

 **FOOTHILL COLLEGE**
Midterm Report 2021



October 15, 2021

Submitted By:

Foothill College
12345 El Monte Rd
Los Altos Hills, CA 94022

Submitted To:

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

Certification Page

I certify there was broad participation in the preparation of the Report and the Report is an accurate reflection of the nature and substance of the institution.

Peter Landsberger , President of the Board, Foothill-De Anza Community College District	Date
Judy C. Miner , Chancellor, Foothill-De Anza Community College District	Date
Thuy Thi Nguyen , President, Foothill College	Date
Abhiraj Muhar , President, Associated Students of Foothill College	Date
Kathryn Maurer , President, Academic Senate, Foothill College	Date
Josh Pelletier , President, Classified Senate, Foothill College	Date
Kristy Lisle , Vice President, Instruction and Institutional Research	Date
Elaine Kuo , Accreditation Liaison Officer, Foothill College	Date

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Report Preparation Statement

Foothill College's midterm report was created in 2020-21 through a collaborative and deliberative process. In order to solicit and encourage broad constituency participation, the college Advisory Council (AC) convened a midterm report study group to draft the document [[EVID-3.1](#), [EVID-3.2](#)]. Communication about the midterm report effort was shared broadly and at all levels of the college. Presentations and conversations occurred through the Parliament (a weekly e-newsletter written to communicate with Foothill College employees), Academic Senate, Classified Senate, deans' meetings (instructional and student services), AC, and President's Cabinet [[EVID-3.3](#), [EVID-3.4](#), [EVID-3.5](#)].

The Accreditation Steering Committee was reconstituted following the participatory governance tri-chair model (i.e., faculty, classified staff, administrator) to serve a planning role function. Leadership was provided by the Academic Senate President, Classified Senate President, and Associate Vice President of College and Community Relations, Marketing, and Communications, along with representation from the Office of Instruction (Executive Vice President of Instruction and Student Services, Associate Vice President of Instruction). Logistical and operational support were managed by the Accreditation Liaison Officer and the Instructional Services Coordinator.

All related work is collected and documented through Microsoft Teams.

Initial drafts were reviewed by the Accreditation Steering Committee and Midterm Study Group. The draft document was posted on the Foothill College accreditation website and included a publicly accessible embedded feedback form [[EVID-3.6](#)]. The Marketing and Public Relations Office coordinated an outreach effort to encourage feedback.

The report was shared and discussed in Academic Senate, Accreditation Steering Committee, and AC. Other constituency groups, including Associated Students of Foothill College (ASFC), Classified Senate, President's Cabinet, and the three other governance councils (Equity & Education; Community & Communication, Revenue & Resources) were solicited to provide feedback. The instructional and student services deans were invited to review the document as well. The midterm report was submitted and approved by the Board of Trustees before submission to ACCJC.

Midterm Report Timeline

Fall 2020 (October to December)
<ul style="list-style-type: none">• Formation of Midterm Study Group by College Advisory Council (AC) (October)• Midterm Study Group recruitment (November)• Accreditation Steering Committee reconstituted (November)• Midterm Study Group Kick-off (December)• College accreditation website updated to reflect midterm report effort• Establishing and documenting timeline, tasks, division of labor
Winter 2021 (January to March)
<ul style="list-style-type: none">• Midterm Study Group meeting (monthly)• Accreditation Steering Committee meeting (bi-weekly)• Midterm Study Group teams (for each section) check-ins (bi-weekly)
Spring 2021 (April to June)
<ul style="list-style-type: none">• Midterm Study Group meeting (monthly)• Accreditation Steering Committee meeting (bi-weekly)• Midterm report sections due (April)• Accreditation Steering Committee review draft (May)• Midterm Study Group provide feedback (May)• Midterm report draft publicly posted and shared; feedback invited (June)• Midterm report submitted for review and discussion at AC and Academic Senate (June)• Accreditation Steering Committee review final draft (June)
Summer 2021 (July)
<ul style="list-style-type: none">• Midterm report final review• Midterm report submitted for Board of Trustees approval
Fall 2021 (October)
<ul style="list-style-type: none">• Midterm report submitted to ACCJC

Midterm Report Team

The midterm report team consisted of a cross-sectional representation of administrators, faculty, and classified staff. In fall 2020, the Midterm Study Group established its charge and responsibilities involved with participation [[EVID-4.1](#), [EVID-4.2](#)]. While the invitation to participate was open to the college community, study group members were also identified according to their experience and expertise on topics specific to the midterm report.

Name	Constituency	Unit	Title
Anthony Cervantes	Administrator	Admissions & Records	Dean
Roosevelt Charles	Administrator	Counseling	Dean
Isaac Escoto	Faculty	Counseling	Counselor
Doreen Finkelstein	Classified	Institutional Research & Planning	Senior Research Analyst
Laura Gamez	Faculty	Library	Librarian
Kelaiah Harris	Classified	Instruction	Instructional Services Coordinator
Kurt Hueg	Administrator	Instruction	Associate Vice President
Elaine Kuo	Classified	Institutional Research & Planning	College Researcher Accreditation Liaison Officer
Kristy Lisle	Administrator	Instruction	Executive Vice President
Leticia Maldonado	Administrator	Student Affairs & Activities	Dean
Kathryn Maurer	Faculty	Anthropology	Instructor Academic Senate President
Bruce McLeod	Faculty	Theatre Arts	Instructor
Rosa Nguyen	Faculty	Chemistry	Instructor
Josh Pelletier	Classified Staff	Student Outreach & CTE Transitions	Supervisor Classified Senate President
Simon Pennington	Administrator	College & Community Relations, Marketing, & Communications	Interim Associate Vice President
Laurie Scolari	Administrator	Student Services	Associate Vice President
Vanessa Smith	Classified	Marketing & Public Relations	Supervisor
Bret Watson	Administrator	Finance & Administrative Services	Vice President

Areas of Improvement (Action Plan)

Overview: Foothill College aligned its self-identified areas of improvement with its quality focused essay (QFEs) topics, Educational Pathways and Participatory Governance. As such, a summary of the college's effort is provided below. More details regarding the progress and next steps for these two action plan areas are detailed in corresponding QFE sections of this report.

Action Plan Area 1: Educational Pathways (QFE #1)

Improvement 1: While Foothill College's time-to-degree is within the norms for higher education, the college has recognized that more can be done to ensure appropriate time-to-completion. The Academic Senate has spearheaded these discussions in 2016-17. This has led to the development of a Quality Focus Essay on improving support of students in obtaining their educational goals (II.A.5.).

Improvement 2: While Foothill College has a high completion rate both statewide and nationally—with a graduation rate above the national average—the college has recognized that the rates vary by student group. The college is continuously assessing the needs of students in scheduling courses. With discussion between instructional and student services staff, the college seeks improvements to close the gap between student groups. This has led to the development of a Quality Focus Essay on improving support of students in obtaining their educational pathways goals (II.A.6.).

Improvement 3: While Foothill College has high success rates compared to the state average [II.A-100], the college recognizes that the rates vary by student group and instructional modality. While improvements have been made for online success rates, more needs to be done to assist online students in meeting their educational pathway goals. This has led to the development of a Quality Focus Essay on improving support of students in obtaining their educational pathway goals (II.A.7).

Improvement 4: While Foothill College has a high completion rate both statewide and nationally, with a graduation rate above the national average, the college recognizes that the rates vary by student group. While the institution is continuously assessing the needs of students in scheduling courses with discussion between instructional and student services staff, the college also seeks improvements in student services to close the gap between student groups. This has led to the development of a Quality Focus Essay topic on improving the process of supporting students in obtaining their educational pathways goals (II.C.6.).

Update

- The college developed academic program map templates and is supporting ongoing efforts to establish program maps for every degree pathway. Efforts to evaluate these templates began in Spring 2021 through a student survey [[EVID-5.1](#), [EVID-5.2](#)]

- A dashboard was created to track the development of the academic program maps [\[EVID-5.3\]](#). The dashboard tracks overall departmental progress with their program maps. All department program maps are expected to be completed by December 2021. Program mapping Guided Pathways (GP) leads, the Counseling Dean and the College Curriculum Committee will continue this work.
- The Loss/Momentum framework was identified as a way to guide the college's efforts through collaboration between the Associate Vice President Student Services and the Dean of Institutional Equity, Diversity, and Inclusion. [\[EVID-5.4, EVID-5.5, EVID-5.6\]](#)
- The Data & Tech Guided Pathways Team was created to ensure alignment of media and technological supports used to facilitate GP goals. [\[EVID-5.7\]](#)
- The Guided Pathways Team Leads ensured there were multiple opportunities for student involvement so that a broad representation of student experiences, especially those from populations experiencing disproportionate impact. The college tracks completion outcomes disaggregated by ethnicity. [\[EVID-5.8\]](#)

Next Steps

- Some departments have developed year-long scheduling plans. Departments will continue to work on this in 2021-22. Program mapping GP leads, the Counseling Dean, instructional deans, and the Associate Vice President of Instruction will continue this work. [\[EVID-5.9, EVID-5.10\]](#)
- The scaling of Starfish connects instructors and various student support resources in Student Services to address at-risk students [\[EVID-5.11, EVID-5.12, EVID-13\]](#). The Student Services Specialist Owl Scholars, Counseling Dean, and Associate Vice President of Student Services will continue this work.
- The college identified fully online degrees and programs offered at Foothill [\[EVID-5.14\]](#). The Articulation Officer and Counseling Dean will continue this work.
- The college intends to develop reports using student educational planning data to project student course needs in order to facilitate degree attainment and transfer. While we have yet to develop these reports, we continue to provide regular updates and discussions related to institutional metrics. The Articulation Officer and Counseling Dean will revisit this goal.
- The college continues its assessment of the efficacy of its academic program map templates for comprehensive. Along with collecting survey data, the college intends to conduct a student focus group. [\[EVID-5.15\]](#)

Action Plan Area 2: Participatory Governance (QFE #2)

Improvement 5: While Foothill College has a very robust process for collaboration, the college community has recognized that improvements can be made in terms of involving additional participants and communicating information more efficiently and effectively. College-wide discussion in 2016-17 led to a QFE topic on improving the college's participatory governance system. Efforts to enhance student learning and narrow the achievement gap can be further facilitated by an effective participatory governance system, one that can initiate and sustain ongoing dialogue. In this context, governance becomes the common denominator in supporting and enhancing student success (I.B.I.).

Improvement 6: While Foothill College has a robust process for evaluation, the college community has recognized through its evaluation that improvements can be made to governance processes in terms of involving more participants and communicating information. Over the last couple years, the annual governance survey has identified college communication as an area in need of improvement. While the new president has increased the frequency of campus communication, communication within departments and divisions and between committees is still in need of improvement. This has led to the development of a QFE topic on improving the participatory governance system. An effective governance system is the common denominator supporting student success (I.B.7.; IV.A.7.).

Improvement 7: While Foothill College has a robust process for collaboration, the college community has recognized that improvements can be made in terms of involving more participants and communicating information. The discussion in 2016-17 has led to the development of a QFE topic on improving the participatory governance system. An effective governance system is the common denominator supporting student success (IV.A.5.).

Update

- The redesigned governance structure was adopted beginning Fall 2018 with four new councils: College Advisory Council (CAC); Equity & Education (E&E); Community & Communication (C&C); Revenue & Resources (R&R). [\[EVID-5.16\]](#)
- The governance handbook was revised to include each committee's charge, membership and communication responsibilities. This document is updated annually to reflect any changes. The governance handbook is currently edited and maintained by the President's Office with support from the AVP of College & Community Relations, Marketing & Communication. [\[EVID-5.17\]](#)
- The Parliament, the weekly staff e-newsletter, was developed to serve as the primary communication system for governance. [\[EVID-5.18\]](#)
- Each governance council is assigned a facilitator and recorder to facilitate dialogue and improve documentation. Agenda and minutes templates were developed with the aim of improving reporting consistency. [\[EVID-5.19\]](#)

- The college adopted a standardized annual calendar identifying each of the four councils meeting dates and times. All governance council meetings are held on Fridays to maintain consistency and accessibility for any interested attendees. [[EVID-5.20](#)]
- An external evaluator (The RP Group) conducted a governance evaluation in 2020-21, with its final report widely shared and discussed after its completion in May 2021. [[EVID-5.21](#)]
- Part-time faculty are compensated for participation in any of the four governance councils. [[EVID-22](#)]
- Each governance council has three voting student members and provides an opportunity for student reports and/or updates during meetings. However, the governance evaluation revealed most students have minimal participation in or understanding of governance at Foothill College. The president supports the student resolution for a student quad chair and will explore incentives for student engagement and participation in governance. [[EVID-23](#)]

Next Steps

- The college is considering adopting a quad-chair governance model (with a student as the fourth chair) and provide compensation for classified staff participation to involve more people and improve communication. [[EVID-5.24](#)]
- Community & Communication Council proposed the creation of a Canvas shell to onboard new governance members in January 2020. The shell has been created, but the course content is not yet developed. This proposal will be revisited by the Shared Governance Taskforce. [[EVID-5.25](#)]
- The Shared Governance Taskforce was formed in May 2021 (after reviewing the governance evaluation findings) with the intention to evaluate, reflect, and discuss participatory governance's goals. The taskforce will clarify its charge and intended outcomes in 2021-22, focusing on the governance evaluation report recommendations. [[EVID-5.26](#)]

Response to Recommendations for Improvement #1

Recommendation 1:

In order to meet the Standard, the team recommends that the College regularly review and evaluate its institutional policies, procedures, resources, and management and governance processes to assure effectiveness in supporting academic quality. (I.B.7, I.C.5, III.A.1, III.A.12, III.A.13)

In response to the visiting team's recommendations, the college has taken multiple steps to improve institutional effectiveness and regularly review processes in support of academic quality. These processes have yielded efforts at improving several areas, including: (1) program review; and (2) participatory governance. The college engages in open dialogue and supports innovative ideas to shift the culture toward a continuous improvement model.

Program Review

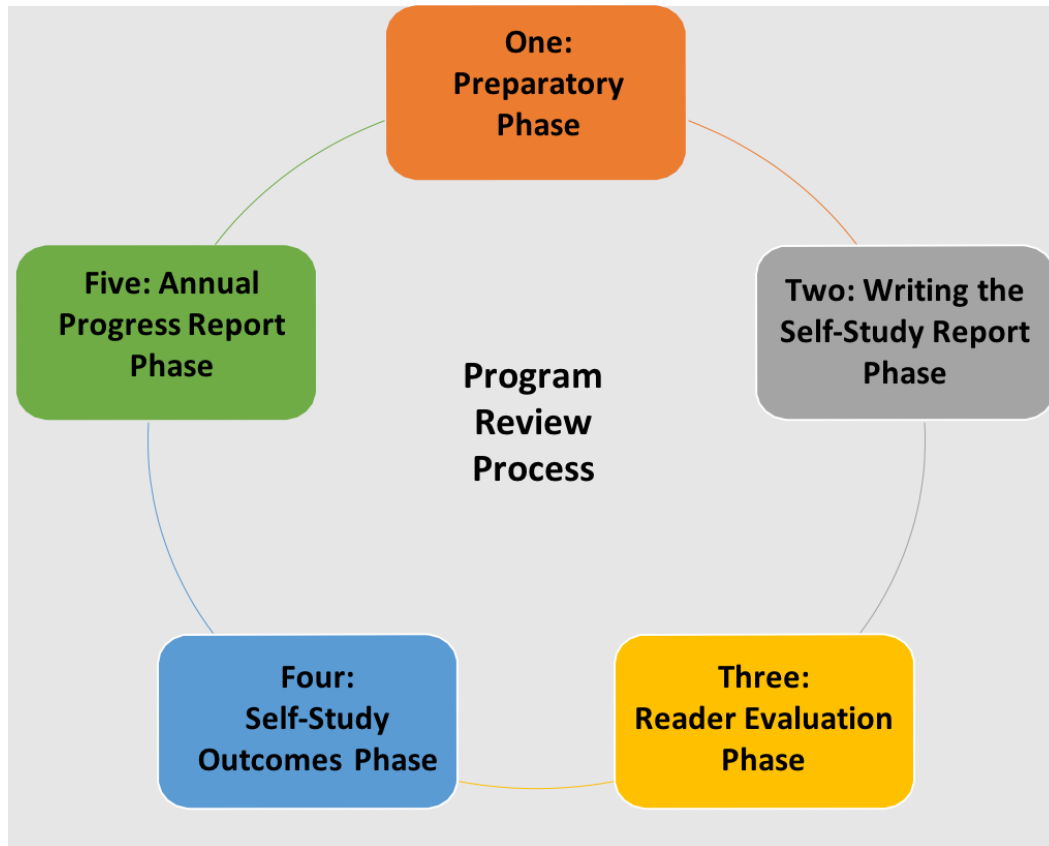
In 2018, the Advisory Council (AC) charged the Integrated Planning and Budget Taskforce (IP&B) to redesign program review. This charge allowed IP&B to complete the work tasked to AC by the previous governance structure [[EVID-6.1](#)]. After 18 months of meeting with campus representatives, AC approved the restructuring changes proposed [[EVID-6.2](#)].

The most significant changes include:

- Adoption of an electronic platform for the program review template with integrated data
- The shift from a three-year to five-year cycle for comprehensive self-study for all programs, with annual updates
- The development of custom templates for each instructional and student success program
- A more robust participatory evaluation protocol including the formation of a program review reader team that is specific to each program.

The goal of the program review restructuring was to promote a culture shift to a more intentional and reflective process. The college assessed these processes through a series of surveys, which indicate more conversations about programs across departments [[EVID-6.3](#), [EVID-6.4](#)].

Figure 1: Program Review Phases



The new program review process requires participation from multiple campus stakeholders. Program faculty and classified staff reflect collaboratively on educational practices and performance outcomes while completing the template forms. The forms are then evaluated by program review readers, including divisional and at-large faculty, classified staff, and administrators. Program review writers and readers are encouraged to engage directly so that reader feedback can be discussed and placed in appropriate context. The programs also publicly present their data, reflections, and any identified action plans to the AC to demonstrate the program’s strengths and challenges [EVID-6.4]. The AC provides feedback on emerging themes or challenges, uncovers insights, makes connections, or advises on solutions not considered [EVID-6.5]. This process is documented in the Program Review Manual [EVID-6.6].

In the previous program review model, conversation and feedback were isolated in the Program Review Committee (PRC). Prior to 2017, annual evaluations showed that individual instructional and student success programs often did not feel they received any follow-up based on their program review. Additionally, there was limited engagement outside the PRC, as the committee’s recommendations for each program were presented and accepted at the main

governance council (previously known as the Planning and Resource Council) without much debate.

As a redesign effort, the program review components are regularly evaluated. During the program review process, all participating readers and writers receive a survey assessing areas

of success and for improvement [[EVID-6.7](#), [EVID-6.8](#), [EVID-6.9](#) [EVID-10](#), [EVID-6.11](#), [EVID-6.12](#), [EVID-6.13](#)]. Institutional Research and Planning (IRP) administers these surveys, collecting and analyzing the data, then presenting the findings to IP&B [[EVID-6.14](#), [EVID-6.15](#)]. One outcome has been support and training for both writers and readers, led by IRP data coaches [[EVID-6.16](#), [EVID-6.17](#), [EVID-6.18](#), [EVID-6.19](#)]. IP&B deliberates such recommendations and revisions and share them with AC in preparation for the next program review cycle [[EVID-6.20](#)].

Participatory Governance

The revised participatory governance model also demonstrates the college's commitment to ongoing evaluation and review. The annual governance evaluation showed the college needed to reconsider how governance was structured [[EVID-6.21](#)]. During 2017-18, the college formed a governance redesign committee, resulting in a decentralized four council structure, where each council's responsibilities mapped to the Educational Master Plan goals [[EVID-6.22](#)]. This revised governance structure sought to increase engagement around strategic objectives rather than operational issues. A facilitation core composed of a pairing of council facilitators and recorders was established to further increase engagement among the voting members, ex-officios, and general attendees. Implementation began in fall 2018. Additional information about the governance redesign effort is detailed in the Quality Focused Essays (QFEs) section of this report [[EVID-6.23](#), [EVID-6.24](#)].

After a year of informal evaluation, including review of goals at the annual September governance summit, the college committed to an external evaluation of the participatory governance process [[EVID-6.25](#)]. The engagement of faculty, classified staff, administrators, and students around the policies and procedures intended to support student learning and achievement was conducted in 2020-21. This effort focused on quantitative and qualitative data, using a mixed methods approach of surveys and interviews [[EVID-6.26](#)]. The evaluation findings were broadly shared with college constituents and resulted in the formation of a participatory governance task force charged to review and implement the recommendations [[EVID-6.27](#)]. Ongoing annual evaluations will be conducted to ensure that efforts at continuous improvement are documented and assessed.

The regular review of institutional policies, procedures, and processes is continuous and ongoing. The college will continue its evaluation regarding the effectiveness of its resource prioritization process, documenting its connection to program review. The Educational Master Plan (EMP) 2030 update will seek to align its goals with current institutional metrics, providing a rubric for evaluation and improvement [[EVID-6.28](#)].

Response to Recommendations for Improvement #2

Recommendation 2:

In order to improve institutional effectiveness and enhance the College's culture of evidence based decision making, the team recommends that the College continue its broad based, systemic evaluation and planning by assessing, analyzing, organizing and applying its assessment data to establish a robust set of evidence to determine how effectively the College is accomplishing its mission and meeting its institutional priorities to meet the educational needs of students. (I.A.2, I.B.7, I.B.9)

While Foothill College continues to enhance its data accessibility and educational efforts, the institution has begun more systematic efforts to document processes by which data-informed decision making occurs and where these conversations take place. The institution's intentionality toward equity and inclusion in practice over the past three years have increased in commitment and application, resulting in a Strategic Vision for Equity [[EVID-7.1](#)]. This focus on equity and inclusion helps push for the establishment of identified processes to consider existing policies and procedures designed to support this institutional priority and the college mission.

Initial efforts can be seen in: (1) participatory governance; (2) AB 705; and (3) dual enrollment. The goal is to have these types of conversations about institutional effectiveness occur consistently at both the college and program-levels.

Participatory Governance

The participatory governance redesign was a transformational effort that re-envisioned how the college engages its constituency groups in planning and resource prioritization. Traditional evaluation of governance relied on in-house surveys, analyzed and reported by Institutional Research and Planning (IRP), then discussed in a shared constituency setting. To take a more iterative approach, the college utilized informal assessment in the first year of implementation by holding a mid-year governance summit. The Community and Communication (C&C) Council used this information as part of their discussions about how governance should be evaluated [[EVID-7.2](#)].

Some operational changes, including scheduling and timing, were immediately applied. To more effectively review participatory governance's effectiveness on processes and policies, C&C convened a study group to explore how the evaluation process should be approached during 2019-20. The study group's recommendation, accepted by C&C, proposed engaging an external evaluator to document the governance process as a system and focus on continuous improvement [[EVID-7.3](#), [EVID-7.4](#)]. This recommendation was supported by the college president, and the RP Group was contracted to conduct a mixed methods evaluation [[EVID-7.5](#)].

An evaluation report was completed at the end of May 2021, but a preliminary report was publicly shared and discussed beginning in mid-April 2021 [EVID-7.6]. Conversations about the assessment findings occurred in C&C and were shared with Classified Senate and Academic Senate [EVID-7.7, EVID-7.8]. C&C held a special meeting to consider the findings and recommendations, leading to a recommendation of forming a governance task force [EVID-7.9, EVID-7.10].

The newly established governance task force will be charged with considering and implementing the evaluation report's recommendations. Ongoing improvement efforts will continue to shape the participatory governance processes.

AB 705: Placement into Transfer-Level English and Math

AB 705 legislation requires California community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math and requires the use of high school coursework (multiple measures) for placement. Planning efforts for implementation at Foothill College began in Fall 2017. As part of the conversations to redesign placement and instructional support, the Assessment Office, IRP, and the English and math programs met to review data on existing processes and outcomes before AB 705 implementation occurred, including data gathered in a pilot study on adding multiple measures placement to existing standardized test placements [EVID-7.11]. This evaluation established a baseline and structured the ongoing and continuous assessment efforts of AB 705's implementation effectiveness.

Beginning in 2017-18 and continuing through 2019-20, AB 705 stakeholders engaged in regular evaluation, data review and discussions about its effectiveness. These meetings included a cross-section of instruction and student services [EVID-7.12]. Data on student learning and course success provided opportunities for improvement in course materials and delivery, instructional support, and placement [EVID-7.13].

Data on student learning and course success provided opportunities for improvement in course materials and delivery, instructional support, and placement [EVID-7.14]. Assessment of instructional support of math is one example of how data evaluation affected policy. Math 10: Statistics was evaluated for the impact of embedded (peer) tutors and supplemental (non-credit faculty) instruction [EVID-7.15]. When data demonstrated that peer tutors were just as effective as non-credit faculty in course success, the math department shifted to an embedded tutor model for support [EVID-7.16]. Additionally, the math faculty established a community of practice to provide ongoing support of best practices and professional development for Math 48A: Precalculus I [EVID-7.17]. Continuing evaluation of both Math 10 and Math 48A showed that access continues to increase along with an increase in the percent of students who successfully pass transfer-level math (throughput) [EVID-7.18].

The focus on institutional effectiveness also ensures that equity is considered in conducting evaluations. The initial focus was on throughput rates, but this deeper level of discussion acknowledges that disproportionate impact remains [EVID-7.19, EVID-7.20]. In the coming years, the English and math departments, with leadership from the division deans and program chairs, will reflect on the efficacy of these ongoing evaluation efforts, focusing on what instructors and classified staff can do to increase throughput and decrease achievement gaps.

Dual Enrollment

Dual enrollment is another initiative where the college's continuous improvement practices were applied to program effectiveness. As outlined in AB 288, this legislation enables high school students to enroll in community college courses as part of the California College and Career Pathways (CCAP) program. The Equity & Education (E&E) Council was charged with reviewing dual enrollment using data to make a recommendation about whether this program supported institutional priorities as identified in the college mission statement [EVID-7.21].

Throughout 2019-20, the college engaged in an assessment of dual enrollment through data presentations and governance discussions [EVID-7.22, EVID-7.23, EVID-7.24, EVID-7.25]. These conversations focused on the purpose, intent, and implementation of dual enrollment as an equity and/or enrollment effort [EVID-7.26]. The resulting dialogue led to a recommendation to the college president indicating that although data revealed high success rates among dual enrollment students from all racial backgrounds, the current implementation could not be considered an equity initiative without allocation of additional resources due to the disproportionate racial representation in enrollment rates [EVID-7.27]. An update from the college president reflected on the institutional priority on equity and the changes implemented by the dual enrollment program to be intentional in its alignment (including declining requests when they do not meet the spirit of AB 288 [EVID-7.28]).

To fully satisfy this recommendation and make these processes systemic, the college recognizes it must engage in a cultural shift. Ongoing efforts to integrate and more effectively document institutional effectiveness planning will continue in 2021-22. The continuing discussion serves to provide feedback on how college initiatives and institutional metrics are being documented and considered for improvement [EVID-7.29, EVID-7.30, EVID-7.31]. One proposal could be including annual updates from institutional planning efforts as part of the program review cycle. Another more consistent way to document these institutional effectiveness efforts might be to create a standardized reporting and mapping process to specific priorities, which can be reviewed with the program, division, and college.

Improving Institutional Performance: Student Learning Outcomes

Student Learning Outcomes (Standard I.B.2) ACCJC Standard I.B.2 states: *“The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.”*

Foothill College continues to evaluate, analyze, and improve student learning performance. The college ensure student learning outcomes (SLOs) are included on every course outline of record (COR) and are at the forefront of all aspects of new course and program curriculum planning. Faculty engage in evaluation of student learning at the program and course levels. In the Student Services Division, deans and directors drive the identification, assessment, and reflection of service area outcomes (SAOs).

Equity is a focused priority at Foothill College and this lens has served as a driving force for cultural change [[EVID-8.1](#), [EVID-8.2](#)]. Efforts to improve student experience require engagement in reflective practices related to teaching and learning. The Student Services Division held a series of retreats in 2019 to facilitate this transition [[EVID-8.3](#), [EVID-8.4](#)]. The goal of these retreats was to encourage program accountability in the assessment process and build community among student services personnel; to embed a culture of data-informed decision-making in the division; and to develop annual strategic plans aligning with service area outcomes centered on equity. The intentional planning of reoccurring retreats establishes accountability for the programs, ensuring continuous assessment.

Student services departments began embedding accountability into the assessment process by incorporating SAOs as a standing agenda item in staff meetings and planning regular retreats to discuss refining and improving SAOs. As an example, the Disability Resource Center had a team revisit previously established SAOs and create a schedule to follow up with the unit’s SAO leads [[EVID-8.5](#)]. The goal is to adopt SAO assessment as a community-oriented effort where departmental staff and faculty engage in the process; this approach is a notable culture shift from past practices. The Transfer Center is another student services program that identified areas for improvement based on identified outcomes and data assessment. Based on local data analysis indicating increased enrollment in transfer-level courses due to AB 705 adoption, the Transfer Center expanded its reach to ensure students had transfer information that was easily accessible, timely, and accurate. The resulting data shows an increase of in-person student contact [[EVID-8.6](#)].

Faculty professional development continues to play a critical role by emphasizing that teaching, design, and learning objectives need to start with SLOs. Assessment of SLOs help identify whether teaching and learning is occurring as intended. Peer Online Course Review (POCR) faculty participants shared reflections about how these conversations increased their own confidence and ability to improve their courses (and on an ongoing basis) [[EVID-8.7](#), [EVID-8.8](#)]. POCR participants also shared improved ways to identify and demonstrate their learning outcomes [[EVID-8.9](#)]. POCR and the Summer Professional Development Showcase, both offered through the Office of Online Learning, supported the college’s shift to fully virtual during the

pandemic, while maintaining a focus on SLOs as the piece that can center how faculty think about, reflect on, and improve teaching and learning [[EVID-8.10](#), [EVID-8.11](#)].

These ongoing and responsive efforts to improve the SLO and SAO process, especially during the pandemic, are part of a larger college focus to have more robust and intentional conversations about student learning and achievement. The college is undertaking a multi-phase process that began with the re-envisioning of program review for instructional and student success programs. The Integrated Planning & Budget (IP&B) Taskforce was charged by Advisory Council (AC) with the review and redesign task, with the goal of updating program review to also include learning outcomes [[EVID-8.12](#)].

For both instruction and student success programs, the revised, comprehensive program review process occurs once every five years and reports on progress annually [[EVID-8.13](#), [EVID-8.14](#)]. This five-year cycle emphasizes data analysis, discussion, and internal evaluation with particular focus on improvement action plans [[EVID-8.15](#)]. Program reviews are then reviewed by a cross-section of faculty, classified staff, and administrators (from division and college at-large) who provide feedback directly to the writers. As an iterative process, there are multiple opportunities to reflect on and reconsider the program impact on student outcomes, starting from the writing phase, through the reader stage, and in the presentation at AC. These discussions are then shared through participatory governance where institutional-level engagement on program-level student achievement occur [[EVID-8.16](#)]. Ongoing thinking and improvement plan updates are documented on the program review annual update [[EVID-8.17](#)].

Equity is central to this reinvigorated program review process. The template includes prompts focusing on the achievement rates among all student populations. Prompts inquire why disparities in program and course achievement rates may exist and what actions may be needed to promote change [[EVID-8.18](#)]. Continuing conversations about student learning and achievement seeks to expand the assessment beyond just grades and graduation rates, providing increased public engagement about how student learning outcomes should be assessed [[EVID-8.19](#)].

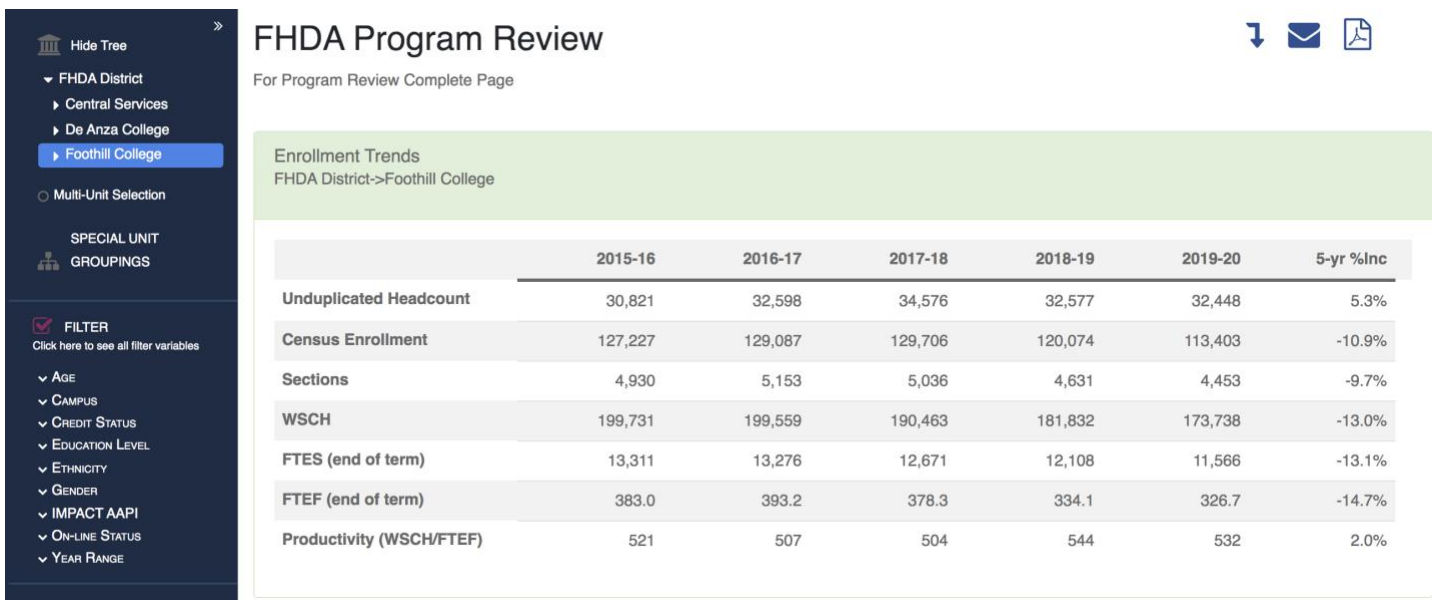
To facilitate program and college-level discussions about improving teaching and learning, individual program data are embedded in the online templates. For student success programs, these data are also customized depending on each unit's strategic plan. The student services leadership team, led by the Associate Vice President of Student Services, uses their programs' strategic plans to guide assessment discussions and identification of SAOs [[EVID-8.20](#)]. Each program's strategic plan relies on SAOs that have been negotiated, embraced, accepted, and communicated to various community partners, governance councils, and constituency groups. For example, the Counseling Department and EOPS program have facilitated discussions of service area outcomes and improvement plans during monthly meetings and annual retreats [[EVID-8.21](#), [EVID-8.22](#)]. This provides a strong foundation to connect strategic planning to outcomes assessment to continue nurturing a growing culture of authentic assessment. SAO integration within the student services programs' strategic planning aims to create alignment with program unit objectives, planning, and outcomes.

The design phase required two years of meetings along with constituency feedback and review [EVID-8.23, EVID-8.24, EVID-8.25]. Communication, documentation, and training of this effort led to 2019-20 as the first full cycle under the redesign effort with an initial set of 10 participating programs [EVID-8.26, EVID-8.15]. In 2020-21, the student success programs began their adoption of the revised five-year program review cycle. Admissions & Records and Financial Aid program reviews prompts for SAO identification, assessment, and modification [EVID-8.26, EVID-8.27, EVID-8.28].

Program review annual updates will begin fall 2021 for those programs participating in the 2019-20 Program Review [EVID-8.29]. Due to the pandemic shelter-in-place mandate that began in March 2020, this first program review cycle extended into 2020-21 and the SLO evaluation was not evenly incorporated into the review process as anticipated.

The college has prioritized data accessibility in support of increased exploration, discussion, and reflection about student learning and achievement. This inclusive effort seeks to make dashboard data available to all college stakeholders. Institutional Research & Planning (IRP) supports these data access efforts and maintains the college data dashboard where classified staff, faculty, and administrators can view and manipulate annual and longitudinal data.

Figure 2: Program Review Tool



The dashboard data are now accessible with drill-down and disaggregation functionality, which allows for greater inquiry regarding disproportionate impact at the program, course, and instruction levels. Other characteristics that may affect teaching and learning outcomes can also be disaggregated, such as instructional modality. The implementation of a data validation process (validation of all program TOPS, SIP, and SOC codes) supports improved CTE data analysis.

To further support and deepen understanding about student learning and achievement, educational data coaches are incorporated into all phases of the process to support those writing and evaluating programs. The data coaches provide individualized and group lessons on the basics of understanding how to read data reports to advanced learning opportunities on how to analyze data to determine successes and weaknesses and how to design actions for improvement. Due to the sizeable number of participating faculty, classified staff, and administrators engaged in program review, the data coaching effort should raise the overall level of campus data know-how and confidence, increasing the ability to analyze and make data informed decisions to improve teaching and learning, especially among disproportionately impacted student populations.

These efforts continue the college culture shift for increased data growth and literacy to scaffold skill development and learning leading to further reflection and evaluation of SLOs, allowing for open and direct conversations about equity gaps. The next stage includes establishing more explicit program- and college-level discussions about SLOs as part of the program review templates and in the college-level presentations.

As a corollary to the program review redesign process, the Academic Senate and Office of Instruction are now working to re-envision the SLO Committee to reenergize the methods and timelines for the assessment and documentation of educational outcomes to inform SLO evaluation. This next phase involves reimagining the process of documenting assessment of SLOs, focusing less on compliance-based assessment and creating a process that focuses on teaching and learning, pedagogy, and outcomes. Over the coming six months, a team of faculty leaders will meet to envision a new comprehensive approach to the assessment of SLOs, and how the process of documenting outcomes can inspire excitement and engagement in learning rather than feel like a compliance exercise.

While TracDat is the software system the college has adopted to document and track these efforts, conversations are ongoing as to the feasibility of transitioning to an outcome tracking tool better integrated with other aspects of faculty work, such as the Courseleaf curriculum system and/or the Canvas learning management system. Streamlining the process for faculty to document student performance and learning evidence would make the data easier to analyze and use. This ongoing process will ensure that there is support and alignment between the SLO assessment and program review processes.

The college will continue to drive efforts of assessment through the alignment of program planning, accountability, and data-informed decision-making. Student Services

leadership is committed to supporting unit leaders and the continuation of the redevelopment of the assessment process. Student Services plans to hold a summer retreat where individual programs will be led in the assessment, planning, and overall continuous improvement. The creation of these annual strategic plans seeks to align program objectives with updated SAOs and an evaluation plan for the coming year. As a result, all programs will have a fuller, more frequent, and systematic assessment of SAOs, ensuring that services are provided efficiently and equitably.

The college continues its practice of evaluating its institutional learning outcomes (ILOs) using national standardized instruments. In spring 2021, the Revealing Institutional Strengths and Challenges (RISC) survey was administered, and the results will be shared with college stakeholders in 2021-22. As the report will be received by the college towards the end of June 2021, a timeline for discussion and next steps will be identified in fall 2021. These efforts will entail collaboration between Academic Senate and the Office of Instruction. These data points will also inform the Education Master Plan 2030 effort as the college seeks alignment across its strategic goals and ILOs.

The accountability and continuous improvement work required for the new program review process needs continued support by the college. The challenge continues to be building a campus-wide environment of continuous improvement while increasing the rigor of student learning evaluation within program review. Thus, study groups such as IP&B are necessary to ensure the review process is aligned to the outlined SLOs and program-level goals. An ongoing SLO Committee is needed to provide leadership to reinvigorate and improve current SLO evaluation processes. Annual strategic goals will help focus and provide resources for evaluating and improving current SLOs processes. Process improvements are required to strengthen evidence collection methods on SLO student evaluation carried out in the classroom and work to align SLOs to Guided Pathways initiatives.

As the college's SLO evaluation work continues, the college acknowledges the need to refocus energies and resources to reassess and fine-tune current processes and oversight. The institution is in the process of reengaging faculty and staff to increase the rigor of analysis aspect of cycle of SLO evaluation. This renewed effort will strengthen the collection of evidence of improvement on the program and course level. This work includes reestablishing the SLO Committee and providing release for faculty to reenergize and refocus on the annual cycle of SLO assessment of learning.

Improving Institutional Performance: Institution Set Standards

Overview:

Foothill College engages in regular review of its institutional-set standards, reporting these data as part of its annual report to the ACCJC. These metrics set baseline data and, through the identification of the target floor and aspirational goals, tracks progress over time. The target floor identifies the minimum level of achievement that the college’s data consistently surpasses. The aspirational goals were established to be in alignment with the goals identified by the California Community College Chancellor’s Office Vision for Success (VfS), a system-level five-year strategic plan. These stretch goals are calculated as ideal annual milestones within the larger VfS framework. As part of the annual report process, the target and aspirational goals may be adjusted depending on data in that year. Reporting out and dialogue about progress along these metrics occurs at shared governance, Academic Senate, CTE Program Directors’ meetings, and Cabinet. All documentation is publicly posted on the accreditation and institutional research and planning websites. [[EVID-9.1](#), [EVID-9.2](#), [EVID-9.3](#)].

<u>Reporting Years since Comprehensive Review</u>							
Institutional Standard	2018	2019	2020	2021	Current Target Floor	Current Aspirational Goal	Comments
Course Completion							
<i>Completion Rate</i>	80% (2016-17)	81% (2017-18)	81% (2018-19)	81% (2019-20)			The college’s overall course success rates remained consistently above the 80% mark over the past three reporting years. The Online Learning unit implemented extensive professional development and student support to facilitate online courses success. As course success rates did not fluctuate in the 2021 reporting year, it suggests that the Online Learning programs promote course success regardless of instructional modality.
<i>Institutional Set-Standard</i>	59%	60%	61%	61%	61%	82%	
Certificates Completed (unduplicated)							
<i>Count</i>	538 (2016-17)	819 (2017-18)	790 (2018-19)	794 (2019-20)			The college’s certificates completion increased since its last comprehensive review. There was an initial surge of students earning the Transfer Studies certificate that

Reporting Years since Comprehensive Review							
Institutional Standard	2018	2019	2020	2021	Current Target Floor	Current Aspirational Goal	Comments
<i>Institutional-Set Standard</i>	401	472	537	600	601	864	satisfied IGETC/CSU Studies requirements. This completion number has remained relatively stable since the 2019 reporting year.
Degrees Awarded (unduplicated)							
<i>Associate degree Count</i>	932 (2016-17)	965 (2017-18)	1,012 (2018-19)	932 (2019-20)			The college's associate degrees awarded increased since its last comprehensive review. The decline in the 2021 reporting year was shared at campus wide meetings including shared governance (hosted by Advisory Council) and Academic Senate. The guided pathways efforts seek to increase the degrees awarded by clarifying and (more effectively) supporting students' educational paths toward their goals. The aspirational goal will increase when this metrics trends upward again.
<i>Institutional-Set Standard</i>	656	711	727	727	727	1,048	
<i>Bachelor's Degree Count</i>	NA (2016-17)	23 (2017-18)	45 (2018-19)	60 (2019-20)			
<i>Institutional-Set Standard</i>	NA	17	26	32	32	75	
Transfer to a 4-yr Institution							
<i>Transfer Count</i>	1,196 (2016-17)	1,255 (2017-18)	1,087 (2018-19)	1,127 (2019-20)			The college's transfer to a 4-yr institution count experienced slight fluctuations (within 5%-point

Reporting Years since Comprehensive Review							
Institutional Standard	2018	2019	2020	2021	Current Target Floor	Current Aspirational Goal	Comments
<i>Institutional-Set Standard</i>	867	897	885	867	867	1,392	(margin) since the 2017 comprehensive review. College wide discussions will continue in 2021-22.
<p>Notes: Reporting year data represents the previous academic year Transfer 2021 data based on 2019-20 data from UC Info Center and CSU Analytics (F19) and 2018-19 data from CCCCO Data Mart Target methodology: Calculated based on 75% of the three-year average. Aspirational goal methodology: Goal calculated from those identified in Vision for Success (VfS) (Spring 2019). As VfS were 5-year goals, annual goals were calculated and maintained into the next year if they were not met. rev. 02.04.2021 (based off Institutional Set Standards and Goals_AY21.xls)</p>							

Next Steps:

Further review of these metrics to discuss what college initiatives and programs may be mapped to each goal. Preliminary discussions considered the potential crosswalk from the Strategic Plan for Equity to each of the institutional-set standards. As the Educational Master Plan (EMP) is slated for an update from Fall 2021-Fall 2022, these metrics will be included as part of the review and revisioning process to ensure alignment with other college planning processes [EVID-9.4].

Outcomes of the Quality Focus Essay (QFE) Projects

As part of its self-evaluation process, Foothill College identified two Quality Focused Essay (QFE) projects to improve college planning and student learning/achievement. The desired outcomes and actions (and ongoing plans) taken for each project are described below.

QFE #1: Educational Pathways

Background:

Foothill College’s commitment to increasing student access to and success in career and transfer pathways is informed by the mission statement and Educational Master Plan (EMP). The genesis of what became one of the quality focused essays (QFEs) emerged from a retreat held in preparation for the 2017 accreditation visit. Campus leaders came together, defining an agenda that prioritized improving support of students who are working toward achieving their educational goals. This focus was initially built on the guided pathways framework established by the California Community College Chancellor’s Office, but through an iterative process over the past three years, the college developed a structured approach to support and promote student success, especially among traditionally underserved Black, Latinx, and Filipinx populations [[EVID-10A.1](#), [EVID-10A.2](#), [EVID-10A.3](#)]. This work places a campus wide focus on educational pathways, shifting from the traditional approach of an institution providing students with what is assumed to be the information/support necessary for success, and expecting students to adapt and agree to the existing institutional cultural expectations. The lens now applied to the stated educational pathways QFE goals seeks to change college structures, policies, and systems to better meet students’ needs and expectations for success [[EVID-10A.4](#), [EVID-10A.5](#)].

Desired Goals /Outcomes	Progress	Next Steps	Responsible Party
<p>1. Develop and publish clear, structured academic program maps (suggested courses for each term) for all academic programs, starting with Associate Degrees for Transfer (ADTs) that will allow students to complete within two years.</p>	<ul style="list-style-type: none"> • A dashboard was created to track the development of academic program maps [EVID-10A.6]. The dashboard tracks overall departmental progress with their program maps. • Departments continue to finalize their program maps; the Dental Hygiene program is an example of a completed map (Dental Hygiene Map [EVID-10A.7]). 	<ul style="list-style-type: none"> • Continue developing program maps ensuring that the timeline milestones are met. The dashboard will help with accountability and tracking by the GP Team Leads [EVID-10A.10]. • Mapping efforts will be completed in Fall 2021 [EVID-10A.12]. Discussions will occur about how the maps will be integrated into the onboarding process and be updated regularly. 	<p>Program Mapping Guided Pathway (GP) Leads</p> <p>Counseling Dean</p> <p>College Curriculum Committee</p>

Desired Goals /Outcomes	Progress	Next Steps	Responsible Party
	<ul style="list-style-type: none"> • Program map templates are being finalized. Part of this process includes engaging in college wide discussions engaging students [EVID-10A.8, EVID-10A.5, EVID-10A.9]. • All department program maps are expected to be completed by December 2021. This timeline was publicly shared and agreed upon at an all-campus Guided Pathways kickoff and at the Guided Pathways Program Mapping Teams meeting [EVID-10A.10, EVID-10A.11] 	<ul style="list-style-type: none"> • Identification about where program maps will be accessed and accessible. Preliminary discussions about a website redesign effort are being explored through focus groups conducted in Spring 2021. Maps could be posted on respective program websites, then linked from the electronic curriculum program sheets. • Discussions in Counseling about how to incorporate the program maps into existing policies and procedures once maps are approved. 	
<p>2. Develop one and two-year scheduling plans to support the structured academic program maps that allow students to complete within two years.</p>	<ul style="list-style-type: none"> • Identification and collaboration with departments that developed year-long scheduling plans, such as the Creative Writing program (Planned Literature and Creative Writing Courses 2020-2021 [EVID-10A.13]. • Created video designed to help faculty design a program map (How to Create a Map video [EVID-10A.12]. • Establishment of Counselor Mapping Team to support mapping effort (Counselor Mapping Team [EVID-10A.14]). 	<ul style="list-style-type: none"> • Program mapping timeline extended into 2021-22. [EVID-10A.15] • Engaging broader campus community about program mapper adoption, such as conversations in the College Curriculum Committee [EVID-10A.16]. • The GP Steering Committee is in conversation about connecting program maps and scheduling; this will a focus of the 	<p>Program Mapping GP Leads</p> <p>Counseling Dean</p> <p>Instructional Deans</p> <p>Associate Vice President Instruction</p>

Desired Goals /Outcomes	Progress	Next Steps	Responsible Party
	<ul style="list-style-type: none"> • Program Mapping GP Leads holds regular meetings (Program Mapping Meeting Documents [EVID-10A.14]). • Program Mapping GP Leads meet regularly with the college’s GP regional coordinator. 	<p>educational pathways effort in 2021-22 [EVID-10A.17].</p>	
<p>3. Offer additional faculty mentoring, student counseling, support and academic service opportunities, through multiple media and instructional methodologies, to help all students make an informed choice of major and/or career goal.</p>	<ul style="list-style-type: none"> • The college offers major and/or career goal planning in Counseling 5 course (Counseling 5 Course Outline [EVID-10A.18]). • Published information about major/career goals at the program and college-level, including on department websites and for the general student population [EVID-10A.19, EVID-10A.20]. • Career exploration with internships through Science Learning Institute [EVID-10A.21]. • The creation of a GP Data & Tech team to ensure alignment and media and technological supports used to facilitate GP goals, such as making an informed major and/or career goal [EVID-10A.22, EVID-10A.23, EVID-10A.24]. • The college has begun publicizing labor market data for campus programs [EVID-10A.25, EVID-10A.26]. The program 	<ul style="list-style-type: none"> • The counseling department is currently working on revamping career advising. • Provide internship and career exploration opportunities for students earlier in their academic pathway. • Developing and expanding online career exploration tools, such as Gldeo and Program Mapper. • GP Team Leads will consider whether developing additional faculty mentoring options will facilitate how students make a major choice and/or career goal. 	<p>Counseling Dean Career Counseling Lead Onboarding GP Leads Associate Vice President of Workforce and Career Technical Education (CTE) Director of Science Learning Institute Science, Technology, Engineering, & Mathematics (STEM) Dean</p>

Desired Goals /Outcomes	Progress	Next Steps	Responsible Party
	map template embeds labor market data for all programs [EVID-10A.27] .		
4. Develop information systems and staffing support to track students' progress in their education plans, identify students at risk of not progressing in a program, and intervene promptly with advising, academic, and other support to help those students resume progress or revise their education plan.	<ul style="list-style-type: none"> Scaling up of the Starfish to connect instructors, and various student support resources in Student Services, to address students deal with challenging academic and/or personal situations. Ongoing work to include more instructional/student services/support units [EVID-10A.28], EVID-10A.29, EVID-10A.30]. 	<ul style="list-style-type: none"> Continue scaling up Starfish to instructional support programs and further streamline communication and intervention efforts [EVID-10A.31]. 	<p>Student Services Specialist, Owl Scholars (Early Alert Program)</p> <p>Counseling Dean</p> <p>Associate Vice President Student Services</p> <p>Data & Tech GP Leads</p>
5. Develop reports using student educational planning data to project student course needs in order to facilitate degree attainment and transfer. Track progress on related Educational Master Plan metrics.	<ul style="list-style-type: none"> We have not yet developed these reports. Regular updates and discussions related to institutional metrics [EVID-10A.32], EVID-10A.33]. 	<ul style="list-style-type: none"> Update of existing Educational Master Plan to review/revise institutional metrics to begin Fall 2021. Broaden institutional-level conversations regarding the definition of student success, especially metrics related to facilitating degree attainment and transfer [EVID-10A.34]. 	<p><u>Develop Reports</u></p> <p>Articulation Officer</p> <p>Counseling Dean</p> <p><u>EMP Metrics</u></p> <p>College Advisory Council</p> <p>Onboarding GP Leads</p> <p>GP Steering Committee</p>
6. Review program requirements, starting with ADTs, to develop unique	<ul style="list-style-type: none"> Identified fully online degrees and programs [EVID-10A.35]. 	<ul style="list-style-type: none"> Use information from program maps, and 1-2 year schedules to 	<p>Program Mapping GP Leads</p>

Desired Goals /Outcomes	Progress	Next Steps	Responsible Party
<p>program pathway options for fully online students and for students taking all classes at the Sunnyvale Center.</p>		<p>develop online and Sunnyvale program pathways.</p>	<p>Counseling Dean Online Learning Dean Associate Vice President Instruction</p>
<p>7. Develop and implement professional development pathways that provide tools to facilitate discussions within and between instructional and student services divisions and departments on removing barriers to program completion for students.</p>	<ul style="list-style-type: none"> • The college offers multiple professional development pathways: Peer Online Course Review (POCR), Anti-Racist Teaching Practitioners Pilot Cohort [EVID-10A.36, EVID-10A.37]. These opportunities bring faculty together from across the campus to discuss how to remove barriers in student completion/success. The lessons learned in POCR and the Anti-Racist Teaching Practitioners Pilot helps inform discussions at the governance level. Such reflections are archived and available for ongoing use [EVID-10A-38]. • Professional Development opportunities provided for Classified Staff focusing on how departments might remove student barriers [EVID-10A.39]. • The college offers facilitated discussions for faculty professional development. A Professional Development newsletter is sent out to faculty each week [EVID-10A.40]. It is disseminated to both the instructional and student services sides of the campus, which can inform discussion 	<ul style="list-style-type: none"> • The college’s Strategic Vision for Equity lists specific needs for professional development activities to actively engaging understanding of equity, prioritizing those conversations as integral to the work their teams do, and fostering a culture of ongoing reflection and assessment of these efforts. Faculty professional development is also mentioned as a goal, with regards to faculty learning how best to use culturally responsive pedagogy in their teaching practices. Collaborative efforts between governance leaders, the professional development office, as well as guided pathways leaders will have ongoing discussions of how best to apply this vision of ongoing professional development (Foothill College's Strategic Vision for Equity [EVID-10A.41]). 	<p>GP Team Leads Faculty Professional Development Coordinator Dean of Institutional Equity, Diversity, and Inclusion Associate Vice President Instruction Associate Vice President Student Services</p>

Desired Goals /Outcomes	Progress	Next Steps	Responsible Party
	<p>in campus wide discussions in participatory governance and the Academic Senate (where there are representatives from both instruction and student services).</p>	<ul style="list-style-type: none"> College remains committed to ensure the profession development participation engages folks from both instructional and student services areas. 	
<p>8. Collaborate with K-12 and 4-year partners to define new educational pathways to and from Foothill College.</p>	<ul style="list-style-type: none"> Developed multiple dual enrollment partnerships with different districts (College and Career Access Pathways (CCAP)). These partnerships were first signed beginning in 2018-19. Program coordination began in 2019-20. A CCAP partnership example includes the Firebird Academic-Fremont Union High School District (Firebird Academy-Fremont Union High School District [EVID-10A.42]). Continued and sustained support for the UCLA Transfer Alliance Program through an honors course schedule (UCLA Transfer Alliance Program, Honors Course Schedule [EVID-10A.43 EVID-10A.44]). 	<ul style="list-style-type: none"> Use developed Foothill College educational pathways to form additional partnerships with K-12 and 4-year colleges. 	<p>Student Outreach & CTE Transitions Supervisor</p> <p>Equity & Education Council</p> <p>Instructional Deans</p> <p>Associate Vice President Instruction</p>

Foothill College approached the Educational Pathways goals in a manner that reflects the campus commitment to continuous improvement. An all-college kickoff in 2018 emphasized faculty leadership to spearhead the guided pathways effort was held. Over the next two years, the college reflected and documented on our work products and organizational framework to ensure that progress and milestones were occurring. During this period, the Guided Pathways (GP) faculty chairs identified challenges and limitations of the organizational structure and responded nimbly to shift the college’s approach when these early efforts seem to stall. The college integration challenge was attributed to the lack of a clear and defined reporting structure, which also limited information dissemination across the college.

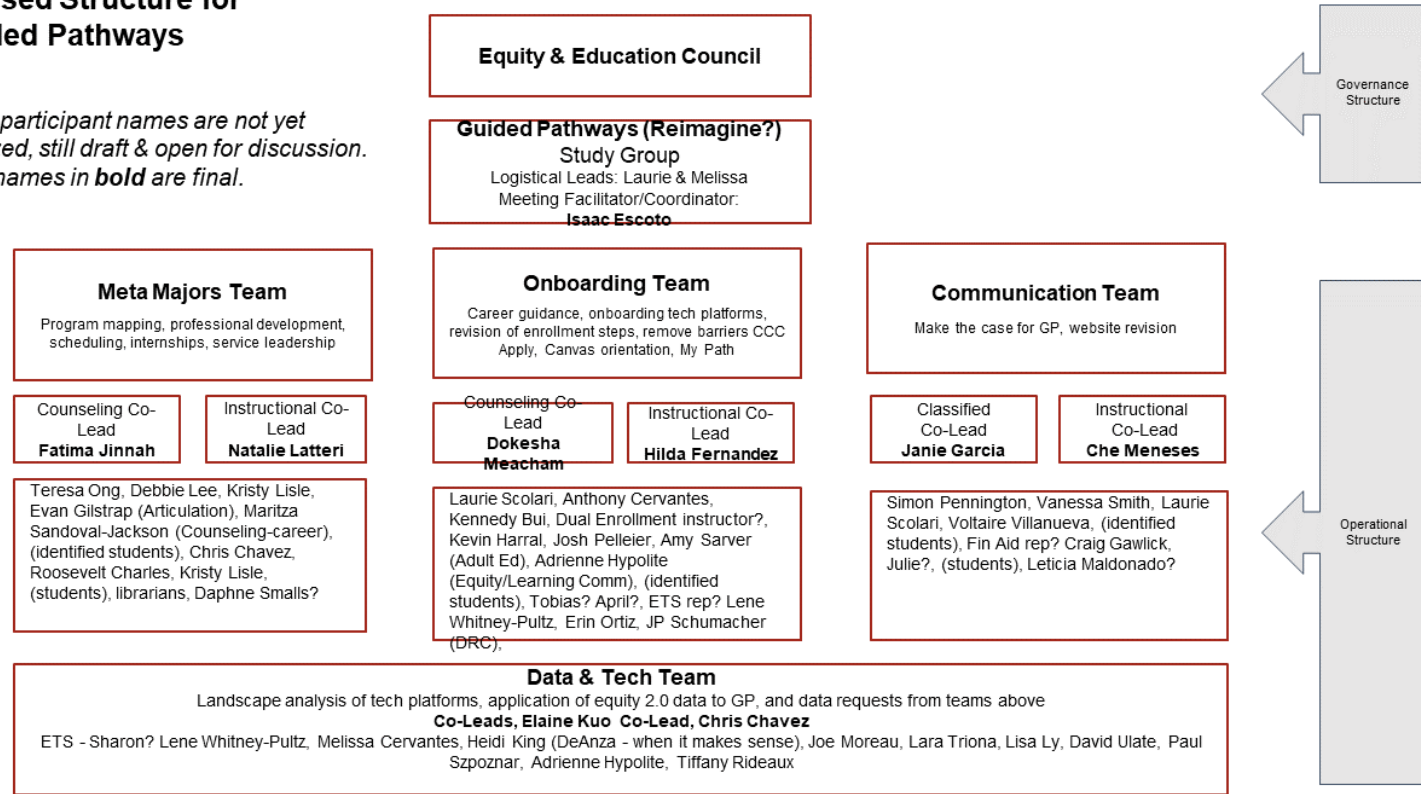
A more structured approach was adopted by intentionally strengthening the connection between the Office of Equity and Inclusion, and the educational pathways efforts. The Dean of Institutional Equity, Diversity, and Inclusion was identified as one of the Steering Committee leads and provided guidance about how to frame this campus work. As a result of this partnership, the 2020 GP Team leads with the Associate Vice President Student Services and the Dean of Institutional Equity, Diversity, and Inclusion identified the Loss/Momentum framework to move the process forward. The Loss/Momentum framework (four phases of connection, entry, progress, completion) informed both the campus Strategic Vision for Equity (also known as Equity Plan 2.0), as well as helped steer the educational pathways effort [[EVID-10A.45](#), [EVID- 10A.46](#), [EVID- 10A.47](#)].

In 2020, the college further reimagined its guided pathways leadership structure to emphasize campus community involvement and align it to other planning efforts, such as the Strategic Vision for Equity. Though faculty leaders need to play a big picture leadership role for this work, collaborative efforts between faculty, administrators, and classified staff colleagues are crucial. An updated leadership team with faculty and classified staff co-chairs (onboarding, data & tech, mapping & meta majors, communications) emerged to guide and further operationalize efforts, such as mapping relevant QFE goals to specific team leads [[EVID-10A.48](#), [EVID-10A.49](#), [EVID-10A.50](#), [EVID-10A.51](#)]. These teams formed their own workgroups, holding and facilitating open meetings to increase engagement and involvement. Regular weekly meetings with the GP leadership team leads help ensure progress on goals and opportunities for further collaboration to facilitate problem-solving engaging across teams and throughout campus. The shift in structure included the creation of the Guided Pathways Steering Committee, and its organizational position connecting it to shared governance, reporting to the Equity & Educational Council [[EVID-10A.52](#)]. A reporting out process with an accountability structure was established with the steering committee lead, represented by a faculty chair and two administrative leads. Shifting the formal position in this manner ensures a direct connection between the revised participatory governance structure (also a QFE) and the educational pathways work.

Figure 3: Revised Structure for Guided Pathways

Revised Structure for Guided Pathways

*Note, participant names are not yet finalized, still draft & open for discussion. Only names in **bold** are final.*



Though student engagement has been a priority from the college’s guided pathways inception, the approach is intentional about engaging students in a deeper way in recent years. As such, additional funding was identified to pay student stipends for participating in our workgroups. A small grant was secured through the foundation for California Community Colleges to allow for such stipends. Based on this funding, students were able to attend the GP team workgroup meetings and share their feedback

directly. As the work continues to engage more of the campus community, the coming together of program pathways work with our Educational Master Plan, Student Learning Outcomes, Service Area Outcomes, and program review processes. Such examples include several collegewide brown bag events on topics such as, “What is Program Mapping?” and “What is Guided Pathways?” [[EVID- 10A.53](#), [EVID- 10A.54](#)].

One lesson learned out of this ongoing effort is related to communication and information dissemination, which will enhance the college’s effort to scale the guided pathways effort. In order to best inform various efforts on the educational pathways goals, Foothill College needs to offer and improve on various campus wide opportunities for information dissemination, involvement, and overall brainstorming as related to this work. Current campus involvement efforts have included: campus wide workshops and informational sessions, the inclusion of students on presentations and workgroups, opening day activities, presentations and discussions at academic senate, the formation of a steering committee specifically focused on supporting Guided Pathways efforts, presentations, and discussions at various committees/groups on campus [[EVID-10A.12](#), [EVID-10A.1](#), [EVID-10A.55](#), [EVID-10A.56](#), [EVID-10A.57](#), [EVID-10A.39](#)]. Discussions and presentations related to educational pathways work continue at various campus committees, such as Academic Senate, Classified Senate, Equity & Education Council [[EVID-10A.58](#)]. The Academic Senate reaffirmed its support and commitment to guided pathways work in February 2021 [[EVID-10A.59](#)]. Administrative positions, such as the Associate Vice President Student Services, are present at both the steering committee and leadership team meetings to provide needed context or identify resources needed. By establishing a direct line of communication from the operational components to the organizational decision-making structures enhances the agility in which the work toward the goals can progress.

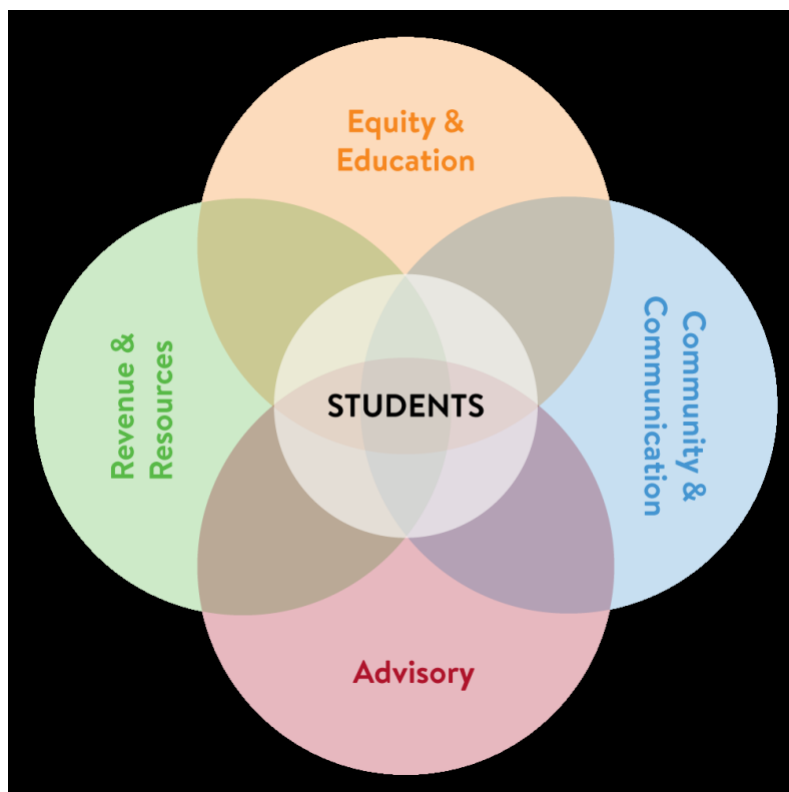
For students to best achieve learning outcomes as set by the college, faculty, classified staff, and administrators must serve students from the connection phase, entry and progress, and through beyond the completion phase with intention. Tasks and responsibilities need to be mapped so that all employees can recognize their student interaction points along the Loss/Momentum Framework to begin ensuring their services, programs, policies, and procedures are meeting students appropriately along their educational pathways. Additionally, the college is beginning conversations regarding the measuring the effectiveness of the new structures, programs, and interventions being developed. These tasks ensure intentional opportunities for ideas, problem solving, and overall collaborative and inclusive approach to being a student facing institution.

QFE #2: Participatory Governance

Background

The impetus for this quality focused essay (QFE) topic resulted from an improvement review that occurred during the college's 2016 Accreditation Summit. Earlier results and subsequent discussion from the annual governance evaluations in the previous accreditation cycle showed that broader participation and increased engagement was desired. The Governance Redesign effort began in Fall 2017 and was led by a shared constituency representation (Governance Redesign Project, [\[EVID-10B.1\]](#)).

Figure 4: Governance Council Redesign Model



A new structure with four governance councils was implemented in Fall 2018, focused on the Equity, Community, and Stewardship of Resources goals identified in the Educational Master Plan (EMP Executive Summary, [\[EVID-10B.2\]](#)). The main governance group, Planning and Resource Council (PaRC) was reformed as the College Advisory Council (AC). Together with the Equity & Education (E&E), Community & Communication (C&C), Revenue & Resources (R&R), the four councils function like a quadrumvirate [See Figure 4: Governance Council Redesign Model]. Details regarding the current governance structure is detailed in the Foothill College Governance Handbook, [\[EVID-10B.3\]](#).

Desired Goals /Outcomes	Progress	Next Steps	Responsible Party
<p>1. Redesign participatory governance system to include integrated planning that is the common denominator for promoting equitable student outcomes. Use the participatory governance meetings held in Spring 2016 as a starting point.</p>	<ul style="list-style-type: none"> • Meetings were held in 2017-18 to redesign participatory governance, concluding with a presentation to the college at a town hall in May 2018 [EVID-10B.4, EVID-10B.5]. • The redesigned governance structure was implemented beginning in Fall 2018 to comprise four new Councils: College Advisory Council, Equity and Education, Revenue and Resources, and Community and Communication [EVID-10B.6]. • The 2018-19 Governance Handbook included a summary of the redesign and how the four councils are integrated with the Educational Master Plan and other ongoing governance bodies such as Academic Senate [EVID-10B.7]. • The Academic Senate expressed concerns about the shared governance councils addressing topics that fall within the Academic Senate’s purview (10+1 etc.). This concern prompted the Academic 	<ul style="list-style-type: none"> • Review the RP Group’s governance evaluation report received in May 2021 and discuss findings and recommendations for improvement. The RP Group attended the C&C May meeting to report out and answer questions [EVID-10B.11]. • Review and discuss current proposals on governance redesign and modifications, as outlined in the April 7 2021 Governance Memo from the President and the April 12 2021 letter from the Academic Senate [EVID-10B.12, EVID-10B.13]. • Included in ongoing conversations are requests from students in their October 2020 letter and a March 2021 proposal from Classified Senate [EVID-10B.14, EVID-10B.15]. 	<p>Shared Governance Taskforce</p> <p>Community & Communication Council</p>

Desired Goals /Outcomes	Progress	Next Steps	Responsible Party
	<p>Senate and college president to jointly request a Collegiality in Action visit in February 2021 to review areas of Academic-Senate primacy.</p> <ul style="list-style-type: none"> To ensure equitable outcomes as the college begins reopening in 2021-22, a temporary governance council (Return to Campus) was constituted beginning in Winter 2021 [EVID-10B.8, EVID-10B.9]. The council’s charge focused on creating policy direction and feedback around returning to campus following conclusion of the pandemic [EVID-10B.10]. 	<ul style="list-style-type: none"> At its April 2021 meeting, C&C voted to convene an independent Shared Governance Taskforce to assess governance for implementation in 2021-22 [EVID-10B.16]. This taskforce will begin working with the RP Group to determine how to implement the evaluation recommendations. In Fall 2021. 	

<p>2. Develop a more efficient participatory governance system that allows deeper involvement, including:</p> <p>a) Student voice b) Discussion of student learning and achievement information c) Standard meeting times for committees and department discussions d) Scheduling meeting times when classes are not in progress. e) An examination of incentives to promote involvement f) Development of service outcomes for the committees and a rubric for ongoing assessment g) Development of a process that integrates College planning and allocation efforts based on Educational Master Plan goals and metrics</p>	<p>A) Each governance council has three voting student members [EVID-10B.17]:</p> <ul style="list-style-type: none"> • Council agendas typically include a student report or update, creating structured space for student issues and concerns as well as student-led events and initiatives (Advisory Council agenda, Community and Communication agenda, Revenue and Resources agenda) [EVID-10B.18, EVID-10B.19]. • Council meeting are a forum for students to request changes to existing college processes, policies, and procedures. An October letter from students to Governance received responses from Governance Councils and other governing bodies (Academic Senate, Classified Senate, Revenue and Resources) [EVID-10B.14, EVID-10B.20, EVID-10B.21, EVID-10B.22]. <p>B) While the four councils are charged with monitoring goals identified in the Educational Master Plan, the</p>	<ul style="list-style-type: none"> • The RP Group’s governance evaluation report revealed most students have minimal participation in or understanding of governance at Foothill College. The report’s findings will be the basis for discussions regarding engagement and outcomes in the areas of student learning and achievement of the task force in 2021-22. • C&C sent a governance memo (April 28, 2021) to the president supporting the student resolution for a student quad chair and requesting that R&R explore compensation for students engaged in governance [EVID-10B.33]. • Regular evaluation of participatory governance will be based on the goals identified in the governance handbook. Baseline measures were assessed along these outcomes were documented in 2020-21, and this practice will be 	<p>Shared Governance Taskforce</p> <p>Community & Communication Council</p>
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	<p>Equity & Education Council is specifically charged with overseeing college plans around instruction and equity initiatives, as outlined in the Governance Handbook [EVID-10B.23, EVID-10B.24]. All councils, in collaboration with other constituent groups, provided feedback regarding the college's Strategic Vision for Equity, which identified goals for student learning and achievement, including the elimination of achievement gaps for students of color [EVID-10B.25].</p> <p>C) At the annual Governance Summit, all councils receive the meeting calendar for the year. Changes are made as needed throughout the year with full member agreement. Additional meetings are agreed upon by all members of each council prior to updating the calendar [EVID-10B.26].</p> <p>D) Regular monthly meeting times are set for Fridays when fewer classes are scheduled [EVID-10B.27]. Meeting days and times were</p>	<p>integrated in the governance process.</p> <ul style="list-style-type: none"> • Documentation of the councils' role and engagement will occur with the EMP 2030 effort (scheduled Fall 2021-Fall 2022). Prioritized discussion will seek to further integrate college planning and any EMP goals. 	
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adjusted as needed with agreement from council members.

- E) In response to a Classified Senate proposal, and in recognition of the importance of classified staff's service on governance councils, the college administration is creating an ongoing budget to compensate classified staff for their service beyond their 40-hour work week [[EVID-10B.28](#), [EVID-10B.29](#)]. The college is also currently in a three-year pilot program utilizing one-time dollars from the Institutional Effectiveness Partnership Initiative to pay part-time faculty for governance participation [[EVID-10B.30](#)].
- F) The Governance Handbook includes a chart with proposed characteristics of governance council meeting engagement with indicators of successful meetings [[EVID-10B.31](#)].
- G) Each Council are tasked with ongoing review and evaluation of one of the three focused goals within the

Educational Master Plan: Equity,
Community, and Stewardship of
Resources [[EVID-10B.32](#)].

Desired Goals /Outcomes	Progress	Next Steps	Responsible Party
<p>3. Develop information to be added to employee orientation (faculty and staff) on the governance structure and how employee groups can participate.</p>	<ul style="list-style-type: none"> As part of the yearly walk with the president that serves as a college overview for newly hired classified staff, participatory governance participants present information about the governance structure and encourages participation [EVID-10B.34]. A full-day governance summit occurs each September to provide onboarding. This retreat is an opportunity for the councils to come together, meet new members, discuss roles and responsibilities, and agree on initial objectives for each council. In addition, the retreat is an opportunity to assess how the college performed on the previous year's strategic objectives [EVID-10B.35], EVID-10B.36. In 2019, the governance councils convened for a mid-year check-in to assess their progress and adjust goals as necessary. There were minor additions (most on scheduling norms) to 	<ul style="list-style-type: none"> The RP Group's governance evaluation findings indicate a need for more robust onboarding with a more deliberate handoff for council members from year to year to allow for more continuity and for institutional knowledge to be passed forward [EVID-10B.38], EVID-10B.34. The recently convened governance taskforce is expected to address this finding as it meets throughout 2021-22. 	<p>Shared Governance Taskforce</p> <p>President's Cabinet</p> <p>President</p> <p>Institutional Research & Planning</p> <p>Community & Communication Council</p>

Desired Goals /Outcomes	Progress	Next Steps	Responsible Party
	<p>the governance handbook in 2019 and 2020.</p> <ul style="list-style-type: none"> Integrating governance service with departmental work will be a professional development activity at the districtwide Classified Professional Development Day (May 14, 2021) [EVID-10B.37]. 		
<p>4. Create Online/Hybrid competency-based training modules for governance committee onboarding.</p>	<ul style="list-style-type: none"> C&C discussed onboarding and the creation of a Canvas shell to onboard new governance members in January 2020 [EVID-10B.39]. The shell has been created, but the course content is not yet developed. 	<ul style="list-style-type: none"> The RP Group’s governance evaluation highlighted issues related to lack of training and preparation for service on the councils. The report also notes a general lack of clarity of the respective roles of each council and the individual members. The Canvas course will be revisited as part of the onboarding recommendations of the final governance evaluation by the taskforce. 	<p>Shared Governance Taskforce</p> <p>Office of Online Learning</p> <p>Community & Communication Council</p>
<p>5. Develop an online communication system by creating a “community of practice” around participatory governance committees.</p>	<ul style="list-style-type: none"> The college began publishing “The Parliament,” an e-newsletter to communicate participatory governance activities to college employees, including council recommendation memos and the 	<ul style="list-style-type: none"> While the Parliament will continue as the primary online communication system, the recently convened shared governance taskforce will seek input from college constituents about how to develop formal 	<p>Shared Governance Taskforce</p> <p>Marketing & Public Relations Office</p>

Desired Goals /Outcomes	Progress	Next Steps	Responsible Party
	<p>president’s responses [EVID-10B.40, EVID-10B.41].</p> <ul style="list-style-type: none"> • C&C addressed the need for more communication around recruitment and for more engagement with community stakeholders about the monthly work of each council [EVID-10B.42]. In this case, the Parliament was expanded to disseminate participatory governance on a weekly basis. 	<p>and effective communication lines.</p> <ul style="list-style-type: none"> • The shared governance taskforce will explore how to establish further clarity around all stages of the participatory governance process. 	<p>Community & Communication Council</p>
<p>6. Develop a mentoring system for participatory governance in order to share institutional knowledge and effective practices.</p>	<ul style="list-style-type: none"> • Currently, there is no official mentoring system in place. There are governance meet and greets, summits, and mid-year check ins, where some on-boarding for new members takes place as well as sharing out of institutional knowledge and effective practices across councils [EVID-10B.43]. 	<ul style="list-style-type: none"> • In alignment with the recommendations from the governance evaluation findings to “Invest in additional formal orientation and training” implementation of a mentoring system as part of onboarding will be reviewed beginning in 2021-22 [EVID-10B.44]. 	<p>Shared Governance Taskforce Community & Communication Council</p>
<p>7. Review and revise Governance Handbook to articulate each committee’s charge, membership, and communication responsibilities.</p>	<ul style="list-style-type: none"> • The governance handbook is updated annually to reflect changes, such as clarification about how the yearly meeting calendar is designed to avoid overlapping meetings, which was an issue in 2018-19. 	<ul style="list-style-type: none"> • C&C identified the need for an expanded handbook section on membership responsibilities and training, and this issue also was referenced in the governance evaluation findings. A recommendation was made and accepted by the 	<p>Shared Governance Taskforce Community & Communication Council</p>

Desired Goals /Outcomes	Progress	Next Steps	Responsible Party
	<ul style="list-style-type: none"> • After each update, the governance handbook is posted on the governance website and (before COVID) each council member and ex-officio received a hard copy of the updated document. • The governance handbook is currently edited and maintained by the President's Office with support from the Associate Vice President College & Community Relations, Marketing & Communications [EVID-10B.45]. 	<ul style="list-style-type: none"> • president to form a task force to address the evaluation report's recommendations [EVID-10B.12]. • The governance handbook will be revised to include recommendations for implementation considerations in its 2021-22 update. 	

The college is committed to continuous improvement efforts of participatory governance because this process ultimately supports student achievement and learning. Through the governance process, faculty, classified staff, administrators, and students learn about and reflect on whether existing policies and processes are effective and facilitate students' progress toward their educational goals. More specifically, governance is the process by which the college demonstrates and holds itself accountable to its mission statement. Consequently, each governance council is charged with specific topics and issues. For example, C&C's agenda focuses on the larger institutional level conversation about service learning, defining and setting the agenda for the college [EVID-10B.46, EVID-10B.47]. Another example to further understand student learning is seen in Advisory Council's work with the program review redesign effort. Their charge to the Integrated Planning and Budget (IP&B) taskforce was to create a process that would promote broad engagement, examining data and focusing on disproportionate impact in student achievement outcomes [EVID-10B.48].

With the shared governance redesign, C&C was charged with consideration the governance evaluation process [EVID-10B.49]. In 2019-20, C&C convened a study group with shared constituency representation to identify an evaluation recommendation approach. The recommendation to engage an outside consultant was discussed widely and over several meetings and ultimately

accepted by C&C [[EVID-10B.50](#), [EVID-10B.51](#), [EVID-10B.52](#)]. In the spirit of ongoing evaluation and improvement, the college commissioned a comprehensive governance evaluation by an outside consultant. The preliminary report received in April 2021 (and its final version received in May 2021) was broadly shared with college constituents [[EVID-10B.53](#), [EVID-10B.54](#)]. Input from constituent groups is driving a campus-wide conversation about participatory governance inclusion and effectiveness. Some of these issues that will be reviewed, for example, include the effectiveness of a decentralized participatory governance structure; the addition of students as a fourth council chair expanding the current faculty, classified staff, and administrator tri-chair model; the expansion of current governance orientation and training; and the review of current council composition to identify relationship that may suppress or omit constituency voices. These continuous efforts to assess and improve the participatory governance structure is also supported by the college president [[EVID-10B.55](#)].

It is likely that these efforts will result in revisions to the current structure. Review of the governance evaluation findings was scheduled as part of the C&C meeting agenda in May 2021 [[EVID-10B.56](#)]. C&C recommended the formation of a study group to assess these results and consider next steps to improve its effectiveness [[EVID-10B.52](#)]. The intentionality behind the evaluation, reflection, and discussion about participatory governance's goals is supported by the formation of a shared governance taskforce that has convened and will conduct its work during 2021-22. Working with the RP Group, the shared governance taskforce will begin clarifying its charge and intended outcomes. Membership will be appointed by Academic Senate, Classified Senate, Associated Students of Foothill College (ASFC), and the President's Office. Discussions about the timeline for regular evaluations of the governance structure will occur in tandem with ongoing efforts to enhance the effectiveness of the participatory governance structure and process in 2021-22.

Fiscal Reporting

Reporting Year: 2019-2020

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

		(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)		
		FY 17/18		FY 18/19
4.	FY 19/20			
	a. Total Unrestricted General Fund Revenues (excluding account 8900)	\$ 205,341,251	\$ 217,751,538	\$ 209,652,204
	b. Other Unrestricted Financing Sources (Account 8900)	\$ 696,130	\$ 59,291	\$ 561,627
	i. Other Unrestricted Financing Sources (account 8900) is primarily comprised of (if applicable):			
	Year	Description	Amount	Sustainable/One-time
	FY 17/18	Other Unrestricted Financing Sources	\$ 696,130	One-time
	FY 17/18		\$ 0	
	FY 18/19	Other Unrestricted Financing Sources	\$ 59,291	One-time
	FY 18/19		\$ 0	
	FY 19/20	Other Unrestricted Financing Sources	\$ 561,627	One-time
	FY 19/20		\$ 0	
4. Additional Information:				
ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue, unless it is a sustainable annual revenue.				
		(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)		
		FY 17/18		FY 18/19
5.	FY 19/20			
	a. Net (Adjusted) Unrestricted General Fund Beginning Balance	\$58,527,969	\$48,495,269	\$45,589,757
	b. Net Unrestricted General Fund Ending Balance, including transfers in/out	\$ 48,495,269	\$ 45,589,757	\$ 47,236,283
5. Additional Information:				
a. Use adjusted beginning fund balance from CCFS 311 Annual.				
b. This amount is the amount reported on the CCFS 311 report after transfers in/out				

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

		(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)		
		FY 17/18	FY 18/19	FY 19/20
6.	a. Total Unrestricted General Fund Expenditures (including account 7000)	\$ 215,373,951	\$ 220,657,050	\$ 208,005,678
	b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	\$ 175,353,127	\$ 181,271,036	\$ 170,095,018
	c. Other Unrestricted General Fund Outgo (6a - 6b)	\$ 40,020,824	\$ 39,386,014	\$ 37,910,660
	d. Unrestricted General Fund Ending Balance	\$ 48,495,269	\$ 45,589,757	\$ 47,236,283
	e. If the report year closed with an Unrestricted General Fund deficit, does the district anticipate to close 2020-21 with a deficit?	No		
6. Additional Information:				
d. 6.d. same as 5.b., which includes transfers in/out				

Liabilities

7.	Did the District borrow funds for cash flow purposes?	FY 17/18	FY 18/19	FY 19/20
		No	No	No
8.	Total Borrowing/Total Debt — Unrestricted General Fund FY 19/20	FY 17/18	FY 18/19	
	a. Short-Term Borrowing (TRANS, etc)	\$ 0	\$ 0	\$ 0
	b. Long Term Borrowing (COPs, Capital Leases, other long-term borrowing):	\$ 28,803,859	\$ 26,723,002	\$ 24,092,620
8. Additional Information:				
a. list total short-term Unrestricted General Fund Borrowing/Debt				
b. list total long-term Unrestricted General Fund Borrowing/Debt (not G.O. Bonds)				
9.	a. Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	FY 17/18	FY 18/19	FY 19/20
	b. What type(s)	No	No	No
	c. Total amount	N/A	N/A	N/A
		\$ 0	\$ 0	\$ 0

		FY 17/18	FY 18/19	FY 19/20
10.	Debt Service Payments (General Fund/Operations)	\$ 2,026,669	\$ 2,080,857	\$ 2,630,382
10. Additional Information:				
This amount also includes transfers made from the Unrestricted General Fund to any other fund for the purposes of debt service payments.				

Other Post Employment Benefits (OPEBs)

11.	(Source: Most recent GASB 74/75 OPEB Actuarial Report)	FY 19/20		
	a. Total OPEB Liability (TOL) for OPEB	\$ 101,236,422		
	b. Net OPEB Liability (NOL) for OPEB	\$ 78,645,358		
	c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	22 %		
	d. NOL as Percentage of OPEB Payroll	77 %		
	e. Service Cost (SC)	\$ 435,134		
	f. Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	\$ 8,905,332		
11. Additional Information:				
Annual contribution to the Service Cost is generally the pay-as-you-go cost paid by the unrestricted general fund. Any contribution to the NOL is generally above that amount, and is paid into an Irrevocable Trust during the fiscal year. Please list both amounts here. Note this does not include any change in value or investment earnings of the trust.				
12.	Date of most recent GASB 74/75 OPEB Actuarial Report – use valuation date (mm/dd/yyyy)	06/30/2019		
13.	a. Has an irrevocable trust been established for OPEB liabilities?	Yes		
			FY 17/18	FY 18/19
	b. Amount deposited into OPEB Irrevocable Reserve/Trust	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB	\$ 0	\$ 0	\$ 0
	d. OPEB Irrevocable Trust Balance as of fiscal year end	\$ 19,793,097	\$ 22,597,567	\$ 24,911,322
	e. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2019/20?	No		
13. Additional Information:				
b. Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit.				
e. If "yes", that description and amount should be reported in 4.b.i. for FY 19/20				

Cash Position

		FY 17/18	FY 18/19	FY 19/20
14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined General Fund Balance Sheet Total — Unrestricted and Restricted- accounts 9100 through 9115)	\$ 60,390,493	\$ 64,086,602	\$ 58,185,023
15.	a. Does the district prepare cash flow projections during the year? b. Does the district anticipate significant cash flow issues during 2020-21?	Yes No		
15. Additional Information: b. Significant cash flow issues are defined as needing additional cash equal to or exceeding 15% of unrestricted general fund revenues				

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy) 03/05/2021			
NOTE: Audited financial statements are due to the ACCJC no later than April 9, 2021. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.				
17.		FY 17/18	FY 18/19	FY 19/20
	a. List the number of audit findings for each year (enter 0 if none):	2	3	5
	b. From Summary of Auditors Results (Annual Audit) for 2019-20 (this is usually section):	a single page at the beginning of the Findings and Questioned Costs		
	<u>Financial Statements</u>			
	i. Type of auditor's report issued	Unmodified		
	ii. Internal Control Material Weaknesses identified	No		
	iii. Internal Control Significant Deficiencies identified	No		
	<u>Federal Awards</u>			
	i. Type of auditor's report issued	Unmodified		
	ii. Internal Control Material Weaknesses identified	No		
	iii. Internal Control Significant Deficiencies identified	Yes		
	iv. Qualified as low-risk auditee	Yes		

<u>State Awards</u>	
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	i. Type of auditor's report issued on compliance	Unqualified / Unmodified	
	If qualified, how many state programs were qualified	0	
	ii. Internal Control Material Weaknesses identified	N/A	
	iii. Internal Control Significant Deficiencies identified	N/A	

Other District Information

		FY 17/18	FY 18/19	FY 19/20
18.	a. Final Adopted Budget — budgeted Full Time Equivalent Students (FTES) (Annual Target)	25,967	24,484	23,335
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	24,484	23,335	23,042

18. Additional Information:
a. Resident FTES only.
b. Report resident FTES only. Please use actual FTES, not hold harmless FTES.

		FY 17/18	FY 18/19	FY 19/20
19.	Number of FTES shifted into the fiscal year, or out of the fiscal year	N/A	N/A	N/A

19. Additional Information:
If the District shifted both in and out of a fiscal year, report the net (positive or negative). A negative number may be entered. For FTES shifted into a given year, that same amount should be subtracted from the corresponding report year.

	a. During the reporting period, did the district settle any contracts with employee bargaining units?	Yes
20.	b. Did any negotiations remain open?	Yes
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues The District intends to fund the salary increases with temporary Hold Harmless Revenue until it expires. The labor agreement has a stipulation to eliminate the 2.5% temporary portion of the 6% salary increase should the District not receive the Hold Harmless Revenue in 2020-21 or 2021-22. The agreement also has another salary increase component beginning in 2020-21 tied to the State Budget provided COLA, which is not included in the estimate provided above, since the COLA has not been finalized.	

College Data

NOTE: For a single college district the information is the same that was entered into the District section of the report.			
		FY 17/18	FY 18/19
	FY 19/20		
21.	a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target)	10,627	10,160
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	10,160	9,745
	c. Is the college experiencing enrollment decline in the current (2020-21) year?	Yes	
	i. If yes, what is the estimated FTES decline?	12	
21. Additional Information: Report resident FTES only.			
22.	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	FY 17/18 \$ 65,106,139	FY 18/19 \$ 57,207,574
			FY 19/20 \$ 53,508,933
23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	FY 17/18 \$ 60,870,993	FY 18/19 \$ 56,905,022
			FY 19/20 \$ 51,934,175
24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	FY 17/18 \$ 5,084,557	FY 18/19 \$ 4,897,182
			FY 19/20 \$ 5,622,874
25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	FY 17/18 10 %	FY 18/19 14 %
			FY 19/20 15 %

	FY 17/18	FY 18/19	FY 19/20
26. USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	18 %	14 %	15 %

District and College Data

27.	<p>a. Were there any executive or senior administration leadership changes at the College or District during the fiscal year, including June 30? List for the District and for the College.</p> <p>b. Please describe the leadership change(s) Incoming: Laurie Scolari (Assoc. VP, Student Services) Outgoing: Lauren Balducci (Assoc. VP, Student Services) Instruction) Outgoing: Paul Starer (Interim Assoc. VP, Instruction) Incoming: Kurt Hueg (Interim Assoc. VP, Incoming: Simon Pennington (Interim Assoc. VP, College and Community Relations, Marketing and Communications)</p> <p>How many executive or senior administration positions have been replaced with an interim, or remain vacant?</p>	<p>Yes</p> <p>2</p>
<p>27. Additional Information: Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college/district and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college/district.</p>		

Appendix A:

Guided Pathways Steering Committee Meeting

November 9, 2020

3:30-5:00 pm, via zoom

DRAFT – Meeting Minutes

Meeting called to order at 3:35 pm

Attendees:

Anthony Cervantes, Melissa Cervantes, Roosevelt Charles, Chris Chavez, Isaac Escoto, Hilda Fernandez, Doreen Finkelstein, Valerie Fong, Janie Garcia, Kurt Hueg, Fatima Jinnah, Elaine Kuo, Natalie Latteri, Debbie Lee, Leticia Maldonado, Kathryn Maurer, Dokesha Meacham, Che Meneses, Jose Nava, JP Schumacher, Laurie Scolari, Ram Subramaniam, Lene Whitley-Putz

Introductions:

A round of introductions was conducted for all committee members.

Ché mentioned that he has about 5 students in his Comm. 4 class who've chosen to do a project (Ex. podcast/research) on Guided Pathways to help the team's efforts. Through his facilitation, he's directed them to ask other student how they are engaging with Foothill College on how to earn an AA degree.

The team is as followed:

- **Onboarding** – Dokesha Meacham and Hilda Fernandez
- **Meta Majors** – Fatima Jinnah and Natalie Latteri
- **Communications** – Janie Garcia and Che Meneses
- **Tech and Data** – Chris Chavez and Elaine Kuo
- **Lead Facilitator** – Isaac Escoto
- **Logistical Leads** – Melissa Cervantes and Laurie Scolari

Isaac mentions that the team is preparing for their GP Launch/Kick off even scheduled for Friday, November 20, 2020 @ 9:00 – 11:00 am.

Isaac states that an invitation was sent to 3 students to join the GP steering committee, but has yet been able to confirm student reps. He said that this was something that will continued to be supported.

Isaac talks about the GP Steering Committee being a Study Group of the Equity & Education Council. He asked for everyone to forward any recommendations of individuals who might be interested in joining Guided Pathways efforts. He mentions that there is money to pay people who

are interested. A link was dropped in the chat for everyone to add individual's names that might be interested in working on one of the teams.

<https://join.groupmap.com/685-56E-F5C>

Loss Momentum Framework – Steps students need to take from start to finish. It has four different phases - Connection, Entry, Progress, & Completion. Isaac talks about how the GP leads are using this as a guide.

GP Teams:

- **Tech and Data** – Chris talks about how they began by looking at the software the district is currently using such as Starfish to best advance the GP efforts. Elaine talks about the Tech and Data team and how it's broken up into two functions. The Tech Advisory Board will meet on an as needed basis but the Data Advisory Group will meet more regularly. They talked about how they started by focusing on one group of students who started their studies in the fall of 2016 through fall 2020 and track those over time looking at how they move through our institution providing specific data.
- **Onboarding** – Dokesha talks about how onboarding really is the first point of contact with the college until completion of their first college course. Hilda talks about the Connection Phase and all of the different components it involves such as Outreach, Open CCC Apply Application, Orientation, Financial Aid and Dual Enrollment seeking why only 56% of first time students completing their first term continue to the second term. They want to investigate what happens to the students who don't and trace student's interactions that take place leading to this alarming statistic. They plan to work with all of the various department to identify barriers. A sample of a Foothill acceptance letter was given asking everyone to image themselves as a first time student receiving this letter. A discussion of how they felt was facilitated. They will use a focus group of students and work with Dr. Anderson who is currently working with some African American students on their expectation and experiences.
- **Program Mapping and Meta Majors (Areas of Interest)** – Fatima and Natalie share that only 40% of students who take a class for the first time earning A's and B's, persist to the second term. It takes an average of 6 years for students to complete a degree. They talked about the cafeteria model of class selection and that students might have too many choices with not enough guidance
Question - What is the data saying about having too many choices? A link to the Community College Research Center ([CCRC](#)) was dropped in the chat.
Fatima went over the Structure and Plan and talks about how they will be looking at curriculum that overlap. Looking at a bay area report of the top 10 fields people are going into; we want to use that to develop a path for those specific professions and work with the ADT's Foothill currently offers related to that topic. A discussion about Meta Majors/Areas of Interest and how a student success team will be developed.

Questions - What happens to a discipline that crosses over these areas? Those questions will be brought to the discipline faculty and ask them. At some point we will ask students what they want. This is meant for students to make the decision

Questions – There was a lot of data that was collected previously through student panels, etc. has that data been collected from the previous team? The team will follow up with them to gather that data.

Fatima went over the sample Program Map from Cabrillo College and stresses the need for faculty input. Training on how to map will be providing for all including counselors.

Questions – How is this team going to integrate with the Curriculum Committee who are the experts on the questions that are coming up? The bigger questions was, how is the Curriculum Committee going to work with this group since they only focus on curriculum.

- **Communications** – Janie shares their strategy on getting the message out to faculty and staff that will include facilitating professional development activities. Che talked about their multimedia campaign and that they will be working with the Marketing Department on the logo and capturing the student’s lens and different perspectives. Che mentions that there is a lot of overlap since he’s working with Equity, Curriculum and Guided Pathways and encourages the team to work smarter not harder and to strategically place people in areas that’s going to help be more efficient with this work.

Committee Charge/Purpose

Isaac introduces the charge and purpose of the GP Steering Committee and talks about how they will work with E & E. Isaac shares that because E&E is so busy, when appropriate, maybe the GP steering committee could forward GP related info items to E&E, as opposed to all items needing to be action items. Isaac shares that they have funds to pay folks to set time aside and do this work. He talks about how they want to build a sense of urgency across campus to get the work done and that they will also serve as communication liaisons with their colleagues. Isaac shares the Charge & Purpose that Mohawk Valley Community College’s GP Steering Committee as an example.

The Guided Pathways Steering Committee supports Guided Pathways team recommendations, provides direction/decision making counsel as requested by the Guided Pathways leadership teams, and helps communicate to the College community progress and input needs related to Guided Pathways work.

Question – Why does this have to live anywhere? Laurie discuss the importance of having this group and how it’s worked at other institutions.

Question – Is there a timeline? We have about 1.5 years left of GP funding, though GP efforts don’t have to stop when that funding ends.

Review Next Steps

Isaac ask the group how often they want to meet. Every 3 weeks was suggested.

Meeting adjourn at 5:02

Appendix B:

[CALENDAR \(/CALENDAR/\)](#)

[CLASS SCHEDULE \(/SCHEDULE/\)](#)

[DIRECTORY \(/DIRECTORY/\)](#)

[LIBRARY \(/LIBRARY/\)](#)

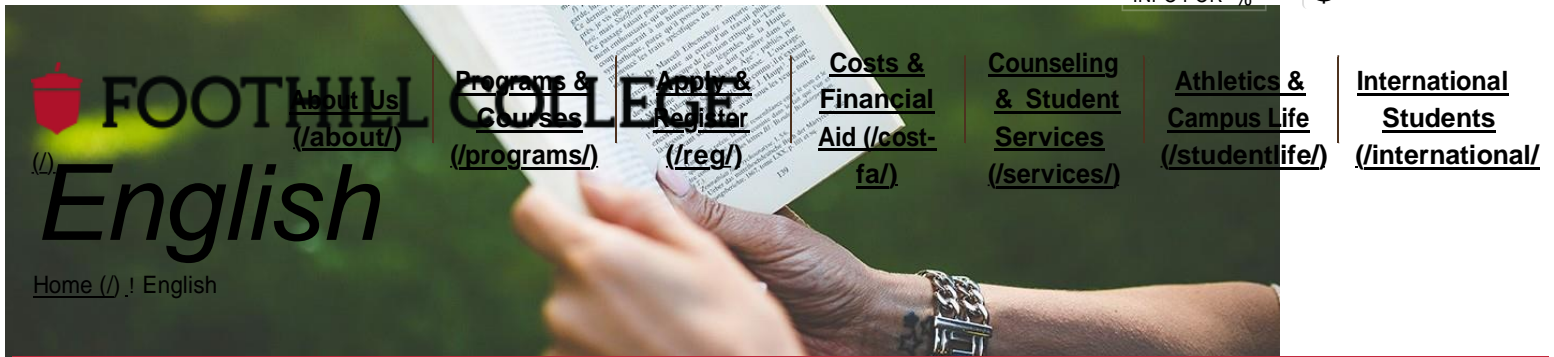
[BOOKSTORE \(HTTP://BOOKS.FOOTHILL.EDU/HOME.ASPX\)](#)

[MAP \(/MAP/\)](#)

[NEWS \(/NEWS/\)](#)

[SUNNYVALE \(/SUNNYVALE/\)](#)

INFO FOR % \$



ENGLISH (INDEX.HTML)

[ABOUT THE PROGRAM \(/ENGLISH/INDEX.HTML\)](#)

[English Placement \(/english/engl1a.html\)](#)

[Class Schedule \(/english/schedule.html\)](#)

[Course Catalog \(/english/catalog.html\)](#)

[Degrees & Certificates \(/english/programs.html\)](#)

[Faculty & Staff \(/english/directory.html\)](#)

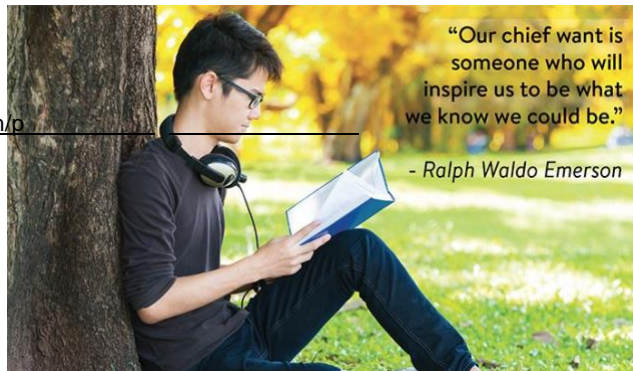
[Foothill Transfer Equivalency Guide \(https://tes.collegesource.com/p/rid=79bb858e-3a97-42ca-b472-af6564c5a668&aid=cd2623cc-364a-4d83-a230-f9db155a60ce\)](#)

[Honors \(/honors/\)](#)

About the Program

Welcome to Foothill College's Department of English, one of the largest, most diverse, and vibrant departments on campus and online. Alongside our students, we read, write, and think critically about a variety of local, regional, national, and global texts and contexts. Through carefully designed courses of study, students are invited to engage with texts that reflect a range of cultural perspectives.

The English Department empowers students by facilitating their understanding and use of language and other media as we support their academic, career-related, and personal endeavors.



Take a Creative Writing Course

- [See Course Catalog \(/english/catalog-cr.html\)](#)
- [Current Schedule of Classes \(/english/schedule-cr.html\)](#)



Questions?
Please Contact Me!

Amber La Piana,
English, Department
Chair

#

lapianaamber@fhda.edu
(mailto:lapianaamber@fhda.edu?
subject=Contact%20Us)

: [Puente \(/puente/\)](#)

: [Umoja \(/umoja/\)](#)

& Writing &
Editing

& Communications

& Education

& Content

Strategy &
Development

& Law

& Journalism

& Nonprofits

& Business
Development

& And so much
more!

Division Office Contacts

LANGUAGE ARTS DIVISION

Valerie Fong, Interm Division
Dean

Phone: 650.949.7135

Email: fongvalerie@fhda.edu
(<mailto:fongvalerie@fhda.edu>)

To meet with the dean,
contact the [Student & Faculty
Support Center \(/sfsc/\)](#).

Language Arts Division
(/la/)

Why Study English?

The English Major prepares students for a range of careers and disciplines. An English degree enhances students' critical reading, writing, and thinking skills and offers a breadth of cultural and historical knowledge through the study and creation of diverse texts.

Degree & Program Types

Foothill College offers two English degrees. The ADT prepares students for transfer to four-year institutions. Students who complete the ADT in English are ensured preferential transfer status to any California State University (CSU) as an English major.

Make a selection to view degree requirements:

- [Associate in Arts \(AA\) in English \(/english/programs.html\)](#)
- [Associate Degree for Transfer \(ADT\) in English \(/english/programs.html?title_id=Associate+Degree+for+Transfer-English&t=1\)](#)

Course Schedule 2020– 2021

Most English Department literature courses are offered only once per year or every other year.

Related Degree Offerings

[Humanities \(/humanities/\)](#)

[Philosophy \(/philosophy/\)](#)

[Communications Studies \(/communicationstudies/\)](#)

View Planned Literature and Creative Writing Courses for 2020-2021

The Foothill English department will offer the following literature and creative writing courses in the 2020-21 academic year in addition to our core English 1A, 1S/T, 1B, and 1C courses,

Many of our literature courses meet **Area I GE in Humanities (/counseling/ge.html)** and meet the requirements for an **AA and AD-T in English (/english/programs.html)**.

Visit with a **counselor (/counseling/counselappt.html)** for more information and help in determining your educational plan.

See the **English course catalog (/english/catalog.html)** for a full listing of courses with descriptions.

FALL 2020	WINTER 2021	SPRING 2021
ENGL 43A and ENGL43AH: British Literature I	ENGL43B and ENGL43BH: British Literature II	ENGL 47A: World Literature I
ENGL 16: Intro to Literature	ENGL 17: Intro to Shakespeare	ENGL 11: Intro to Poetry
CRWR 6: Intro to Creative Writing	CRWR 39A: Intro to Short Fiction	ENGL 8: Children's Literature
ENGL 31: Latinx Literature	ENGL34C: Literature into Film	ENGL 5: LGBTQ Literature
ENGL 7: Native American Literature	ENGL 12: African American Literature	ENGL 40: Asian American Literature
ENGL 8: Children's Literature	ENGL 22: Women Writers	CRWR 25A: Poetry in Community
ENGL 18: Gothic and Horror Literature		ENGL 80: Intro to Travel Literature

ENGL 37:
Sci-Fi
Literature

Spring 2021 Courses

Please check current **schedule of classes**
(/english/schedule.html) for days and times and any
changes or cancellations. **All sections will be held online.**

*ENGL 5: LGTBQ
Literature* !

*ENGL 8: Children's
Literature* !

ENGL 11: Intro to Poetry !

*ENGL 40: Asian
American Literature* !

*ENGL 47A: World
Literature I* !

*CRWR 25A: Poetry in
Community* !

*ENGL 80: Intro to
Travel Literature* !

Appendix C:



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CNSL 5

INTRODUCTION TO COLLEGE

Effective: Summer 2019

1 Unit(s)

Advisory: Advisory: ESLL 236 & 237; maximum UC credit awarded for completion of CNSL 1 and CNSL 5 is 4.5 quarter units; not open to students with credit in CNSL 50.

Grade Type: Letter Grade, the student may select Pass/No Pass

Not Repeatable.

FHGE: Non-GE Transferable: CSU/UC

1 hour lecture. (12 hours total per quarter)

Student Learning Outcomes -

- ♦ Create a tailored educational plan by listing appropriate English and math sequence, major prerequisites, and general education courses based on the student's academic goal.
- ♦ Discern the requirements for obtaining an AA/AS degree, ADT, Certificate of Proficiency, and transfer to CSU/UC Campus including minimum g.p.a, unit count, GE patterns, and major courses.

Description -

Introduction to Foothill College academic policies, resources, programs and services; tools for career exploration, determination and decision making; choosing the right classes based on career/academic goals, the transfer process; study skills; time management and formulation of computer based educational plans.

Course Objectives -

The student will be able to:

- A. Demonstrate knowledge of Foothill's policies, programs, resources, and services.
- B. Demonstrate information competency from appropriate sources requisite to success as a college student.
- C. Create an educational plan consistent with individual values and interest indicating an educational goal using instructor guidance, decision-making support tools, and related internet information systems.
- D. Discuss the use of study management and test preparation.
- E. Clarify career and educational goals.

Special Facilities and/or Equipment -

- A. When taught on campus: computer supported classrooms.
- B. When taught via Foothill Global Access: access to a computer with email capabilities and internet connection.

Course Content (Body of knowledge) -

- A. Discuss Foothill College policies, programs, resources and services
 - 1. Policies:
 - a. The petition process
 - b. Grading system and grade point average
 - c. Add, drop, withdraw policies and ramifications of each
 - d. Course repetition
 - e. Articulation
 - f. Academic integrity
 - 2. Programs:
 - a. Degrees, certificates, and course offerings and requirements for:
 - 1. Biological and Health Sciences
 - 2. Business and Social Sciences
 - 3. Counseling
 - 4. Fine Arts and Communication
 - 5. Kinesiology and Athletics
 - 6. Language Arts
 - 7. Non-Credit
 - 8. Physical Sciences, Mathematics and Engineering
 - 3. Resources and services:

- a. Admissions
 - b. Assessment/Testing Center
 - c. Campus Abroad
 - d. Campus Safety
 - e. Career Resources
 - f. Computer Center
 - g. Counseling and Matriculation
 - h. EOPS
 - i. Evaluation
 - j. Financial Aid
 - k. Foothill Global Access
 - l. Health Services
 - 1. Psychological Services
 - 2. Preventive health/immunizations/screenings
 - 3. Title IX: Harassment and violence interventions
 - 4. Drugs, drinking and the college "party" culture
 - 5. STD awareness/Planned Parenthood
 - m. Honors
 - n. International Students
 - o. Internship and Career Services
 - p. Learning Communities/Special Programs
 - 1. Puente Program
 - 2. Umoja Program
 - 3. First Year Experience
 - 4. STEM Core
 - q. Learning Resources Center, Library, Teaching and Learning Center (TLC)
 - r. Off-campus sites: Sunnyvale Center
 - s. Owl Scholars Program
 - t. Pass the Torch
 - u. STEM Center
 - v. Student Affairs and Activities
 - 1. Appropriate vs. inappropriate classroom behavior
 - w. Student Resource Center
 - 1. Veterans' Office
- B. Demonstrate information competency from appropriate sources as a requisite to success as a college student:
- 1. Understand the use of college catalogs and class schedules
 - a. The college calendar, important dates
 - b. Course listings, department codes, unit values, course numbering system
 - c. Fees
 - d. Final exam schedule
 - 2. Understand how to read a syllabus
 - 3. Demonstrate, in an educational plan or other documents, knowledge of California's public, private, and out of state higher education institutions
 - 4. Understand the interrelationship of high school, community colleges, and universities
 - a. Discuss demographics of UC, CSU, CC and other campuses
 - b. Understanding degrees offered at various institutions
 - c. Understanding lower vs. upper division courses
 - d. Understand the differences in general education and major requirements for various institutions
 - e. Utilize strategies for transfer
 - f. Recognize importance of college visitations
 - g. Understanding semester vs. quarter system
 - h. Identify the cost of UC, CSU and private universities
 - i. Distinguish between the various associate degree vs. transfer requirements
 - j. Understand the benefits of transfer agreements and priority enrollment
- C. Create an educational plan consistent with individual values and interest indicating an educational goal using instructor guidance, decision-making support tools, and related internet information systems
- 1. Develop an educational plan
 - a. Prepare a written and computer-based plan of course selections to meet career/educational goals
 - b. Understand options available in the community college
 - c. Understand graduation requirements for AA/AS/AA-T/AS-T (ADT) degrees
 - d. Understanding and use IGETC, CSU GE, and campus-specific patterns of general education
 - e. Compare and contrast program and major requirements
 - f. Use college catalogs to determine program and major requirements
 - g. Review reading materials, complete exercises, and discuss the topic of major selection, to include:
 - 1. The difference between majors and minors
 - 2. Compare STEM, Liberal Arts, and CTE majors
 - 3. Identify the steps in the selection of major
 - 4. Exploring majors as they relate to careers
 - 5. Match majors to universities
 - 6. Compare lower division course choices for specific majors
 - 7. Describe the differences between certificates, credentials and degrees
 - h. Use computer based educational planning tools
 - 1. Create an academic plan for an education goal
 - 2. Use computerized educational planning platform

3. Eureka System and related tools for career exploration
 4. FAFSA, scholarship and internship sites
 5. Assist website for major articulations and GE transfer courses
 6. Transfer application programs (CSU mentor, Common app., etc.)
- D. Discuss the use of study management and test preparation
1. Awareness of the importance of time management
 2. Preparation of time budget

- E. Clarify and articulate values, career, life and educational goals
 - 1. Complete and discuss a goal setting exercise
 - 2. Understand the role of self-awareness in goal setting
 - 3. Describe the interrelatedness of academic, personal, and career goals
 - 4. Identify short-term objectives that lead to long term goals
 - 5. Identify books and other goal setting materials and aids
 - 6. Use the SMART model to clarify goals

Methods of Evaluation -

- A. Class participation
- B. Assignment completion
- C. Educational plans
- D. Quizzes and exams
- E. Projects
- F. Writing assignments

Representative Text(s) -

Current Foothill College Catalog

When taught via Foothill Global Access: supplemental lectures, reading materials, web-based resources and assignments accessible via internet; class discussion may be delivered in chat rooms

Disciplines -

Counseling

Method of Instruction -

- A. Lecture presentations and classroom discussion
- B. In-class activities
- C. Instructor-guided interpretation and analysis
- D. Group activities, presentations of projects; in-class discussion and evaluation

Lab Content -

Not applicable.

Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

- A. Review of handouts and relevant reading material.
- B. Research and planning of individual student educational plans utilizing Degree Works system or current methodology of the institution.
- C. Completion of a Time Management Grid reflecting in 1/2 hour blocks of a 24/7 analysis of time usage noting time in class vs. time studying and doing homework.

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Appendix D:



[Download a Zoom Background Here!](https://deanza.instructure.com/courses/18903/pages/download-a-zoom-background?global_includes=0)

https://deanza.instructure.com/courses/18903/pages/download-a-zoom-background?global_includes=0



[Choose Where You Want Your Raffle Tickets to Go!](https://deanza.instructure.com/courses/18903/pages/raffle-prizes?global_includes=0)

https://deanza.instructure.com/courses/18903/pages/raffle-prizes?global_includes=0

Please do this before 1:00pm

CAMPER PROGRAM

8:00-8:30am - Morning Roll Call

Stop in with your favorite morning beverage to say hello, show off your best camper outfits (Chris White is looking for some competition in this regard!) and let us know you're here! This is a great opportunity to get oriented for the day and ask any questions. We welcome any and all musicians who want to sing/play us a camp song or two.

[Join Here!](https://fhda-edu.zoom.us/my/heidiking) <https://fhda-edu.zoom.us/my/heidiking>

* 8:30-10:30am - Campus/Area Workshops

Please select the Zoom session for your campus/work area.

Foothill College Classified Professionals

Foothill Guided Pathways Session

Meet the FH Guided Pathways leadership team and hear updates about their efforts this year.

Watch a couple of videos about the work that's ongoing.

Share best practices from your service areas and acknowledge all the amazing work classified professionals are doing to support keep students on their paths through Foothill.

[Join Here!](https://fhda-edu.zoom.us/j/92395879748?pwd=ZEhPVkFZc0dIWEdrVUpBbVZuWHRvdz09) <https://fhda-edu.zoom.us/j/92395879748?pwd=ZEhPVkFZc0dIWEdrVUpBbVZuWHRvdz09>

De Anza College Classified Professionals

How Classified Professionals Shape Guided Pathways

What do you know about Guided Pathways?
(Watch the video to familiarize yourself. There will be a quiz...with prizes!)

Where do you see yourself in our Villages?
(Large Group Discussion/Polls/Q&A)

Work Teams - Small group discussions based on areas of interest to learn more about how you can help the Guided Pathways effort.

Wrap Up/Debrief/Next Steps

[Guided Pathways Work Teams Interest Application](https://docs.google.com/forms/d/e/1FAIpQLSdw6e4OI3yJ6AQ357UwwEXQi2HJNPHw1Iked_TO8tHg7WRZnQ/viewform)
https://docs.google.com/forms/d/e/1FAIpQLSdw6e4OI3yJ6AQ357UwwEXQi2HJNPHw1Iked_TO8tHg7WRZnQ/viewform

Central Services Classified Professionals

Classified Senate Updates

Classified Senate Overview - Meet your Central Services Classified Senate team.

Learn about the roles and perks of participating in the shared governance process, plans for next year, and opportunities available to you.

Hear about the impact of our Scholarship program and how you can be a part

https://deanza.instructure.com/courses/18903?global_includes=0

Those participating in Cooking with Colleagues should pre-register so you can receive email updates from our Head Chef/Baker. You can join the event just to watch and listen, or participate by cooking along!

Dosa & Sambar With Deepa

Take a tour of some popular Indian cuisine with Deepa Yuvaraj. Chefs will start with *Sambar* (lentil soup), and then explore how to cook and serve Dosa.

Download the ingredients list, shop before our event, then join us for a culinary tour where we cook, talk about cultural dishes and share our favorite recipes.

Those wishing to join the conversation but not cook are more than welcome! You may also choose to cook one of the dishes but not the other.

INGREDIENTS LISTS AND PRE-EVENT INSTRUCTIONS

<https://deanza.instructure.com/courses/18903/files/5073225?wrap=1>

https://deanza.instructure.com/courses/18903/files/5073225/download?download_frd=1

For planning purposes, please REGISTER FOR THIS EVENT <https://fhda-edu.zoom.us/j/92518584695> if you are planning to attend, even if you're not planning to cook along.

Cookies with Martha

Have a sweet tooth and want to have dessert for lunch? Join Martha Rubin in making Rosemary Butter Cookies and Lemon Bars.

Download the ingredients list, shop before our event, and then join Martha to feed that sweet tooth!

Those wishing to join the fun but not bake are more than welcome!

INGREDIENTS LISTS AND PRE-EVENT INSTRUCTIONS

<https://deanza.instructure.com/courses/18903/files/5066769?wrap=1>

https://deanza.instructure.com/courses/18903/files/5066769/download?download_frd=1

For planning purposes, please REGISTER FOR THIS EVENT <https://fhda-edu.zoom.us/j/92518584695> if you are planning to attend, even if you're not planning to bake along.

12:00pm-12:30pm - Me Time

Enjoy the delicious food you just made, or something else from home. Take a break and relax, reflect on our morning activities or on what you're going to do over the weekend. In the camp world, we call this "me-time".

'I- 12:30-1:00pm - Afternoon Check-In & Door Prizes

Get ready, Campers! We'll spend a few minutes checking in, and then give YOU an opportunity for some cheers for colleagues or yourself. This is an opportunity to you to highlight some of the great work you or your colleagues have done this year. Raise your hand in our zoom session and give a shout out! We'll wrap up with some door prize drawings from attendance at our morning sessions. (Participants do not need to be present to win).

[Join Here!](https://fhda-edu.zoom.us/j/92518584695) <https://fhda-edu.zoom.us/my/heidiking>

1:00-3:00 - Afternoon Workshops - Double Sessions

Choose one of the following and spend your afternoon in a single activity. If that's not your camper jam, keep scrolling for our 1-hour sessions where you can choose two activities.



Adobe Premiere

Facilitator: Marty Kahn

Interested in editing videos? This session will teach you the basics of Adobe Premiere to do just that! This extended session will provide you with opportunity to ask specific questions and start working on your own project.

[Join Here!](https://fhda-edu.zoom.us/j/3319674716) <https://fhda-edu.zoom.us/j/3319674716>

Mask Up and Hike!

Facilitator: Julie Ceballos

Pull on those hiking shoes, get outside, and re-connect with your colleagues! Window allows for 30 minutes of travel time to and from the park. Meet your guide at the Equestrian Parking Area at Rancho San Antonio for a 1-hour easy hike/walk that begins at 1:30pm. Julie will also provide a guided introduction to the park.

PRE-REGISTER NOW! We'll Provide Details Via Email!
https://docs.google.com/forms/d/e/1FAIpQLSebju3auUSadNN8zm_e5kr9yL7Hc0aQP9ij_OveBfgTVRiDQ/viewform
Pre-registration open until 9:00am on 5/14

1:00-2:00 - Afternoon Workshops - Session I



Ergonomics @ Home

Facilitator: Mary Kay Englen
Moderator/Assistant: Dana Kennedy

Everyone's home has its own challenges when creating a work office/area there. Let's review together correct chair height, good placement of your primary tools (computer, pens, your favorite family photo :-)) and good desk posture, so that you can stay comfortable when you work and maximize flexibility when you need to move things around.=

[Join Here!](https://us02web.zoom.us/j/87336247086?pwd=YzRQRiEYUWVpR1U3b0VXM05XUIVQQT09) <https://us02web.zoom.us/j/87336247086?pwd=YzRQRiEYUWVpR1U3b0VXM05XUIVQQT09>

Navigating the Vision Resource Center

Facilitator: Claudia Guzman

Come and learn how to access professional development training for all professionals in the California Community Colleges. Modules, communities of learning, and libraries of video training!

[Join Here!](https://fhda-edu.zoom.us/j/96633980314?from=addon) <https://fhda-edu.zoom.us/j/96633980314?from=addon>



Simple Graphics with Canva

Facilitator: Lindsay West

Learn to make simple graphics, banners, buttons and layouts with the free online tool Canva.

[Join Here!](https://fhda-edu.zoom.us/j/92518584695) <https://fhda-edu.zoom.us/j/92518584695>

**Office 365**

Facilitator: Scott Olsen
Assistant: Heidi King

Want to learn more about Office 365, how to use the available applications, and how to integrate your cloud storage and online Office workflow with your desktop computer? Join this workshop to see how you can bring it all together.

[Join Here! \(https://fhda-edu.zoom.us/j/97961119660?pwd=YUZ6RUkxNzAxMExybEorV0qrU3ozQT09\)](https://fhda-edu.zoom.us/j/97961119660?pwd=YUZ6RUkxNzAxMExybEorV0qrU3ozQT09)



Conversation Cafe: Integrating Governance Work with Your Job

Facilitator: Josh Pelletier

Learn the basics of Shared Governance and how to fit that work with your regular job duties. Join in discussions about work balance and Classified participation in Shared Governance.

[Join Here! \(https://fhda-edu.zoom.us/j/94817727936?pwd=UjR0Y25tRmZCWVRCm81T3VwZU9GZz09\)](https://fhda-edu.zoom.us/j/94817727936?pwd=UjR0Y25tRmZCWVRCm81T3VwZU9GZz09)

2:15-3:15 - Afternoon Workshops - Session II



College Workflow & Adobe Sign - Foothill College

Facilitator: Josh Pelletier

For everyone who has struggled to gather signatures in this virtual work environment, this workshop is intended to explain how Adobe Sign works, as well as how to create and modify signature fields on any document.

[Join Here! \(https://fhda-edu.zoom.us/j/94382676637?pwd=bzJ3US9lRW5HME5OaGUrYzpdEwQ09\)](https://fhda-edu.zoom.us/j/94382676637?pwd=bzJ3US9lRW5HME5OaGUrYzpdEwQ09)



College Workflow & Adobe Sign - De Anza College

Facilitator: Pippa Gibson

Assistants: Lisa Rodriguez & Bidya Subedi

For everyone who has struggled to gather signatures in this virtual work environment, this workshop is intended to explain how Adobe Sign works, as well as how to create and modify signature fields on any document.

Helpful Links:

[Workflows & Approval Flowcharts](https://foothilldeanza.sharepoint.com/sites/DeAnzaFinancialReports/SitePages/Adobe-Sign-Approval-Flowcharts.aspx)

[\(https://foothilldeanza.sharepoint.com/sites/DeAnzaFinancialReports/SitePages/Adobe-Sign-Approval-Flowcharts.aspx\)](https://foothilldeanza.sharepoint.com/sites/DeAnzaFinancialReports/SitePages/Adobe-Sign-Approval-Flowcharts.aspx)

[Forms & Where to Find Them](https://foothilldeanza.sharepoint.com/sites/DeAnzaFinancialReports/SitePages/Finance%20Forms.aspx)

[\(https://foothilldeanza.sharepoint.com/sites/DeAnzaFinancialReports/SitePages/Finance%20Forms.aspx\)](https://foothilldeanza.sharepoint.com/sites/DeAnzaFinancialReports/SitePages/Finance%20Forms.aspx)

[Join Here! \(https://fhda-edu.zoom.us/j/94661191664?pwd=c2ZrdmZlZ0NWbFJkZUx3aWtXZz09\)](https://fhda-edu.zoom.us/j/94661191664?pwd=c2ZrdmZlZ0NWbFJkZUx3aWtXZz09)



Zoom Security for P

Facilitator: Lené Whi

Running Zoom events that adhere to website? Learn the settings and expand to conduct safe and welcoming public

[Join Here! \(https://fhda-edu.zoom.us/j/94661191664?pwd=c2ZrdmZlZ0NWbFJkZUx3aWtXZz09\)](https://fhda-edu.zoom.us/j/94661191664?pwd=c2ZrdmZlZ0NWbFJkZUx3aWtXZz09)



Engaging Your Zoom Audience with PowerPoint

Facilitator: Heidi King

We'll explore tools you can use in PowerPoint, as well as third-party tools that can help keep your audience engaged and allow you to collect feedback and ideas anonymously.

[Join Here! \(https://fhda-edu.zoom.us/my/heidiking\)](https://fhda-edu.zoom.us/my/heidiking)



How To 403b Yourself

Facilitator: Scott Olsen

Learn some tricks of the financial trade! Demystify district 403 and 457 accounts! Get your investment snowball rolling!

[Join Here! \(https://fhda-edu.zoom.us/j/91253777133?pwd=d0ZnV0NrM2M0OG10dFZldUZVcUpEUT09\)](https://fhda-edu.zoom.us/j/91253777133?pwd=d0ZnV0NrM2M0OG10dFZldUZVcUpEUT09)

3:30-4:15 - Closing Campfire

We'll wrap up our day with some camp cheer, our raffle prize drawings, and maybe even a round or two of camp songs!

[Join Here! \(https://fhda-edu.zoom.us/my/heidiking\)](https://fhda-edu.zoom.us/my/heidiking)

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FOOTHILL COLLEGE PROFESSIONAL DEVELOPMENT

Equity Food for Thought

What are other folks saying about equity? Each week I'll post a link to at least one article, blog post, paper, or podcast for you to noodle on. This week...

November is Indigenous Heritage Month, so in that spirit, here are a couple resources to have a look at.

From Higher Education Today: [Indigenous Perspectives on Native Student Challenges in Higher Education](#)

#HonorNativeLand - This is a super short [YouTube video](#) that accompanies the guide and call-to-action to Honor Native Land at <https://usdac.us/nativeland>.

Synchronous PD Featured this Week:

On the eve of the nation's presidential election, Foothill College Speech Communications Professor Che Meneses will host a podcast about voting, freedom of speech, civic & civil dialogue with Kanyon 'Coyote Woman' Sayers-Roods, Indian Canyon Mutsun Band of Costanoan Ohlone People, Co-Founder - CEO Kanyon Consulting, LLC who will dive deep into the topics of Indigenous protocol, spiritual respect, food sovereignty, language revitalization, cultural competency.

Co-sponsored by ASFC Activities Board and the ASFC Senate Board.

Brown Bag Lunch Series

Join the
Webinar

Looking for a place to hang out with colleagues and talk shop? Join us for a webinar (or three!)

Mondays at noon: Pedagogy/andragogy/effective practices through an equity lens

Thursdays at 11AM: Canvas tips, Zoom tips

Fridays at noon: Open forum

[Join the Monday noon Pedagogy Brown Bag](#)

[Join the Thursday 11AM Canvas Tips Brown Bag](#)

[Join the Friday noon Open Forum Brown Bag](#)



Join colleagues in the Office of Distance Ed on **Wednesdays at 2PM** for a 60-minute webinar that explores the connection between course design and excellent online teaching. We'll use the CVC-OEI Rubric as a starting point for exploring online design and teaching techniques that support excellence. Webinars will include a short presentation followed by discussion and Q&A. We encourage sharing your own great ideas! No registration needed.

11/4 Authentic Assessments C1

11/18 Variety of Assessments

11/11 Objectives & Valid Assessments
A3+C2

12/2 Rubrics-Scoring C5
11/4 Authentic Assessments C1

[Click Here to Join the Wednesday 2PM webinars](#)

External PD Opportunities

3CSN Wayfinding Series

Our colleagues at 3CSN have put together a robust series of PD for California Community College faculty and staff. Get all the details and register for events at <http://3csn.org/>.

It's possible to use these for professional development credit at Foothill! Email [Carolyn Holcroft](mailto:Carolyn.Holcroft@foothill.edu) for more information.

TWO WEBINARS FEATURED THIS WEEK:

Find your center...and help your students find theirs, too...

Mindfulness for Educators

Wednesday, 11/4, 1 PM – 2 PM

Looking for ways to be more centered, resilient, peaceful, kind, and present for your students and yourself? Join 3CSN coordinator Sarah Sullivan (Mission College) and educators across the state in this intentional space to practice mindful breathing, reflective journaling, and heart sharing.

[Register for the Mindfulness Webinar](#)

Looking for new ways to engage students and/or colleagues online?

Tools for Asynchronous and Synchronous Discussions & Collaboration: Jamboard and Padlet

Thursday, 11/5, 2:30 PM – 4 PM

Join 3CSN coordinator Kelan Koning and students for this interactive session exploring ways to use tools to enrich asynchronous as well as synchronous educational spaces. This session will cover Jamboard and Padlet with a Q&A for the last half hour.

It's possible to use this for professional development credit at Foothill! Email

[Carolyn Holcroft](#) for more information.

Register for the Jamboard & Padlet
Workshop

Stanford University's Leadership for Society: Race & Power Series

This free series is a timely discussion in webinar format offered by Professor Lowery at the Stanford Graduate School of Business. This program aims to deepen our collective awareness of profound racial disparities in the United States and around the world.

Who is this speaker series for?

- You care about racial equity but don't have the foundational knowledge to feel confident in speaking up on the topic.
- You aspire to lead and empathize with a racially diverse workforce.
- You are knowledgeable about the complexities of race but want to learn from the insights of prominent leaders on this topic.

Nov 2, 2020 06:15 PM : **Change: From Protest to...** with [Rashad Robinson](#), President of Color of Change

Nov 9, 2020 06:15 PM : **Narratives - Part 1: Competing Histories** with [Dr Crew](#), Director of the National Museum of African American History & Culture, Smithsonian Institution

Nov 16, 2020 06:15 PM : **Narratives - Part 2: The Stories We Tell** with [Dana Canedy](#), Vice President and Publisher at Simon & Schuster, former Administrator of The Pulitzer Prizes, *New York Times* bestselling author.

It's possible to use these for professional development credit at Foothill! Email

[Carolyn Holcroft](#) for more information.

Learn More About the Series and/or
Register

Appendix F

- ✔ **Goal 1:** Curriculum is explicitly race conscious.
 - D. Course outlines in every discipline include the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline's historical and contemporary racial equity issues.
 - E. Curriculum policies and processes prioritize equity outcomes. Where disproportionate impact is the outcome of policy implementation or compliance, the College Curriculum Committee and Administration take action to analyze the disproportional impact, and mitigate it and when necessary, and work to advocate for change at the board and/or state level where the policy or process is beyond local control.
- ✔ **Goal 2:** Pedagogy is race conscious.
 - A. Faculty are knowledgeable about the epistemology of their disciplines, especially about the contributions of racially diverse scholars, and they effectively educate students in these topics.
 - B. Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines, and they effectively educate students on these issues.
 - C. Faculty are aware of approaches for using their discipline to prepare students to be racially conscious, and community and global leaders through opportunities such as service leadership.
 - D. Faculty use culturally responsive pedagogy and engage in ongoing professional development around their teaching practices.
- ✔ **Goal 3:** Faculty are supported in their efforts to deepen their understanding of the racialized contexts of their discipline, including the contributions of diverse scholars in their field, update their curricula, and iteratively refine their teaching.
- ✔ **Goal 4:** Administration collaborates with Academic Senate and the Faculty Association to support instructional efforts to achieve goals 1 and 2, by removing structural barriers to pedagogical success which are embedded in tenure, reemployment preference and evaluation processes.
 - A. Tenure processes support tenure-track faculty, tenure review committee members, and mentors in normalizing the practice of being race conscious while being supportive of continuous learning around this issue.
 - B. Faculty evaluations are seen as an opportunity to continuously build on the quality of our teaching, and are viewed as an opportunity to recognize outstanding performance, improve satisfactory performance, and provide useful feedback to encourage the growth and improvement of faculty both contractually and in actual practice.
 - C. The processes by which part-time faculty attain and retain reemployment preference insure these faculty receive the institutional support, resources and mentoring they need to succeed and insure their students' success.
- ✔ **Goal 5:** The Administration, Academic Senate and the Faculty Association collaborate to support practitioner efforts to achieve Goal 2 by ensuring faculty workload, including class size policies, realistically position faculty to implement culturally responsive pedagogy effectively.

Microaggressions and unconscious bias negatively affect experience and learning for students of color.

As we aim to improve the culture of Foothill College to a more welcoming and safe space for students, we must consider how students experience the racial climate of our college. Racial microaggressions are daily verbal, behavioral, or environmental messages that communicate harmful slights and insults about people of color. Whether intentional or unintentional, racial microaggressions shame racial/ethnic minorities and are ingrained in systems that perpetuate racism.³⁷ Making assumptions about a student's knowledge or interest in something based on their ethnicity is extremely problematic. Asking a student what sport they play because you assume they are an athlete, or asking their opinion about a certain dish, assuming they are familiar with or enjoy all traditional foods from their country of heritage, are both examples of racial microaggressions that can make for an unwelcoming space. Beyond slights and shaming, we as educators must also be mindful to not dismiss or ignore cultural behaviors in any campus space. In such spaces, walking into a room without greeting others, or dismissing someone who greets you, is a microaggression and can be considered disrespectful. Policing or surveilling ethnically minoritized students in community spaces can result in feelings of fear and lack of safety for our students.

As part of the open letter from student leaders in June 2020, students felt that the faculty and staff of Foothill should be adequately trained and educated in regards to implicit and unconscious bias, systemic racism, white supremacy, white privilege, and social activism, to help minimize the incidents of microaggressions that our students experience.³⁸ With that in mind the Office of Equity offers the following goals.

With these efforts we hope to shift the culture of Foothill to one that is more welcoming and aware of how racial climate impacts our students.

- ✔ **Goal 1:** Foothill will reduce or decrease the climate of racial microaggressions. welcome candid conversations about them.
- ✔ **Goal 2:** Campus culture supports explicit checking³⁹ of unconscious bias.
- ✔ **Goal 3:** Professional development opportunities informed by or in partnership with students will be available to employees.



Appendix G:

2019 DISTRICT OPENING DAY TWO-HOUR WORKSHOPS

[HOME / DISTRICT OPENING DAY](#)

DISTRICT OPENING DAY TWO-HOUR WORKSHOPS

September 19, 2019 - 9:45-11:45 a.m.
Foothill College, Various Locations

MAP (PDF)

Location	Workshop
Room 1401	<p><u>Assessment for Racial Equity</u></p> <p>In this session, we'll synthesize ideas from culturally-relevant teaching and authentic assessment and co-opt the rules of evidence, inference, and error analysis to imagine assessment practices that can make student success unpredictable by race. Participants are invited to experience assessment for racial equity, to view it as a broad curricular and anthropologic critique applicable to all academic fields, and to reflect on assessment practices through an assessment-for-racial-equity lens.</p> <p><i>Presenter: Patrick Morriss, Mathematics Instructor</i></p>

Location	Workshop
<p>Room 1405</p>	<p><u>Community Based Adaptive Learning Classes As a Vehicle to Help Adults and Those with Disabilities Expand Their Creative Potential and Stay Active, Well Informed, and Engaged</u></p> <p>Adults and older adults with vision, hearing and cognitive challenges can oftentimes be overlooked or ignored because their disability is not visible. Yet, many have lived interesting lives and made contributions to their communities, and their silence belies the fact that they desire to be acknowledged for having made a difference.</p> <p>As one of the little known programs on the Foothill campus, Community Based Adaptive Learning classes have been bringing informative and stimulating educational experiences to those who live in assisted living facilities, adult day health programs, senior centers, and day treatment programs for more than 20 years. Serving a culturally, economically, and geographically diverse group of students, our instructors have witnessed, firsthand, the far-ranging impact that these classes have on our students. We are certain that as the “baby boomer” population ages, the demand for and value of our program will only increase.</p> <p>In this workshop, we'll explore how Community Based Adaptive Learning classes can serve to enrich the lives of adults, older adults, and adults with disabilities. While “use it or lose it” may be a well known cliché, we will show how classroom experiences such as memoir writing, art, current events, art and music appreciation, and different movement classes can help to keep individuals alert, engaged, and overall healthier in the years to come.</p> <p><i>Presenter: Lynnette Vega, Facilitator, Community Based Adaptive Learning</i></p>
<p>Room 1501 (Appreciation Hall)</p>	<p><u>Run, Hide, Defend</u></p> <p>The first half of the presentation will focus on the Run, Hide, Defend program. Run, Hide, Defend training is the curriculum designed and approved by the Santa Clara County Police Chiefs Association and the Santa Clara County Office of Education. The training is intended to provide students, faculty, and staff information on how to protect themselves and respond to an active assailant event. It is taught countywide in all K-12 schools along with San José State University. The Santa Clara County Community College Police Departments have agreed to adopt the same training, so there is consistency for students from elementary, middle school, high school all the way through to the college/university level. The training assists attendees to learn how to make quick, critical, and safer decisions during an event, not only on campus, but throughout their daily lives.</p> <p>The second half of the presentation will focus on campus emergencies, roles and responsibilities, the Building Manager or Floor Warden concept, how to refer issues, discussion, and questions and answers.</p> <p><i>Presenter: James Thurber, Police Officer</i></p>

Location	Workshop
Room 3101	<p><u>QPR: Suicide Prevention Training</u></p> <p>Context : The prevalence of suicide attempts in the past year was highest among adults aged 18-25 (1.9%). Among adults reporting race/ethnicity, the prevalence of suicide attempts in the past year was highest among adults reporting two or more races (-1.3%). Suicide is an equity issue.</p> <p>Rates of suicide among young adults 18-25 have been steadily increasing for almost 2 decades, and are higher for certain groups than others (LGBTQ, mixed ethnicities). Few teachers feel prepared for addressing these crisis situations, yet students will more often speak first to a trusted teacher about suicidal thoughts than go to a mental health professional. Students who communicate these thoughts to others frequently leave them feeling helpless and fearful. In these cases, preparation is key to promoting the best possible outcomes. This session will prepare faculty to recognize warning signs and develop concrete skills for managing potentially life-or-death situations.</p> <p><i>Presenters: Lisa Slede, Psychological Services Counselor, and Alexis Donato, Psychological Services Counselor</i></p>
Room 3106	<p><u>Guided Pathways: Seeing What Is Possible</u></p> <p>Come join us in a fun and interactive setting to learn how De Anza College is using Guided Pathways to help students navigate college and reach their educational goals more successfully. Learn more about meta-majors, our instructional and student support services, and how you can get involved.</p> <p><i>Presenters: Kim Palmore, English Instructor, and Lydia Hearn, English Instructor</i></p>
Room 3206	<p><u>ARE You Stressed? A Compassionate Response</u></p> <p>Whether the stressor is a physical or psychological threat, the human body has the same physiological response, which can impede learning and responding mindfully in the moment. We will identify common psychological stressors in our daily interactions, such as stereotype threat, and describe the biological processes associated with the stress response. Applying techniques rooted in the science of positive psychology, Social and Emotional Learning, and Culturally Responsive Teaching, we will develop effective coping strategies to strengthen our daily interpersonal interactions and to increase classroom safety and engagement.</p> <p><i>Presenter: Tiffany Rideaux, Psychology Instructor</i></p>

Location	Workshop
Room 3303	<p><u>Making and Breaking Classroom Conflicts Through Forum Theatre</u></p> <p>In this workshop, we will use Augusto Boal's Forum Theatre to troubleshoot various teaching tensions inside, and outside, of the classroom. Participants will collaboratively generate a list of challenges they face while working with students. Once we establish a substantial list, the workshop facilitator will break the participants into small groups. Each small group will act out one of the challenges from the established list. After the scene ends, the group will then perform the same scene a second time. During the second performance, the workshop facilitator will shout "stop," and encourage members of the audience to take the place of the instructor, showing how they could change the situation to enable a different outcome. The other actors remain in character, improvising their responses. We will repeat the scene in order for various audience member to explore several alternatives. After the audience members have exhausted all options, we will explore the next tension on our list. The goal is for participants to collaboratively constitute different ways of approaching instructional tensions.</p> <p><i>Presenter: Stephanie Anderson, Communication Studies Instructor</i></p>
Room 3304	<p><u>Civic Capacity As an Equity Strategy: Increasing Student Voice in Our Classrooms and Institutions</u></p> <p>This workshop explores the idea of civic capacity and asks how we all, no matter what our position on our campus, can help students be more empowered to make our institutions and classrooms better serve their needs.</p> <p><i>Presenters: Cynthia Kaufman, Director, Vasconcellos Institute for Democracy in Action, and Edmundo Norte, Dean, Intercultural/International Studies</i></p>
Room 3305	<p><u>Welcoming and Empowering Non-Gender-Binary Students, Faculty, and Staff</u></p> <p>A beginner's basic-level introduction to the concepts, evolving cultural norms, frequently-used terms, preferred pronouns, and best practices for anyone working with (and welcoming!) Non-Gender Binary individuals in our classrooms, workspaces, and communities.</p> <p><i>Presenters: Scott Lankford, English Instructor (Foothill ENGL5 LGBTQ+ Literature Instructor), and Ben Liddie, Mountain View OUTLET Youth Outreach Program Coordinator</i></p>
Room 3402	<p><u>Crosswalk: Equity Through Guided Pathways and the Six Success Factors</u></p> <p>By revisiting the Six Success Factors, our district can successfully implement the Guided Pathways framework while also meeting equity goals. With student success in mind, this workshop will include hands-on activities to learn how to shift your mindset from dwelling in day-to-day practices to effecting process changes.</p> <p><i>Presenters: Rosa Nguyen, Chemistry Instructor; Katie Ha, Supplemental Learning-English/ESL Instructor; and Benjamin Armerding, English Instructor</i></p>

Location	Workshop
Room 3403	<p><u>undocuALLY</u></p> <p>This workshop series is focused on enhancing and developing working knowledge of the services, resources, and support provided to the District's undocumented student population.</p> <p><i>Presenters: Angélica Esquivel, Program Coordinator, Vasconcellos Institute for Democracy in Action; Steve Nava, Sociology Instructor; Maristella Tapia, Sociology Instructor; Carmen Ponce, Director, Stretch-to-Kindergarten & Early Learning Programs, Family Engagement Institute; Pauline Brown, Supervisor, Family Engagement Institute; Betsy Nikolchev, Executive Director, Family Engagement Institute; and Melissa Cervantes, Dean, Institutional Equity, Diversity & Inclusion</i></p>
Krause Center for Innovation, Bldg. 4000 (downstairs)	<p><u>Creative Thinking and Makerspaces</u></p> <p>This hands-on workshop will give participants a brief tour of the Makerspace at the Krause Center for Innovation, followed by a project menu of open-ended maker activities. Participants will learn about the different machines available in the space and will develop a useful product that they can take home. Ideas for subject-aligned activities and assignments will be presented, along with relevant examples. Information on how faculty can bring their courses to the Makerspace, and ways that the Makerspace can serve diverse student groups will also be provided. Spend some time in a creative headspace before the start of the school year.</p> <p><i>Presenters: Gay Krause, Director, Krause Center for Innovation, and Kas Pereira, Teacher in Residence</i></p>

Foothill-De Anza Community College District

12345 El Monte Road
 Los Altos Hills, CA 94022
[District Phone & Contacts Directory](#)

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Our Colleges

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- [DE ANZA COLLEGE](#)
- [ACADEMIC CALENDAR](#)
- [LAST UPDATED 9/17/19](#)

Appendix H: Approved Structure for Guided Pathways

