | 5.27 | Study of Online Classes |
| 5.9 | Workforce Education Advisory Group Charge | 5.28 | Foothill College Opening Day 2004 Selected Findings on Basic Skills PowerPoint Presentation |
| 5.10 | <i>College Roundtable Guidelines for Program Reduction & Elimination</i> | 5.29 | <i>Foothill College Student Equity Plan</i> |
| 5.11 | Interview with District Executive Director of Operations, Fall 2004 | 5.30 | <i>Foothill College Faculty Handbook</i> |
| 5.12 | Academic/Student/Finance Model | 5.31 | <i>LD Handbook</i> |
| 5.13 | <i>FTEF Request Form</i> | 5.32 | Adaptive Learning Center Web Site (www.foothill.edu/al) |
| 5.14 | Matrix for FTEF Requests | 5.33 | Disability Resource Center Web Site (www.foothill.edu/al/drc.html) |
| 5.15 | Enrollment Statistics | 5.34 | Interview with Foothill College Vice President of Instruction & Educational Resources, October 2004 |
| 5.16 | Learning Outcome Assessment Network (LOAN) Charge | | |
| 5.17 | 21 st Century Learning Project | | |
| 5.18 | Fine Arts & Communications Division Communications & New Media Certificate | | |
| 5.19 | Dental Hygiene Program Student Portfolio | | |



Theme VI

Institutional Commitment



Committee Membership

Gina D'Amico, Co-Chair; Division Administrative Assistant; Computers, Technology & Information Systems Division
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Institutional Commitment

Introduction

The theme of institutional commitment asks if the college has made a commitment to providing high-quality education congruent with the institutional mission. Through this examination, the committee investigated whether the mission statement reflects the student population and Foothill's commitment to student learning. The committee is to provide evidence that Foothill has consistency among mission, institutional goals, and plans to ensure more than a statement of intent, but that the mission statement also guides institutional actions to support student learning as its primary mission.

When the committee began its investigation into how committed in action the college is to providing high-quality education, it first reviewed the college's mission statement: "to provide lower-division academic instruction, career programs, and continuous workforce improvement to advance California's economic growth and global competitiveness." (6.1) It was immediately apparent that the college does far more than just provide academic instruction for students. During the past six years, much of the college's efforts have been focused on strategies to increase student learning, success, and retention; and utilizing strategies and programs to empower students to achieve their educational goals. The committee decided to focus its self-study on the college's emphasis on student learning outcomes (SLOs), and how they are reflected in the mission statement and actions.

In practice, it has been observed that divisions and programs focus on learning and SLOs more than is reflected in the mission statement. As described in the Student Learning Outcomes chapter of the *2005 Accreditation Self-Study Report* (6.2), the college has made conscious decisions to address

both individual and institutional outcomes, which is not acknowledged in the stated missions.

Grappling with various approaches to examination, the committee reviewed current research that argues the importance of having a mission statement focused on the learner, where the college's expressed purpose is "producing" and "improving" learning (6.3). This emphasis on learning in the purpose and mission of the college ultimately leads to greater student success and a more appropriately focused mission. The committee feels that this is a model by which to examine Foothill's mission statement and actions. While it is clear that the faculty, staff, and administrators of Foothill College focus on the learner and assessable outcomes, the committee observed that the current mission statement might not state this clearly enough.

College missions set the tone of the college environment by establishing a unified commitment to the overall purpose of the college, thus enabling administrators, faculty, staff, and students to share an explicit common goal. The mission steers the college in good and bad times, ensuring that one principle remains at the core of all decision-making processes: empowering student learning and improving student success. In addition, the mission speaks to those Foothill serves—the general public—explaining the guiding principles and reflection upon AB1725 parameters for the mission of California Community Colleges (6.4). Clearly, the mission statement, as a unifying doctrine, is a document of considerable importance.

Six guiding questions were adopted to explore the theme of institutional commitment based on the mission statement:

- To what extent is the mission statement reflective of student learning outcomes?

- How do students, faculty, and staff feel that their experiences at Foothill reflect the mission?
- How does Foothill periodically review, adapt, and recommit ourselves to the mission?
- How are financial resources allocated in relation to the mission?
- To what extent does the mission of each division and program focus on student learning outcomes?
- How well does Foothill integrate the needs of the community and industry in the mission?

Question VI. 1. To what extent is the mission statement reflective of student learning outcomes?

Description

In reviewing this question, the committee critically reviewed the text of the mission itself, considering current professional thinking on mission statements. The vision for Foothill College is built on the following core values, purpose, and mission (6.1):

- Our core values are honesty, integrity, trust, openness, and forgiveness
- Our purpose is to provide educational opportunity for all with innovation and distinction
- Our mission is to provide lower-division academic instruction, career programs, and continuous workforce improvement to advance California's economic growth and global competitiveness

Over the past six years, the college has renewed its commitment to SLOs in the classroom and beyond as evidenced by many programs and initiatives it has instituted, including the Learning Outcomes Assessment Network and League for Innovation 21st Century Learning Outcomes Project efforts (6.5), but it appears that Foothill's mission statement still reflects an "instruction paradigm." [Standard: I.A.1]

Central Services also provides leadership in reviewing and updating the district's mission on a periodic basis. Adhering to the participatory governance

process, a major revision took place in 2003-04, resulting in a board of trustees' adoption of a new district mission statement in June 2004.

[Standard: I.A]

Evaluation

It is widely agreed that Foothill's individual and collective actions as an institution address SLOs to a much greater degree than either the college or program-based mission statements declare. The committee feels that Foothill is certainly committed to student success and suggests that its actions are not clearly reflected in the mission statement.

The words "student," "learning" or "learner" do not appear in the text of the current mission. In order to stay focused on improving learning, the committee recommends that these key words be included in the actual mission statement.

Planning Agenda

- Establish dialogue to help the community to understand the college's vision, mission, purpose, core values and operating principles

Question VI. 2. How do students, faculty, and staff feel that their experiences at Foothill reflect the mission?

Description

The committee found more than one mission statement expressed in the college's publications (6.6) and on its Web site (6.7). The committee does acknowledge that although these mission statements vary in semantics, they are similar in purpose. It is clear that the campus community feels that the institution is fulfilling its mission, purpose, and core values, noting that the college is actually doing more than it claims in the mission statement. [Standard: I.A.2]

According to the *Foothill Faculty & Staff Accreditation Survey* (6.8), 95 percent of the respondents agree or strongly agree that Foothill has a clear and publicized mission that identifies its educational objectives. When it comes to employee professional development, 73 percent of respondents feel that Foothill provides quality professional development through continuous on-campus training that supports the college mission. [Standard: I.A.2]

The *Foothill Student Accreditation Survey* (6.9) did not ask students directly if they felt their experiences at Foothill reflect the college's mission. The question was indirectly asked through other questions. Students were asked whether or not Foothill had improved their knowledge, skills and abilities in various areas. These areas included computer skills, reading, problem solving, mathematical skills, creativity, and artistic expression. In every area, at least 77 percent of the respondents felt Foothill had helped them improve. No other surveys or forums question if students feel their experiences at Foothill reflect the campus mission. [Standard: II.A.2]

The Foothill College Web site (6.7) does not have a direct link to the mission statement, but it is available by searching "mission" from the home page. Two different areas of the Web site state, "Our mission is to provide lower-division academic instruction, career programs, and continuous workforce improvement to advance California's economic growth and global competitiveness." The *2004-2005 Course Catalog* (6.6) states on page six, "The college's mission is to exceed our student's expectations in providing lower-division academic instruction, career training programs, and workforce development." A committee member asked a handful of classified staff if they knew the college's mission statement. Some said "no", while others thought it was, "educational opportunity for all." Additionally, an e-mail sent to the Foothill community in October 2004 from the college president discussed the college's core values and vision. This e-mail states (6.10) "The college's mission is to exceed our students' expectations in recruiting, retaining and assisting them in attaining

their academic goals." This version was the only one with a date that indicated it was adopted April 17, 1996, and updated August 2002. [Standard: I.A.3]

Evaluation

The *Foothill Student Accreditation Survey* (6.9) did not ask if Foothill exceeded student expectations as it aims to do as part of the stated mission in the *2004-2005 Course Catalog* (6.6). When asking the question "How well do students, faculty and staff feel their experiences reflect the mission?" the importance of the mission is implied. Employees know that the mission is important and may think they know the mission statement, but the committee found that this is not entirely true.

The mission is important and college publications offer slightly different versions. With different versions of the mission statement publicized, many may erroneously assume that they are looking at the current one. The inclusion of adoption and revision dates with all publications of the mission statement would help solve this ambiguity. Another solution for avoiding ambiguity involves creating more access to the mission statement by printing the most current version of the statement in all regularly published communications, including the *Course Catalog*, *Schedule of Classes*, and the online schedule.

Although each of the mission statements carries the same overall message, there are slightly different versions. Despite employees being unclear on the exact wording of the mission statement, it is important to note that the general feeling from faculty, staff and administrators is that Foothill does more than the mission statement declares.

Planning Agenda

- Ensure the mission statement appears consistently in all documents and publish the mission statement widely where people can easily find it

Question VI. 3. How does Foothill periodically review, adapt and recommit ourselves to the mission?

Description

In determining how to periodically review, adapt, and recommit Foothill to the mission, the College Roundtable planned to conduct a formal review of the college mission statement in 2003-04 (6.11). However, issues associated with the state budget crises forced a delay in the review. The topic was revisited in 2004-05. A revised mission statement was adopted by the College Roundtable in April 2005, and will be included in all future publications and on the Web site. The revised statement states (6.12) "Our mission is to promote student learning through lower-division academic instruction, career preparation, and continuous workforce development to advance California's economic growth and global competitiveness." [Standard: I.A.3]

According to the college president, the mission statement is reviewed every year when the new catalog is prepared for publication. The college's Marketing Office and the college president conduct that review. The vice president of Instruction & Institutional Research also reviews it every three to five years as the *Educational Master Plan* is updated. These informal reviews ensure that the mission statement is included where appropriate and that it is accurate (6.13). [Standard: I.A.4]

The mission statement is evaluated through the program review and institutional planning process because it is through the learning outcomes work and documentation that the college can really assess whether or not it is meeting its goals of educational opportunity for all (purpose) and offering the first two years of college-level work in transfer and career education (mission). The work the college is doing to reduce the achievement gap is an example of how it is trying to achieve its purpose. Integrating basic skills across the curriculum is a good example

of how the college is working to fulfill its mission successfully (6.14). [Standards: I.B.1, I.B.2, II.B.2.c]

Although the mission statement itself had not been changed within the past five years, the College Roundtable guidelines were revised three times in 2000 and 2001 (6.15). The faculty, staff and administrators recommit themselves to supporting the vision and core ideology each year, and review it at the annual Opening Day activities. The college president distributes an annual syllabus for the year, reminding all employees of the college core values, purpose, and mission. Prior to beginning each academic year, the college holds a two-day leadership retreat in which administrators, faculty (including all newly hired faculty), staff, and student leaders review the goals for the coming year to ensure they are in alignment with the college mission (6.16).

Evaluation

A wide range of constituent groups review the mission statement periodically. A structured process is needed to codify the timelines, scope, and outcomes of these reviews and evaluations of the mission statement.

Planning Agenda

- Develop and implement an inclusive process to review, adapt and recommit to the college mission

Question VI. 4. How are financial resources allocated in relation to the mission?

Description

Researching the allocation of financial resources according to the mission included interviewing several administrators with resource allocation responsibilities and reviewing *College Roundtable Guidelines* (6.17)—the document that establishes campus decision-making procedures and

policies. The guidelines state that its purpose is to advise and consult with the president on collegewide governance issues and institutional planning from a mission-based perspective. The guidelines further state that available positions should be evaluated in terms of college mission and goals. **[Standards: III.D.1.a, III.D.1.d]**

Programs, divisions, or other entities (such as senates) request resources (financial and human) through the processes set forth in the *College Roundtable Guidelines*. Because need generally exceeds the resources available, the Educational Resources Committee (ERC)—a subcommittee of the Roundtable—recommends a priority ranking to the College Roundtable and the college president. In making its recommendation, the ERC considers program review data, and consistency with college, division, and program missions—which are cyclically derived from the college mission. These recommendations are then put before the entire College Roundtable for further discussion and refinement. The College Roundtable then makes final recommendations to the president. Each decision for hiring new faculty, staff and administrators is determined by collegewide concerns to support programs where student needs are greatest. **[Standards: I.A.4, I.B.4]**

For example, if a graphic and interactive design faculty member retires, a new replacement in Graphic & Interactive Design Department is not guaranteed, and the position is put into a faculty pool of available full-time equivalent (FTE) positions. Based on program review, enrollment trends, and student outcome needs, the position from the Graphic & Interactive Design Department (with a declining enrollment) may be assigned to hire a new faculty member in basic skills English where program review and institutional research provide a strong assessment for additional faculty in this area.

Evaluation

Results from the *Faculty & Staff Accreditation Survey* (6.8) reflect a strong sense from employees that these budgetary procedures are generally effective. When asked if institutional guidelines and processes for financial planning and budget development are clearly defined and followed, 78 percent of faculty and staff responded, “agree” or “strongly agree.” Similarly, when asked if financial planning supports institutional goals, 87 percent agreed or strongly agreed. Therefore, the survey indicates general faculty and staff agreement that the budgeting and financial planning is clear and connected to institutional purposes and mission.

The process by which human resources are allocated supports student learning outcomes as it reflects the overall needs of the college, ahead of a specific program or department.

Our research demonstrates that Foothill’s written policies and directives have long been in place to ensure that budgeting and financial decision-making support the overall mission. Furthermore, individual responses from managers as well as the *Faculty & Staff Accreditation Survey* results demonstrate that policy goals are being achieved.

Planning Agenda

- No additional planning agenda needed at this time

Question VI. 5: To what extent does the mission of each division and program focus on student learning outcomes?

Description

The institution has launched a number of programs over the past six years to address student learning. As an example, the Interactive Learning Model focuses on putting the learner first (6.18). The Mfumo, Puente, and Pass the Torch programs

(6.19) are learning community-centered, and the Institutional Planning Committee (IPC) has made student learning outcomes a centerpiece for future curriculum and programs. Over the last two years, the college has focused on researching retention, success, and persistence of basic skills students, and is developing several strategies to improve learning in those areas. On a course level, examples such as the *MUS 8: Music of Multicultural America* course (6.20) uses an instructional committee approach and modular content structure, allowing students to work at their own pace based on their abilities. This gives students the option of spending less time on an area where they have an expertise, and focus more time and energy on those content areas where their learning needs are greatest. **[Standard: I.A.1]**

From a course level to nearly every program and division, Foothill is actively engaged in improving and creating an excellent environment for students to learn and succeed. The campus has used institutional research data and program review to address students' need in increasing basic skills success in math and English by developing the Freshman Experience Learning Communities Program which links counseling courses in study skills to pre-collegiate math and English courses. **[Standard: I.A.4]**

The IPC and the Learning Outcome Assessment Network (LOAN) have started to assess institutional outcomes through the SLO model. The College Roundtable is another example of how decisions are mission-based. Its membership is based on various college mission areas instead of constituency groups. Rather than having constituent-based representation, the College Roundtable includes three faculty and three staff members plus one student who represent the missions of transfer, career education, basic skills and ESL, student outreach and recruitment, and student development and retention (6.17). **[Standard: I.A.4]**

Evaluation

While clearly a shift toward student learning is taking place at Foothill College, it is not reflected in most of the existing division and program mission statements. Academic and student services programs at Foothill College provide evidence of a student-centered focus. Those academic divisions and student services programs that have developed mission statements have generally written them as though they still follow the instruction model of providing and delivering instruction. It should be noted that some program mission statements include student outcomes as part of the mission or at least as goals of the department or program. For example, several program narratives make statements such as “students will be prepared to...” or “upon completion students will...” as part of their mission statement (6.21). These examples are indications that the programs are moving in the direction of being learner-centered.

There is room for improvement in addressing the creation of learning-centered environments and improving student learning. The campus community seems to need an awareness of what a mission statement should reflect—specifically how to reflect the current campuswide shift from an instruction-based to a student/learner-based college.

Already focused on student learning, revising the mission statements to reflect the learning paradigm would not require a major overhaul for most programs. For example, the Creative Writing Department's mission statement describes a learning-centered goal (6.22):

The program will create a learning environment empowering all students to learn a creative writing foundation in poetry and short fiction with options for exploring creative writing in memoir, drama, the novel, and the screenplay. Upon completion of this program, the student will have the skills necessary to write creatively in two or more genres of literature.

This statement makes a strong declaration of being student-centered; it also goes on to address the strategies by which students will learn the material.

Planning Agenda

- Ensure that all academic and student services divisions and programs have mission statements that focus on student learning as the ultimate goal

Question VI. 6. How well does Foothill integrate the needs of the local community and industry in its mission?

Description

The college addresses most of the needs of the workforce development requirements for allied health occupations and the business, management, and communications occupation workforce development requirements. Over the past five years, Foothill College has added the following vocational programs: [Standards: I.A.1, II.A.1.a]

- Adaptive Fitness
- Bioinformatics
- Business Technology: Help Desk
- Communication Arts & New Media
- Data Communication & Network Management
- Emergency Medical Technician
- Internet Technology
- Music Technology
- Personal Trainer
- Pharmacy Technician
- Radiation Therapy Technology
- Special Education

One aspect of the mission is to advance California's economic growth and global competitiveness. Therefore, the college directly links itself to local industry by actively including industry in the

development of the curriculum. The community and industry participate in curriculum development through advisory boards, council meetings, surveys, and clinical visits. [Standards: I.A.4, I.B.4]

There are active advisory boards for every vocational program at Foothill, including major employer groups and public policy organizations such as Bay Area Health Care Employer panels, the Hospital Council Workforce Coalition of Silicon Valley, and hospitals and medical centers. In collaboration with these groups, program faculty members observe employment trends and respond accordingly. Additionally, the college president works closely with a community advisory board. [Standard: I.B.4]

Foothill College conducts needs assessments to determine program needs based on community input. Recent examples include the Pharmacy Technology, Radiation Therapy Technology, Nanoscience, and Personal Trainer programs. All programs maintain currency through a variety of methods, including surveys, advisory boards, direct interaction with employers, and professional and regional organizations, societies, and conferences. [Standards: I.B.3, I.B.4]

All of the allied health programs are accredited nationally. In keeping with the accreditation guidelines, each program needs to remain active in its professional association certification and/or board licensing. An example is the Respiratory Therapy Program's annual evaluation (6.23). Graduate pass rates on three national board examinations are compared to the curriculum and utilized in program revision. Along with the preceding processes, second-party accreditation and registry examination agencies are used to assess student and program success. [Standard: II.A.5]

Beyond supporting the industries in the local area, Foothill is committed to the community through a variety of outreach efforts that are completed through either classes or individual activities. For example, dental hygiene students participate in a mobile dental clinic providing dental care to under-served areas

in east and south San Jose where dental care is not affordable. The Drama and Art departments have participated in various fund-raisers for non-profit organizations by donating tickets and art for silent auctions or by developing class projects for students to donate their work. Through Service Learning classes, Interactive & Graphic Design students offer graphic design services to local non-profit organizations. The Music Department has curriculum to train volunteer docents to go out into the local K-5 schools to teach music where programs have been eliminated during the past 26 years. The Astronomy Department coordinates quarterly events with NASA to bring an astronomy lecture series to the local community free of charge. **[Standards: I.A.4, II.A.1.a]**

Foothill offers its facilities for rent at very affordable prices for community organizations to hold meetings, retreats, and fund-raising performances. Renting of the Smithwick Theater alone provides a gathering space for special events and culturally diverse performances for nearly 50,000 individuals every year. **[Standards: I.A.4, II.A.1.a]**

Evaluation

Given the election in 1999, in which the local community voted 72 percent in favor of a \$248 million bond measure for building renovation, it is clear that the community feels that Foothill is an excellent institution worthy of its support.

Workforce data are quite general, complex, and volatile. Detailed data are difficult to acquire and a deeper analysis would require significant resources for data collection and analysis.

When a shortage of workers currently exists in health care areas, the community has an interest in the college producing more workers than the college is able to provide. Limited resources for instructors, facilities, and equipment often make it difficult for the college to meet industry demands.

Planning Agenda

- No additional planning agenda needed at this time

Theme VI Resource List

- 6.1 Foothill College Mission Statement (www.foothill.edu/news/fh-choose.html)
- 6.2 *2005 Accreditation Self-Study*
- 6.3 Barr, Robert and Tagg, John. "From Teaching to Learning—A New Paradigm for Undergraduate Education." *Change*, November/December 1995:13-25
- 6.4 California State Assembly Bill AB1725 (www.sdmesa.sdccd.cc.ca.us/ab1725/AB1725.htm#6)
- 6.5 *21st Century Learning Outcome Project Summary* (www.foothill.fhda.edu/staff/century/index.html)
- 6.6 *Foothill College Course Catalog 2004-2005*, pg. 6
- 6.7 Foothill College Web Site (www.foothill.edu)
- 6.8 *Foothill College Faculty & Staff Accreditation Survey*
- 6.9 *Foothill College Student Accreditation Survey*
- 6.10 E-mail, 10/31/04, Self-Study: Our Core Values & Vision
- 6.11 College Roundtable Agenda 11.19.03
- 6.12 College Roundtable Minutes 5.4.05
- 6.13 Communication from President Fong dated 10/20/04 and 10/31/04
- 6.14 Opening Day 2003-2004 Powerpoint presentation
- 6.15 *2000-2001 College Roundtable Guidelines*
- 6.16 Foothill College 2004 Leadership Retreat Agenda
- 6.17 Current (2004-2005) *College Roundtable Guidelines* (preznet.fhda.edu/iinfo.html)

- 6.18 *Interactive Learning Model*
Summary (letmelearn.org)
- 6.19 Program Summaries, Puente,
Pass the Torch, Mfumo
(www.foothill.edu/services/index.php)
- 6.20 *MUS 8: Music of Multicultural*
America Course Outline
- 6.21 Division & Department
Program Review Samples
- 6.22 Creative Writing Program Review
- 6.23 *Respiratory Therapy Annual Report*





Appendices



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Standards Not Covered by the Theme Approach

Standard II.A.6: The institution has clearly stated transfer-of-credit policies and articulation agreements.

Foothill College's transfer-of-credit policies and articulation are clearly delineated in the *Course Catalog* (S1) and also are available from the articulation officer on campus. Foothill College makes use of the ASSIST Program for students and every counselor remains up to date on transfer policies and requirements for transfer through articulation agreements. The Transfer Center is the central repository for such information.

Standard III.A.1.d: The college has a written code of professional ethics for personnel.

Foothill administrators are guided by the Association of California Community College Administrators (ACCCA) Statement of Ethics, which is documented in the *Administrator Handbook* (S2). While the American Association of University Professors' statement of professional ethics is printed in the Faculty Handbook, it has not been officially adopted by any faculty group. There is no official code of professional ethics for classified staff.

Standard IIIA.5.b: The college has a systematic evaluation of professional development programs.

Foothill's professional development is handled by the Staff Development Committee, chaired by the dean of Faculty & Staff, and is comprised of faculty, classified, and administrative members. With the difficult financial times of the last few years, there have been significant cuts to the professional development budget. The campus will strive to restore as much funding as possible in this arena in the coming years. However, professional development also includes sabbatical leaves available to faculty, staff and administrators.

Leaves are awarded by committee and leave reports are evaluated upon completion of leave.

Standard III.C.1.c: The college systematically plans, acquires, maintains, and upgrades and replaces technology infrastructure to meet institutional needs.

Foothill College has an annual technology plan in place (S4), which feeds into the *Foothill-De Anza District Technology Plan* (S5).

Standard III.D.g: The college regularly evaluates financial management processes.

The Foothill-De Anza District's Audit & Finance Committee meets regularly, and has oversight over financial planning and financial management. The committee includes board members and community members. The board of trustees receives quarterly reports on the budget.

The college reviews its financial management processes in its periodic review of the *College Roundtable Guidelines*. The review is conducted by the Educational Resources Committee, a subcommittee of the College Roundtable.

Standard IV.A.5: Process used to evaluate governance and decision-making processes.

Foothill's governance and decision-making structures are evaluated on a number of levels, but are primarily covered under the *Foothill-De Anza District Board Handbook* (S7). The College Roundtable Guidelines are revised and updated annually. Individual performance appraisals also address decision-making effectiveness.

Standard IV.B: Board & Administrative Organization

The relationship between Foothill College, De Anza College, and the Foothill-De Anza Community College District is outlined in the *Foothill College and De Anza College 2004-05 Accreditation Self-Studies: Central Services and College's Functions and Responsibilities* (S6) document, as well as more generally in the *Administrative Procedures Manual* (S8) and the *Foothill-De Anza District Board Handbook* (S7).

SSR Resource List

- S1 *Foothill College Course Catalog*
- S2 *Administrators Handbook*
- S3 *Faculty Handbook*
- S4 *Foothill College Technology Plan*
- S5 *Foothill-De Anza District Technology Plan*
- S6 *Foothill College & De Anza College 2004-05 Accreditation Self-Studies: Central Services & College Functions & Responsibilities*
- S7 *Foothill-De Anza District Board Handbook*
- S8 *Administrative Procedures Manual*

Supplemental Standard Review

The following standards require simply that a particular policy or procedure be in place.

STANDARD		LOCATION
II.A.6	Transfer of Credit Policy	<i>Foothill College Course Catalog</i> , (S1)
II.A.6.b	Program Elimination Procedure	<i>Foothill College Course Catalog</i> , (S1)
II.B.2	Catalog Information	<i>Foothill College Course Catalog</i> , (S1)
II.B.3.f	Student Records Maintenance & Release Policy	<i>Foothill College Course Catalog</i> , (S1) Course Outlines of Record, (www.foothill.edu/cms)
II.C.2	Evaluation of Library	Library Program Review, (foothill.edu/staff/irs/ProgRev/index.php)
III.A.1.d	Code of Professional Ethics	<i>Administrators Handbook</i> , (S2); <i>Faculty Handbook</i> , (S3)
III.C.1.c	Technology Plan	Foothill Technology Plan, (S4) District Technology Plan, (S4)
III.D.2.a	Financial Resources	District Matrix, (S6)
III.D.2.d	Financial Resources	District Matrix, (S6)
III.D.2.g	Financial Resources	District Matrix, (S6)
III.D.3	Evaluation of Financial Processes	District Matrix, (S6)
IV.A.5	Evaluation of Governance Processes	<i>Board of Trustees Handbook</i> , (S7)
IV.B	Board & Administrative Organization	District Matrix, (S6) & Administrative Reporting Structure Chart on page 9.
IV.B.3	Definition of District & College Leadership Roles	District Matrix, (S6) & Administrative Reporting Structure Charts on pages 10–12.

SSR Resource List

	S7	<i>Foothill-De Anza District Board Handbook</i>
S1	S8	<i>Administrative Procedures Manual</i>
S2		<i>Administrators Handbook</i>
S3		<i>Faculty Handbook</i>
S4		<i>Foothill College Technology Plan</i>
S5		<i>Foothill-De Anza District Technology Plan</i>
S6		<i>Foothill College & De Anza College 2004-05 Accreditation Self-Studies: Central Services & College Functions & Responsibilities</i>



List of Available Evidence

Resources Master List

- *Academic Dishonesty Report Form*
(www.foothill.edu/staff/forms.html)
- *Academic Honor Code*
(www.foothill.edu/services/honor.html)
- Academic Senate Minutes
(www.foothill.edu/senate)
- Academic/Student/Finance Model
- *Accessibility Survey*
- *Accreditation Self-Study 2005*
- Adaptive Learning Center Web Site
(www.foothill.edu/al)
- Administrative Council Agenda
(preznet.fhda.edu/igroup.acindex.html)
- *Administrator Handbook*
(hr.fhda.edu/personnel/administrators)
- *Administrator Retreat Handout 5.14.04*
- Allied Health Board Exam Results
- Asilomar (Leadership) Retreat
- Barr, Robert & Tagg, John "From Teaching to Learning—A New Paradigm for Undergraduate Education." *Change*, November/December 1995:13-25
- Basic Skills Task Force
 - Basic Skills Study
 - Basic Skills Task Force Minutes
 - Basic Skills Task Force Recommendations
- *Biological & Health Sciences Career Programs Brochure*
- Block Scheduling Committee Notes
- Budget Task Force
 - Budget Task Force Minutes
- California State Assembly Bill AB1725 (www.sdmesa.sccd.cc.ca.us/ab1725/AB1725.htm#6)
- *Campus Climate Survey*
(also known as *Diversity Survey*)
- *Career Program Student Policy Manual*
- Chancellor's Advisory Council
([www.fhda.edu/about_us/stories/storyReader\\$136](http://www.fhda.edu/about_us/stories/storyReader$136))
- Chancellor's Office Data Mart
- Classified Diversity Climate Forums Summer 2004
- College Curriculum Committee (www.foothill.edu/staff/irs/Curriculum/index.php)
 - College Curriculum Committee Agendas
 - College Curriculum Committee Minutes
- College Hour Agenda
- College Roundtable (preznet.fhda.edu/igroup.rtindex.html)
 - College Roundtable Agendas
 - College Roundtable Guidelines
 - *College Roundtable Guiding Principles*
(preznet.fhda.edu/iinfo.html)
 - College Roundtable Minutes
- Communications from President Fong
(preznet.fhda.edu/ipres.html)
- Comprehensive & Annual Administrative Evaluation Process
- Cooperative Education & Work Experience
(www.foothill.edu/programs/coop)
- *Course Catalog*
(www.foothill.edu/schedule/catsearch.php)
- Curriculum Review Examples
- Dental Hygiene Program Student Portfolio
- Disability Resource Center Web Site
(www.foothill.edu/al/drc.html)
- District Board of Trustees Agenda
(www.fhda.edu/about_us/board)
- District Board Policies
(www.fhda.edu/about_us/board/policy)

- *District Facilities Master Plan*
(www.fhda.edu/about_us)
- *District Hiring Manual*
(fhdafiles.fhda.edu/downloads/employment/HiringProcessManual2004.pdf)
- *Diversity Vision Statement*
- Division Meeting Minutes
- *Early Alert Referral Form*
- Education Code
- *Educational Master Plan 2005-2015*
(www.foothill.edu/staff/irs/MasterPlans/index.php)
- Educational Resources Agenda
- Educational Task Force
- Enrollment Statistics (research.fhda.edu)
- *Faculty Association Agreement* (fa.fhda.edu)
- *Faculty Handbook* (www.foothill.fhda.edu/staff/documents/Faculty_Handbook_2005.pdf)
- Financial Aid Brochures
Fund Your Future & Why Pay More?
- *Financial Aid Guide*
(www.foothill.edu/reg/faguide.html)
- Fine Arts & Communications Division's
Communications & New Media Certificate
(www.foothill.edu/programs/newmedia.html)
- Flow Chart of the Proposed
Electronic Early Alert System
- Foothill College Budget
- *Foothill College Course Catalog 2004-05*
- Foothill College Course Syllabus Fall 1997
- Foothill College Course Syllabus Fall 2002
- *Foothill College Degree & Fact Sheet*
(research.fhda.edu)
- *Foothill College Faculty & Staff
Accreditation Survey*
- Foothill College Leadership Retreat Agenda 2004
- Foothill College Mission Statement
(www.foothill.edu/news/mission.html)
- Foothill College Organizational Chart
(preznet.fhda.edu/iinfo.html)
- *Foothill College Student Accreditation Survey*
- Foothill College Web Site (www.foothill.edu)
- *Foothill Facilities Plan*
- *Foothill Middlefield Campus General
Education Classes Flyer*
- *Foothill Technology Plan*
(www.foothill.edu/staff/irs/MasterPlans/index.php)
- Foothill-De Anza Foundation
(foundation.fhda.edu)
- Foothill-De Anza Foundation
Presentation by President Fong
- *FTEF Request Form*
- *General Education Handbook*
(www.foothill.edu/staff/irs/GERC/index.php)
- *Good, Bad & Best Practices Series Flyer*
- *Guiding Principles for Learning Communities*
- Institutional Planning Committee
 - Institutional Planning Committee Agenda
 - Institutional Planning Committee Minutes
 - Institutional Planning Committee Reports
- *Institutional Research & Planning
Segmentation Study* (research.fhda.edu/researchreports/researchreports.php)
- *Interactive Learning Model Project Summary*
(www.letmelearn.org)
- Interviews
 - Interview with CCC administrative chair
 - Interview with CCC faculty chair
 - Interview with Dean of Biological
& Health Sciences Division
 - Interview with District Executive
Director of Operations, Fall 2004
 - Interview with Dean of Distance &
Mediated Learning, November 2004
 - Interview with Vice President of Educational
Resources & Instruction, October 2004
 - Interview with General Education Faculty Chair
 - Interview with Rosemarie Menager-
Beeley, Chair of the Committee On Online
Learning (COOL), October 2004

- Interview with Vice President of Institutional Research & Instruction, Fall 2004
- Krause Center for Innovation Web Site (www.foothill.edu/cfi)
- *LD Handbook*
- Leadership & New Faculty Retreat Themes 2004
- League for Innovation 21st Century Learning Outcomes Project (www.foothill.fhda.edu/staff/century/index.html)
 - *League for Innovation 21st Century Learning Outcomes Project Committee Minutes 2001*
 - *League for Innovation 21st Century Learning Outcomes Project Course Analysis Matrix*
 - *League for Innovation 21st Century Learning Outcomes Project Summary*
 - *League for Innovation Knowledge, Skills & Abilities for the 21st Century Citizenship Project Implementation Plan*
- Learning Outcomes & Assessment Network (LOAN) (www.foothill.edu/staff/irs/LOA/index.php)
- LOAN Minutes
- Marketing Survey
- Matrix for FTEF Requests
- *MUS 8: Music of Multicultural America Course Outline of Record* (www.foothill.edu/schedule/coursesearch.php)
- Office for Civil Rights Review
- Opening Day
 - Opening Day Agendas
 - Opening Day Basic Skills Presentation 2004 (research.fhda.edu/researchreports/researchreports.php)
 - Opening Day Presentations
 - Opening Day Themes Summary (preznet.fhda.edu/ifh101.html)
- OSPI: Open Source Portfolio Initiative (www.theospi.org)
- Outreach Materials
- *Performance Evaluation Manual*
- President's Community Advisory Council Agendas
- President's Intranet (preznet.fhda.edu)
- Program Review for Divisions, Departments & Support Services (www.foothill.edu/staff/irs/ProgRev/index.php)
 - *Program Review Creative Writing Report 2002-03*
 - *Program Review Data Sheets 2002-03* (research.fhda.edu/programreview/programreview.htm)
 - Program Review Student Services 2002-03
 - Program Review Templates for Parts A & B
- Program Summaries for Puente, Pass the Torch, Mfumo (www.foothill.edu/services/index.php)
- Publications in Spanish
- *Publications Survey*
- *Puente Study*
- Radiation Therapy Technology Case Studies
- *Respiratory Therapy Annual Report*
- Respiratory Therapy Program Annual Outcomes Assessment
- *Schedule of Classes* (www.foothill.edu/schedule/index.php)
- *SEIU Agreement*
- *State of the College Reports* (preznet.fhda.edu/iinfo.html)
- *Student Equity Plan 2005* (www.foothill.edu/staff/irs/MasterPlans/index.php)
- *Student Handbook*
- *Student Services Feedback Form*
- Study of Online Classes
- Summary of Academic Profile Test
- *Schedule of Classes*, Summer/Fall 2004
- *Tenure Review Handbook*
- *The Heights* (www.foothill.fhda.edu/news/heightsarch.html)
- *Voluntary Compliance Plan 2003*
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Index of Acronyms & Abbreviations

ACRONYM/ ABBREVIATION	DESCRIPTION
4-Cs	Foothill's institution-level student learning outcomes: Computation, Communication, Critical Thinking, and Community / Global Consciousness & Responsibility
ADA	Americans with Disabilities Act
ADD	Attention-Deficit Disorder
ADHD	Attention-Deficit Hyperactivity Disorder
ASFC	Associated Students of Foothill College
BSS	Business & Social Science (Division)
Cabinet	President's Cabinet
CAC	Computer Access Center
CCC	College Curriculum Committee
COOL	Committee for Online Learning
CPR	Calibrated Peer Review
CSEA	California School Employees Association
CSU	California State University
CTIS	Computers, Technology & Information Systems (Division)
DRC	Disability Resource Center
DSPS	Disabled Students Programs & Services
EMP	Educational Master Plan
<i>eNotes</i>	Campuswide e-mail newsletter for students, faculty, staff, and the community
EOPS	Equal Opportunity Programs & Services
EOR	Equal Opportunity Representative
ERC	Educational Resources Committee
ESL	English as a Second Language
ETS	Educational Technology Services
ETUDES	Easy-to-Use Distance Education Software
ETUDES-NG	Easy-to-Use Distance Education Software, Next Generation
FGA	Foothill Global Access
FHDA	Foothill-De Anza Community College District
FIPSE	Fund for the Improvement of Postsecondary Education
FRAMES	Foothill's Rubric Assessment Model for Evaluating SLOs
FTE	Full-Time Equivalent
FTEC	Full-Time Equivalent Classified Staff

ACRONYM/ ABBREVIATION	DESCRIPTION
FTEF	Full-Time Equivalent Faculty
FTES	Full-Time Equivalent Students
HOLA	Hispanic-Latino Network
HRAC	Human Resources Advisory Committee
ILM	Interactive Learning Model
IPC	Institutional Planning Committee
IR	Institutional Research
JDG	Joint Development Group
KCI	Krause Center for Innovation
KSA	Knowledge, Skills, & Abilities
LD	Learning Disabled
LINC	Learning in NewMedia Classrooms
LITES	Learning Information Technology Environments
LOAN	Learning Outcomes Assessment Network
Measure E	Foothill-De Anza \$248 million bond measure
PCAC	President's Community Advisory Council
PEI	Planning, Evaluation, & Improvement (Theme 5)
PFE	Partnership for Excellence
SEIU	Service Employees International Union
SIS	Student Information System
SLO	Student Learning Outcomes
SWOT	Strengths, Weaknesses, Opportunities, Threats
TAA	Transfer Admission Agreement
Teamsters	Union representing the college's supervisors
Title IX	Federal Gender Equity Guidelines
TOPS	Taxonomy of Programs Coding System
UC	University of California
WEAG	Workforce Education Advisory Group

Lohman Theater Spring 2007



Lower Campus Complex Spring 2007



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