



 **FOOTHILL COLLEGE**

**ACCREDITATION  
MIDTERM REPORT**

**2021**

**SUBMITTED TO** Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges on October 15, 2021

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

# CERTIFICATION

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.



8/26/21

Peter Landsberger, J.D., President of the Board, Foothill-De Anza Community College District

Date



8/26/21

Judy C. Miner, Ed.D., Chancellor, Foothill-De Anza Community College District

Date



08/25/2021

Thuy Thi Nguyen, J.D., President, Foothill College

Date



**8/18/21**

Fatai Heimuli, President, Associated Students of Foothill College

Date



8/18/21

Kathryn Maurer, Ph.D., President, Academic Senate, Foothill College

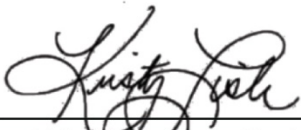
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8/18/2021

Josh Pelletier, M.F.A., President, Classified Senate, Foothill College

Date



8/18/21

Kristy Lisle, Ph.D., Executive Vice President, Instruction and Student Services, Foothill College

Date



8/19/2021

Elaine W. Kuo, Ph.D., Accreditation Liaison Officer, Foothill College

Date

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## REPORT PREPARATION

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-3.01](#), [EVID-3.02](#)]. 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-3.03](#), [EVID-3.04](#), [EVID-3.05](#)].

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. This committee engaged in logistical discussions to support the Midterm Report Study Group's work. Formalization of this group as an ongoing entity is being considered and will be discussed within the governance redesign in 2021-22. 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). Operational support was managed by the Accreditation Liaison Officer and the Instructional Services Coordinator.

All related work was collected and documented through Microsoft Teams.

Initial drafts were reviewed by the Accreditation Steering Committee and Midterm Report Study Group. The draft document was posted on the Foothill College accreditation website and included a publicly accessible embedded feedback form [[EVID-3.06](#)]. 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 college was given a two-week period to provide comments via an online comment form. The final version was shared with the Accreditation Steering Committee, whose members were encouraged to disseminate to

their constituency groups. Additionally, this version was communicated to all constituencies and posted on the college accreditation website. The midterm report was submitted and approved by the Board of Trustees before submission to ACCJC.

## REPORT TIMELINE

### FALL 2020 (October to December)

- Formation of Midterm Report Study Group by Advisory Council (AC) (October)
- Midterm Report Study Group recruitment (November)
- Accreditation Steering Committee reconstituted (November)
- Midterm Report Study Group kick-off (December)
- College accreditation website updated to reflect midterm report effort
- Establishing and documenting timeline, tasks, and division of labor

### WINTER 2021 (January to March)

- Midterm Report Study Group meeting (monthly)
- Accreditation Steering Committee meeting (bi-weekly)
- Midterm Report Study Group teams (for each section) check-ins (bi-weekly)

### SPRING 2021 (April to June)

- Midterm Report Study Group meeting (monthly)
- Accreditation Steering Committee meeting (bi-weekly)
- Midterm report sections due (April)
- Accreditation Steering Committee review draft (May)
- Midterm Report 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)

- Midterm report final review
- Midterm report submitted for Board of Trustees approval

### FALL 2021 (October)

- Midterm report submitted to ACCJC

# REPORT TEAM

In fall 2020, the Midterm Report Study Group established its charge and responsibilities involved with participation [EVID-4.01]. The team consisted of a cross-sectional representation of administrators, faculty, and classified staff. 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.

<b>Name</b>	<b>Constituency</b>	<b>Unit</b>	<b>Title</b>
Anthony Cervantes	Administrator	Admissions & Records	Dean
Roosevelt Charles	Administrator	Counseling	Dean
Isaac Escoto	Faculty	Counseling	Counselor
Doreen Finkelstein	Classified Staff	Institutional Research & Planning	Senior Research Analyst
Laura Gamez	Faculty	Library	Librarian
Kelaiah Harris	Classified Staff	Instruction	Instructional Services Coordinator
Kurt Hueg	Administrator	Instruction	Associate Vice President
Elaine Kuo	Classified Staff	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	Outreach & CTE Transitions	Supervisor, Classified Senate President
Simon Pennington	Administrator	Marketing & Public Relations/ Outreach & CTE Transitions	Associate Vice President
Laurie Scolari	Administrator	Student Services	Vice President <sup>1</sup>
Vanessa Smith	Classified Staff	Marketing & Public Relations	Supervisor
Bret Watson	Administrator	Finance & Administrative Services	Vice President

<sup>1</sup> Formerly Associate Vice President of Student Services



## AREAS OF IMPROVEMENT: Institutional Action Plans

### Overview

Foothill College aligned its self-identified areas of improvement with its Quality Focused Essay (QFE) topics, Educational Pathways and Participatory Governance. A review of the stated improvements from the 2017 Institutional Self-Evaluation Report (ISER) and 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. For the purposes of this report, note that Educational Pathways and Guided Pathways are interchangeable.

### 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, 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 [[EVID-5.01](#)]. Efforts to evaluate these templates began in spring 2021 through a student survey [[EVID-5.02](#)].
- A dashboard was created to track the development of the academic program maps [[EVID-5.03](#)]. 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 of Student Services and the Dean of Institutional Equity, Diversity, and Inclusion. [[EVID-5.04](#), [EVID-5.05](#), [EVID-5.06](#)]
- The Data & Tech Guided Pathways Team was created to ensure alignment of media and technological supports used to facilitate GP goals. [[EVID-5.07](#)]
- The Guided Pathways team leads ensured there were multiple opportunities for student involvement and a broad representation of student experiences, especially those from populations experiencing disproportionate impact [[EVID-5.08](#)]. The college tracks completion outcomes disaggregated by ethnicity.

## NEXT STEPS

- Some departments have developed year-long scheduling plans. Departments will continue to work on this in 2021-22. Program mapping Guided Pathways leads, the Counseling Dean, instructional deans, and the Associate Vice President of Instruction will continue this work. [[EVID-5.09](#), [EVID-5.10](#)]
- The scaling of Starfish software connects instructors and various student support resources in student services to address at-risk students [[EVID-5.11](#), [EVID-5.12](#), [EVID-5.13](#)]. 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 [[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 these reports are in development, regular updates and discussions related to institutional metrics will be held. The Articulation Officer and Counseling Dean will revisit this goal.



- The college continues its assessment of the efficacy of its academic program map templates. Along with collecting survey data, the college identified students who would be interested in follow-up, such as participating in 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.).

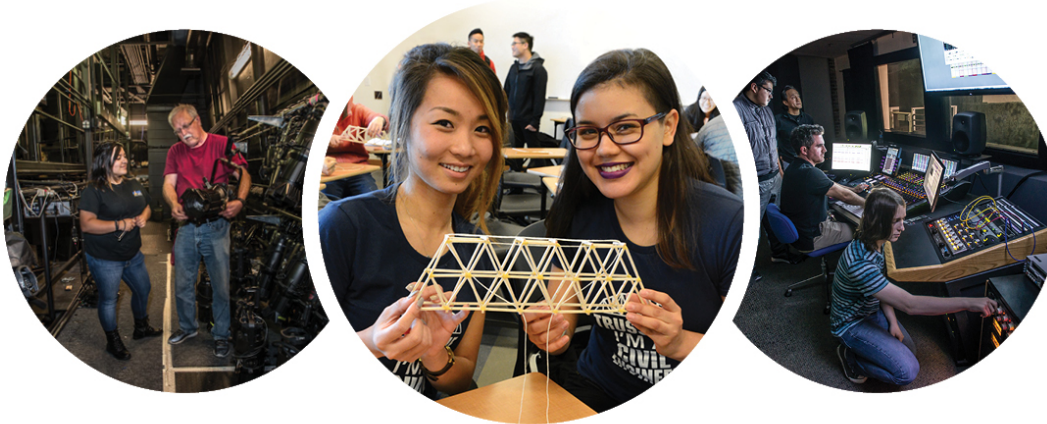
### UPDATE

- The redesigned governance structure was adopted beginning fall 2018 with four new councils: Advisory Council (AC); Equity & Education (E&E); Community & Communication (C&C); and Revenue & Resources (R&R). [[EVID-5.16](#)]
- The governance handbook was revised to include each council'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 Associate Vice President of College & Community Relations, Marketing & Communication. [[EVID-5.17](#)]
- The Parliament, the weekly employee 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](#), [EVID-5.21](#)]
- 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. This report revealed some improvements in the areas of staff and student involvement, while noting a need for improvement in constituency satisfaction with clarity, communication, and trust in decision-making processes and structures. [[EVID-5.22](#)]
- Part-time faculty are compensated for participation in any of the four governance councils. [[EVID-5.23](#)]
- 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-5.24](#)]

## NEXT STEPS

- The college is considering adopting a quad-chair governance model (with a student as the fourth chair) and providing compensation for classified staff participation to involve more people and improve communication. [[EVID-5.25](#)]
- The Shared Governance Redesign Task Force was formed in May 2021 (after reviewing the governance evaluation findings including recommendations from Academic Senate and the Community & Communication Council) with the intention to evaluate, reflect, and discuss participatory governance's goals. The task force's work was set to begin in June 2021, with meetings planned throughout the summer and into the fall. During this time, the charge and intended outcomes will be clarified to explicitly focus on the governance evaluation report recommendations. The goal of this effort is to complete system improvements by December 2021. [[EVID-5.26](#)]
- 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 Redesign Task Force. [[EVID-5.27](#)]



## 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, Foothill 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 Task Force (IP&B) to redesign program review. This charge allowed IP&B to complete the work tasked to AC by the previous governance structure [\[EVID-6.01\]](#). After 18 months of meetings with campus representatives, AC approved the proposed restructuring changes [\[EVID-6.02\]](#).

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 increased intentionality about continuous improvement. Participants noted program review as a learning opportunity and a means to provide feedback at an institutional level [EVID-6.03, EVID-6.04].



FIGURE 1: Program Review Cycle

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. The AC provides feedback on emerging themes or challenges, uncovers insights, makes connections, or advises on solutions not considered [EVID-6.05]. This process is documented in the Program Review Manual [EVID-6.06].

In the previous 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 & Resource Council) without much debate.

As a redesign effort, the program review components are regularly evaluated. During the program review process, all participating readers, writers, presenters, and Advisory Council (AC) members receive a survey assessing areas of success and for improvement [EVID-6.07, EVID-6.08, EVID-6.09, EVID-6.10, 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 increased 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, sharing 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. In the previous accreditation cycle, 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-7.01](#)]. 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-7.02](#)].

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-7.03](#), [EVID-7.04](#)]. This recommendation was supported by the college President, and the RP Group was contracted to conduct a mixed methods evaluation [[EVID-7.05](#)].

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-7.06](#)]. Conversations about the assessment findings occurred in C&C and were shared with Classified Senate and Academic Senate [[EVID-7.07](#), [EVID-7.08](#)]. C&C held a special meeting to

consider the findings and recommendations, leading to a recommendation of forming a Shared Governance Redesign Task Force [[EVID-7.09](#), [EVID-7.10](#)].

The newly established Shared Governance Redesign Task Force is charged with considering and implementing the evaluation report's recommendations. Ongoing improvement efforts will continue to shape the participatory governance processes.

## **AB 705: Equitable Placement and Support**

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. Data on student learning and course success provided opportunities for improvement in course materials and delivery, instructional support, and placement [[EVID-7.12](#), [EVID-7.13](#)]. Assessment of instructional support of Math is an 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-7.14](#)]. 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-7.15](#)]. 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-7.16](#)]. 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-7.17](#)].

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-7.18](#), [EVID-7.19](#)]. 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-7.20](#)].

Throughout 2019-20, the college engaged in an assessment of dual enrollment through data presentations and governance discussions [[EVID-7.21](#), [EVID-7.22](#), [EVID-7.23](#), [EVID-7.24](#)]. These conversations focused on the purpose, intent, and implementation of dual enrollment as an equity and/or enrollment effort [[EVID-7.25](#)]. 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-7.26](#)]. 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 equity alignment (including declining requests when they do not meet the spirit of AB 288 [[EVID-7.27](#)]).

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-7.28](#), [EVID-7.29](#), [EVID-7.30](#)]. 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 ensures 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-8.01, EVID-8.02]. 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-8.03, EVID-8.04]. 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 its team revisit previously established SAOs and create a schedule to follow up with the unit’s SAO leads [EVID-8.05]. 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 [\[EVID-8.06\]](#).

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) [\[EVID-8.07\]](#), [\[EVID-8.08\]](#). POCR participants also shared improved ways to identify and demonstrate their learning outcomes [\[EVID-8.09\]](#). 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) Task Force 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-8.27, EVID-8.28, EVID-8.29].

Program review annual updates will begin fall 2021 for those programs participating in the 2019-20 cycle [EVID-8.30]. Due to the 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 provides a screen shot of the online Program Review Tool landing page displaying how these data are organized and can be navigated.

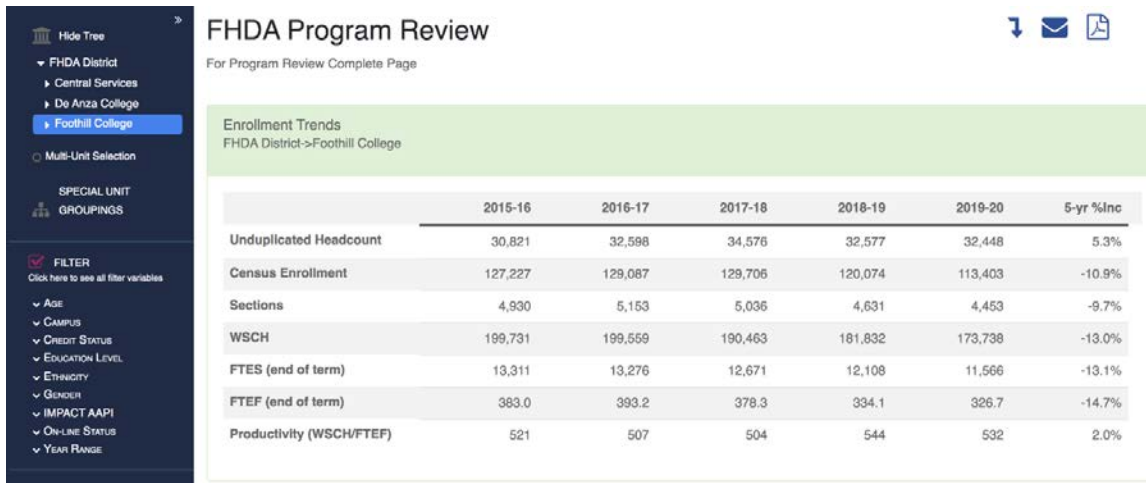


FIGURE 2: Program Review Tool

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, CIP, 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 individual and group lessons on the basics of reading data reports to advanced learning opportunities analyzing data to determine successes and weaknesses and designing 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 and 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 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 [[EVID-8.31](#)]. 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. 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 the SLO evaluation cycle. 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, track 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 President’s Cabinet. All documentation is publicly posted on the accreditation and institutional research and planning websites. [[EVID-9.01](#), [EVID-9.02](#), [EVID-9.03](#)].

### Institutional Standard: Course Completion

	Reporting Years since Comprehensive Review				
	2018	2019	2020	2021	
<b>Completion Rate</b>	80% (2016-17)	81% (2017-18)	81% (2018-19)	81% (2019-20)	<b>Current Aspirational Goal</b> 82%
<b>Institutional Set-Standard</b>	59%	60%	61%	61%	

**COMMENTS** 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 course success remained relatively stable despite the transition to a fully virtual campus beginning March 2020.

## Institutional Standard: Certificates Completed (unduplicated)

		Reporting Years since Comprehensive Review					
		2018	2019	2020	2021		
<b>Count</b>		538 (2016-17)	819 (2017-18)	790 (2018-19)	794 (2019-20)	<b>Current Aspirational Goal</b>	864
<b>Institutional Set-Standard</b>		401	472	537	600		

**COMMENTS** The college's certificates completion count increased since its last comprehensive review. There was an initial surge of students earning the Transfer Studies certificate that satisfied IGETC/CSU Studies requirements. This completion number has remained relatively stable since the 2019 reporting year.

## Institutional Standard: Degrees Awarded (unduplicated)

		Reporting Years since Comprehensive Review					
		2018	2019	2020	2021		
<b>Associate Degree Count</b>		932 (2016-17)	965 (2017-18)	1,012 (2018-19)	932 (2019-20)	<b>Current Aspirational Goal</b>	1,018
<b>Institutional Set-Standard</b>		656	711	727	727		

**COMMENTS** 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.

		Reporting Years since Comprehensive Review					
		2018	2019	2020	2021		
<b>Bachelor's Degree Count</b>		NA (2016-17)	23 (2017-18)	45 (2018-19)	60 (2019-20)	<b>Current Aspirational Goal</b>	75
<b>Institutional Set-Standard</b>		NA	17	26	32		

**COMMENTS** The college’s bachelor’s degrees awarded continue to increase over the past four reporting years. Much of this increase is accounted for by the establishment of an associate-to-bachelor’s pathway in addition to the more traditional high school diploma-to-bachelor’s completion.

**Institutional Standard: Transfer to a four-year Institution**

		Reporting Years since Comprehensive Review					
		2018	2019	2020	2021		
<b>Transfer Count</b>		1,196 (2016-17)	1,255 (2017-18)	1,087 (2018-19)	1,127 (2019-20)	<b>Current Aspirational Goal</b>	1,383
<b>Institutional Set-Standard</b>		867	897	885	867		

**COMMENTS** The college’s transfer to a four-year institution count experienced slight fluctuations (within 5%-point margin) since the 2017 comprehensive review. College-wide discussions will continue in 2021-22.

**NOTES**

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 are 5-year goals, annual goals were calculated and maintained into the next year if they were not met.

**Summary**

The college is in the beginning stages of mapping institutional planning initiatives and efforts to each of these key performance metrics. As an example, preliminary discussions considered the potential crosswalk from the issues identified in the Strategic Plan for Equity to each of the institutional-set standards. As the Educational Master Plan (EMP) is slated for an update beginning fall 2021, these metrics will be included as part of the review and revising process to ensure alignment with other college planning processes [\[EVID-9.04\]](#).





## QUALITY FOCUSED ESSAY #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. However, 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.01](#), [EVID-10A.02](#), [EVID-10A.03](#)]. 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 and 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 student needs and expectations for success [[EVID-10A.04](#), [EVID-10A.05](#)]. For the purposes of this report, note that Educational Pathways and Guided Pathways are interchangeable.

### Desired Goal 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.

**RESPONSIBLE PARTY** Program Mapping Guided Pathway (GP) Leads,  
Counseling Dean, College Curriculum Committee

#### PROGRESS

- A dashboard was created to track the development of academic program maps [[EVID-10A.06](#)].

- 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.07](#)]).
- Program map templates are being finalized. Part of this process includes engaging in college-wide discussions engaging students [[EVID-10A.08](#), [EVID-10A.09](#), [EVID-10A.05](#)].
- 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](#)].

#### **NEXT STEPS**

- Continue developing program maps ensuring that the timeline milestones are met. The dashboard will help with accountability and tracking by the GP Team Leads.
- Mapping efforts will be completed in fall 2021 [[EVID-10A.10](#)]. Discussions will occur about how the maps will be integrated into the onboarding process and be updated regularly.
- Identification about where program maps will be accessed and accessible. Preliminary discussions about a website redesign effort are being explored. 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.

## **Desired Goal 2**

Develop one and two-year scheduling plans to support the structured academic program maps that allow students to complete within two years.

**RESPONSIBLE PARTY** Program Mapping GP Leads, Counseling Dean,  
Instructional Deans, Associate Vice President Instruction

#### **PROGRESS**

- Identification and collaboration with departments that developed year-long scheduling plans, such as with the Literature and Creative Writing courses in the English program [[EVID-10A.12](#)].
- Created video designed to help faculty design a program map (How to Create a Map video) [[EVID-10A.13](#)].
- Establishment of Counselor Mapping Team to support mapping effort [[EVID-10A.14](#)].
- Program Mapping GP leads holds regular meetings [[EVID-10A.15](#)].
- Program Mapping GP leads meet regularly with the college's GP regional coordinator.

#### **NEXT STEPS**

- Program mapping timeline extended into 2021-22 [[EVID-10A.10](#)].
- 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 be a focus of the educational pathways effort in 2021-22 [[EVID-10A.17](#)].

### Desired Goal 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.

**RESPONSIBLE PARTY** Counseling Dean, Career Counseling Lead, Onboarding GP Leads, Associate Vice President Workforce and Career Technical Education (CTE), Director of Science Learning Institute, Science, Technology, Engineering, & Mathematics (STEM) Dean

#### PROGRESS

- The college offers major and/or career goal planning in Counseling 5 course [[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 map template embeds labor market data for all programs [[EVID-10A.27](#)].

#### NEXT STEPS

- 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 Gladeo 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.

### Desired Goal 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.

**RESPONSIBLE PARTY** Student Services Specialist, Owl Scholars (Early Alert Program), Counseling Dean, Associate Vice President Student Services, Data & Tech GP Leads

## PROGRESS

- Scaling up of the Starfish software to connect instructors, and various student support resources in Student Services, to address students dealing 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](#)].

## NEXT STEPS

- Continue scaling up Starfish software to instructional support programs and further streamline communication and intervention efforts [[EVID-10A.31](#)].

## Desired Goal 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 (EMP) metrics.

**RESPONSIBLE PARTY** *Develop Reports:* Articulation Officer, Counseling Dean  
*EMP Metrics:* College Advisory Council, Onboarding GP Leads, GP Steering Committee

## PROGRESS

- The college has yet to develop these reports and will continue to provide regular updates and discussions related to institutional metrics.
- Regular updates and discussions related to institutional metrics [[EVID-10A.32](#), [EVID-10A.33](#)].

## NEXT STEPS

- Update of existing Educational Master Plan to review/revise institutional metrics to begin fall 2021 [[EVID-10A.34](#)].
- Broaden institutional-level conversations regarding the definition of student success, especially metrics related to facilitating degree attainment and transfer [[EVID-10A.35](#)].

## Desired Goal 6

Review program requirements, starting with ADTs, to develop unique program pathway options for fully online students and for students taking all classes at the Sunnyvale Center.

**RESPONSIBLE PARTY** Program Mapping GP Leads, Counseling Dean, Online Learning Dean,  
Associate Vice President Instruction

## PROGRESS

- Identified fully online degrees and programs [[EVID-10A.36](#)].

## NEXT STEPS

- Use information from program maps, and 1-2 year schedules to develop online and Sunnyvale program pathways.

## Desired Goal 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.

**RESPONSIBLE PARTY** GP Team Leads, Faculty Professional Development Coordinator,  
Dean of Institutional Equity, Diversity, and Inclusion,  
Associate Vice President Instruction,  
Associate Vice President Student Services

## PROGRESS

- The college offers professional development pathways such as the Peer Online Course Review (POCR) and Anti-Racist Teaching Practitioners Cohort [[EVID-10A.37](#), [EVID-10A.38](#)]. 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.39](#)].
- Professional development opportunities provided for classified staff focusing on how departments might remove student barriers [[EVID-10A.40](#)].
- The college offers facilitated discussions for faculty professional development. A professional development newsletter is sent out to faculty each week [[EVID-10A.41](#)]. It is disseminated to both the instructional and student services sides of the campus, and this information helps inform campus-wide conversations where both instruction and student services are represented (e.g. participatory governance, Academic Senate).

## NEXT STEPS

- 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 [[EVID-10A.42](#)].
- The college remains committed to ensure that professional development efforts engage folks from both instructional and student services areas.

## Desired Goal 8

Collaborate with K-12 and 4-year partners to define new educational pathways to and from Foothill College.

**RESPONSIBLE PARTY** Student Outreach & CTE Transitions Supervisor, Equity & Education Council, College Curriculum Committee, Instructional Deans, Associate VP of Instruction

### PROGRESS

- Developed multiple dual enrollment partnerships with different districts (per College and Career Access Pathways (CCAP) initiative). 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 [[EVID-10A.43](#)].
- Continued and sustained support for the UCLA Transfer Alliance Program through an honors course schedule [[EVID-10A.44](#), [EVID-10A.45](#)].

### NEXT STEPS

- Use developed Foothill College educational pathways to form additional partnerships with K-12 and 4-year colleges.

## Summary

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 (GP) effort. Over the next two years, the college reflected and documented on the work products and organizational framework to ensure that progress and milestones were occurring. During this period, the 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 GP efforts and the Office of Equity and Inclusion. The Dean of Institutional Equity, Diversity, and Inclusion was identified as one of the Guided Pathways Steering Committee leads and provided guidance about how to frame this campus work. As a result of this partnership, the 2020-21 GP team leads with the Associate Vice President of 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), and helped steer the Guided Pathways effort [[EVID-10A.46](#), [EVID-10A.47](#), [EVID-10A.48](#)].

In summer 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

(program mapping & meta majors, onboarding, communications, data & tech) emerged to guide and further operationalize efforts, such as mapping relevant QFE goals to specific team leads [EVID-10A.49, EVID-10A.50, EVID-10A.51, EVID-10A.52].

These teams formed their own workgroups, holding and facilitating open meetings to increase engagement and involvement. Regular weekly meetings with the GP 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 & Education (E&E) Council [EVID-10A.53]. A reporting out process with an accountability structure was established with the steering committee leads, represented by a faculty chair and two administrators. Shifting to a more formal reporting line ensured a direct connection between the revised participatory governance structure (also a QFE) and the Educational Pathways work. Figure 3 shows who is involved in the ongoing Guided Pathways effort, their roles, and how the work is being held accountable.

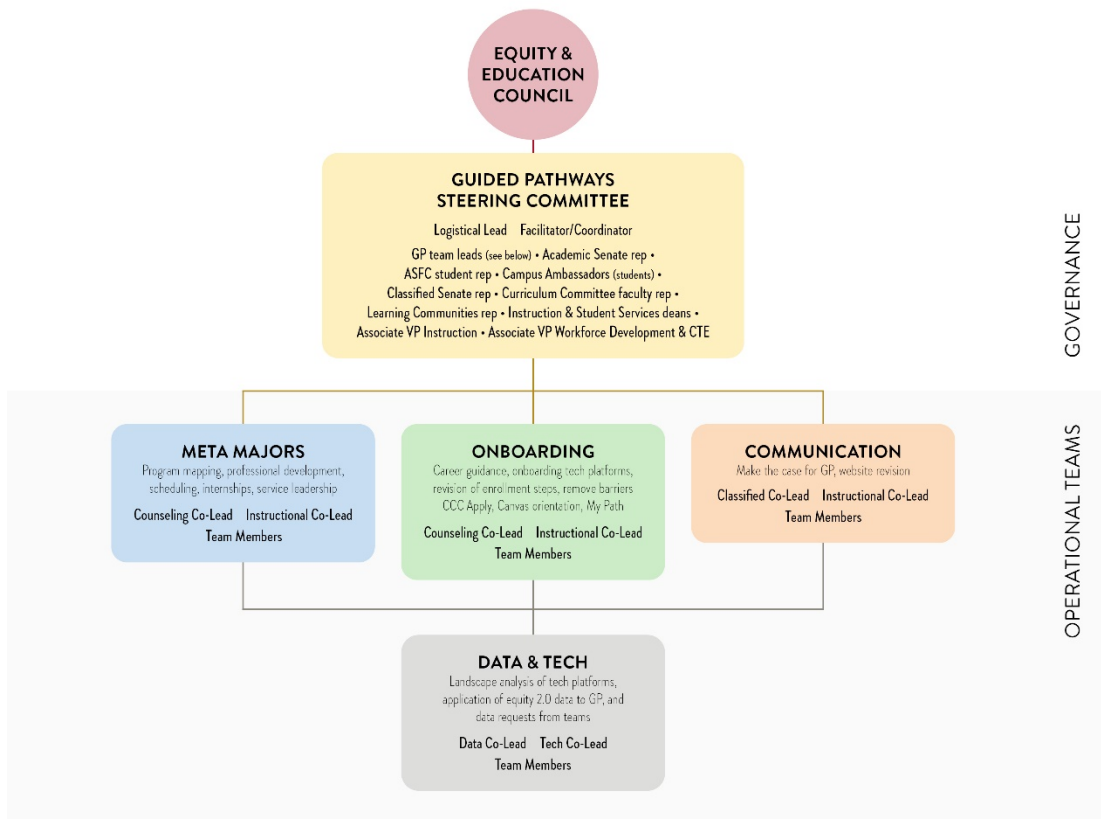


FIGURE 3: Guided Pathways Leadership Structure

Though student engagement has been a priority from the college’s Guided Pathways inception, in recent years the approach is intentional in a deeper way. For example, additional funding was identified to pay student stipends for participating in GP 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.54](#), [EVID-10A.55](#)].

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 GP goals, Foothill College needs to offer and improve on various campus-wide opportunities for information dissemination, involvement, and overall brainstorming 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 GP efforts, presentations, and discussions at various committees and groups on campus [[EVID-10A.13](#), [EVID-10A.01](#), [EVID-10A.56](#), [EVID-10A.57](#), [EVID-10A.58](#), [EVID-10A.40](#)]. Discussions and presentations related to Educational Pathways work continue at various campus committees, such as Academic Senate, Classified Senate, and Equity & Education (E&E) Council [[EVID-10A.59](#)]. The Academic Senate reaffirmed its support and commitment to GP work in February 2021 [[EVID-10A.60](#)]. Administrative positions, such as the Associate Vice President of Student Services, are present at both the steering committee and team leads 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. Additionally, the college is beginning conversations regarding measuring the effectiveness of the new structures, programs, and interventions being developed. These tasks ensure intentional opportunities for ideas, problem solving, and an overall collaborative and inclusive approach to being a student-facing institution.



# QUALITY FOCUSED ESSAY #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 were desired. The governance redesign effort began in fall 2017 and was led by a shared constituency representation [EVID-10B.01].

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 [EVID-10B.02]. The main governance group, Planning and Resource Council (PaRC) was reformed as the college Advisory Council (AC). Together with Equity & Education (E&E), Community & Communication (C&C), Revenue & Resources (R&R), the four councils function like a quadrumvirate. Figure 4 provides a visual of how the governance components are organized with an intentional focus on centering their work on students. The current governance structure is detailed in the college's governance handbook [EVID-10B.03].

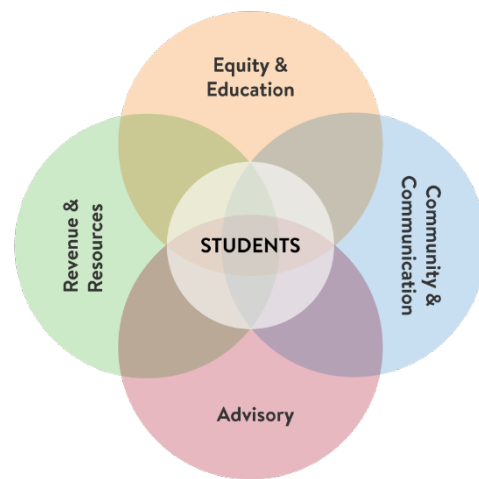


FIGURE 4: Participatory Governance Structure

### Desired Goal 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.

**RESPONSIBLE PARTY** Shared Governance Redesign Task Force, Community & Communication Council (pending restructuring recommendations from the Shared Governance Redesign Task Force)

#### PROGRESS

- 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.04, EVID-10B.05].
- The redesigned governance structure was implemented beginning in fall 2018 to comprise four new Councils: Advisory Council, Equity & Education, Community & Communication, and Revenue & Resources [EVID-10B.06].

- The 2018-19 governance handbook included a summary of the redesign and how the four councils are integrated with the Educational Master Plan (EMP) and other ongoing governance bodies such as Academic Senate [[EVID-10B.07](#)].
- The Academic Senate expressed concerns about the shared governance councils addressing topics that fall within the Academic Senate’s purview (10+1). This concern prompted the Academic Senate and college President to jointly request a Collegiality in Action visit in February 2021 to review areas of Academic Senate primacy. [[EVID-10B.08](#)].
- 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.09](#), [EVID-10B.10](#)]. The council’s charge focused on creating policy direction and feedback around returning to campus following conclusion of the pandemic [[EVID-10B.11](#)].

## NEXT STEPS

- 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.12](#)].
- Review and discuss current proposals on governance redesign and modifications, as outlined in the April 2021 Governance Memo from the President and the April 2021 letter from the Academic Senate over the need for improving the decision-making processes within the existing governance structure [[EVID-10B.13](#), [EVID-10B.14](#)].
- Included in ongoing conversations about issues related to the promotion of equitable outcomes are requests from students in their October 2020 letter and a March 2021 proposal from Classified Senate [[EVID-10B.15](#), [EVID-10B.16](#)].
- At its April 2021 meeting, C&C voted to convene an independent Shared Governance Redesign Task Force to assess governance for implementation in 2021-22 [[EVID-10B.17](#)]. This task force will begin working with the RP Group to determine how to implement the evaluation recommendations in summer 2021. [[EVID-10B.18](#)]

## Desired Goal 2

Develop a more efficient participatory governance system that allows deeper involvement, including:

- a** Student voice
- b** Discussion of student learning and achievement information
- c** Standard meeting times for committees and department discussions
- d** Schedule 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 (EMP) goals and metrics

**RESPONSIBLE PARTY** Shared Governance Redesign Task Force, Community & Communication Council  
(pending restructuring recommendations from the Shared Governance Redesign Task Force)

## PROGRESS

- a** Each governance council has three voting student members [[EVID-10B.19](#)]:
- 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 [[EVID-10B.20](#), [EVID-10B.21](#)].
  - Council meetings are a forum for students to request changes to existing college processes, policies, and procedures. These documented requests received responses from governance councils and other governing bodies. [[EVID-10B.15](#), [EVID-10B.22](#), [EVID-10B.23](#), [EVID-10B.24](#), [EVID-10B.25](#), [EVID-10B.26](#), [EVID-10B.27](#)]
- b** While the four councils are charged with monitoring goals identified in the EMP, the Equity & Education (E&E) Council is specifically charged with overseeing college plans around instruction and equity initiatives, as outlined in the governance handbook [[EVID-10B.28](#), [EVID-10B.29](#)]. All councils, in collaboration with other constituency 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.30](#)].
- 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.31](#)].
- d** Regular monthly meeting times are set for Fridays when fewer classes are scheduled [[EVID-10B.32](#)]. Meeting days and times were 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 service beyond the 40-hour work week [[EVID-10B.16](#), [EVID-10B.13](#)]. 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.33](#)].
- f** The governance handbook includes a chart with proposed characteristics of governance council meeting engagement with indicators of successful meetings [[EVID-10B.34](#)].
- g** Each council is tasked with ongoing review and evaluation of one of the three focused goals within the EMP: Equity, Community, and Stewardship of Resources [[EVID-10B.35](#)].

## NEXT STEPS

- 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 the Shared

Governance Redesign Task Force discussions regarding the engagement and outcomes in the areas of student learning and achievement.

- C&C sent an April 2021 governance memo 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.36](#)]. This discussion is now charged to the Shared Governance Redesign Task Force.
- Regular evaluation of participatory governance will be based on the goals identified in the governance handbook. A survey was used to establish baseline data and the instrument will be administered as a part of regular and ongoing assessment of the governance evaluation process.
- 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.

### Desired Goal 3

Develop information to be added to employee orientation (faculty and staff) on the governance structure and how employee groups can participate.

**RESPONSIBLE PARTY** Shared Governance Redesign Task Force, Community & Communication Council (pending restructuring recommendations from the Shared Governance Redesign Task Force)

#### PROGRESS

- 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.37](#)].
- 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.38](#), [EVID-10B.39](#)].
- 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 the governance handbook in 2019 and 2020.
- Integrating governance service with departmental work will be a professional development activity at the districtwide Classified Professional Development Day (May 14, 2021) [[EVID-10B.40](#)].

#### NEXT STEPS

- The RP Group's governance evaluation findings indicate a need for more robust onboarding with a deliberate handoff for council members from year to year to allow for improved continuity and for institutional knowledge to be passed forward [[EVID-10B.41](#)]. The recently convened Shared Governance Redesign Task Force is expected to address this finding as it meets beginning summer 2021.

## Desired Goal 4

Create Online/Hybrid competency-based training modules for governance committee onboarding.

**RESPONSIBLE PARTY** Shared Governance Redesign Task Force, Office of Online Learning, Community & Communication Council (pending restructuring recommendations from the Shared Governance Redesign Task Force)

### PROGRESS

- C&C discussed onboarding and the creation of a Canvas shell to onboard new governance members in January 2020 [[EVID-10B.42](#)]. The shell has been created, but the course content is not yet developed.

### NEXT STEPS

- 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 [[EVID-10B.41](#)]. The Canvas course will be revisited as part of the onboarding recommendations by the Shared Governance Redesign Task Force.

## Desired Goal 5

Develop an online communication system by creating a “community of practice” around participatory governance committees.

**RESPONSIBLE PARTY** Shared Governance Redesign Task Force, Marketing & Public Relations Office, Community & Communication Council (pending restructuring recommendations from the Shared Governance Redesign Task Force)

### PROGRESS

- The college began publishing The Parliament, an e-newsletter to communicate participatory governance activities to college employees, including council recommendation memos and the President's responses [[EVID-10B.43](#), [EVID-10B.44](#)].
- 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 updates on a weekly basis.

### NEXT STEPS

- While The Parliament will continue as the primary online communication system, the recently convened Shared Governance Redesign Task Force will seek input from college constituents about how to develop formal and effective communication lines.
- The Shared Governance Redesign Task Force will explore how to establish further clarity around all stages of the participatory governance process.

## Desired Goal 6

Develop a mentoring system for participatory governance in order to share institutional knowledge and effective practices.

**RESPONSIBLE PARTY** Shared Governance Redesign Task Force, Community & Communication Council (pending restructuring recommendations from the Shared Governance Redesign Task Force)

### PROGRESS

- 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.45](#)].

### NEXT STEPS

- 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.41](#)].

## Desired Goal 7

Review and revise governance handbook to articulate each committee’s charge, membership, and communication responsibilities.

**RESPONSIBLE PARTY** Shared Governance Redesign Task Force, Community & Communication Council (pending restructuring recommendations from the Shared Governance Redesign Task Force)

### PROGRESS

- 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.
- After each update, the governance handbook is posted on the governance website and (before COVID-19) 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 of College & Community Relations, Marketing & Communications [[EVID-10B.46](#)].

### NEXT STEPS

- 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 President to form a task force to address the evaluation report’s recommendations [[EVID-10B.13](#)].

- The governance handbook will be revised to include recommendations for implementation considerations in its 2021-22 update.

## Summary

The college is committed to continuous improvement efforts of participatory governance as this process ultimately supports student achievement and learning. Through the governance process, campus constituents 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.47, EVID-10B.48]. 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) Task Force was to create a process that would promote broad engagement, examine data, and focus on disproportionate impact in student achievement outcomes [EVID-10B.49].

With the shared governance redesign, C&C was charged with the governance evaluation process [EVID-10B.50]. In 2019-20, C&C convened a study group with shared constituency representation to identify an evaluation approach. The recommendation to engage an outside consultant was discussed in several meetings and accepted by C&C [EVID-10B.51, EVID-10B.52, EVID-10B.53]. The college commissioned a comprehensive governance evaluation by an outside consultant. The April 2021 preliminary report (and its final version received in May 2021) was shared with college constituents [EVID-10B.54, EVID-10B.55]. Their input 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 relationships that may suppress or omit constituency voices. Overall, the report revealed improvements in the areas of staff and student involvement, while noting a need for ongoing efforts to increase satisfaction with clarity, communication, and trust in decision-making processes and structures. These continuous improvement efforts to assess and improve the participatory governance structure are also supported by the college President [EVID-10B.56].

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.57]. C&C recommended the formation of a task force to assess these results and consider next steps to improve its effectiveness. C&C's charge on governance is postponed until the completion of the task force's work and the adoption of any changes to the governance structure [EVID-10B.17]. The intentionality behind the evaluation, reflection, and discussion about participatory governance's goals is supported by the formation of a task force that has convened and will conduct its work during 2021-22. Working with the RP Group, the Shared Governance Redesign Task Force 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

### District Data Revenue

Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance

		FY 17/18	FY 18/19	FY 19/20
<b>4a</b>	<b>Total Unrestricted General Fund Revenues</b> (excluding account 8900)	\$ 205,341,251	\$ 217,751,538	\$ 209,652,204
<b>4b</b>	<b>Other Unrestricted Financing Sources</b> (account 8900)	\$ 696,130	\$ 59,291	\$ 561,627

**i** Other Unrestricted Financing Sources (account 8900) is primarily comprised of:

Year	Description	Amount	Sustainable/One-time
FY 17/18	Other Unrestricted Financing Sources	\$ 696,130	One-time
FY 18/19	Other Unrestricted Financing Sources	\$ 59,291	One-time
FY 19/20	Other Unrestricted Financing Sources	\$ 561,627	One-time

		FY 17/18	FY 18/19	FY 19/20
<b>5a</b>	<b>Net (Adjusted) Unrestricted General Fund Beginning Balance</b>	\$ 58,527,969	\$ 48,495,269	\$ 45,589,757
<b>5b</b>	<b>Net Unrestricted General Fund Ending Balance</b> including transfers in/out	\$ 48,495,269	\$ 45,589,757	\$ 47,236,283



## 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
<b>6a</b> Total Unrestricted General Fund Expenditures (including account 7000)	\$ 215,373,951	\$ 220,657,050	\$ 208,005,678
<b>6b</b> Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	\$ 175,353,127	\$ 181,271,036	\$ 170,095,018
<b>6c</b> Other Unrestricted General Fund Outgo (6a - 6b)	\$ 40,020,824	\$ 39,386,014	\$ 37,910,660
<b>6d</b> Unrestricted General Fund Ending Balance	\$ 48,495,269	\$ 45,589,757	\$ 47,236,283
<b>6e</b> If the report year closed with an Unrestricted General Fund deficit, does the district anticipate to close 2020-21 with a deficit?	<b>No</b>		

## Liabilities

	FY 17/18	FY 18/19	FY 19/20
<b>7</b> Did the District borrow funds for cash flow purposes?	No	No	No
<b>8a</b> Short-Term Borrowing: Unrestricted General Fund (TRANS, etc)	\$ 0	\$ 0	\$ 0
<b>8b</b> Long Term Borrowing: Unrestricted General Fund (COPs, Capital Leases, other long-term borrowing)	\$ 28,803,859	\$ 26,723,002	\$ 24,092,620
<b>9a</b> Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	No	No	No
<b>9b</b> What type(s)	N/A	N/A	N/A
<b>9c</b> Total Amount	\$ 0	\$ 0	\$ 0
<b>10</b> Debt Service Payments (General Fund/Operations)	\$ 2,026,669	\$ 2,080,857	\$ 2,630,382

## Other Post Employment Benefits (OPEBs)

Source: Most recent GASB 74/75 OPEB Actuarial Report

	FY 19/20
<b>11a</b> Total OPEB Liability (TOL) for OPEB	\$ 101,236,422
<b>11b</b> Net OPEB Liability (NOL) for OPEB	\$ 78,645,358
<b>11c</b> Funded Ratio [Fiduciary Net Position (FNP/TOL)]	22 %

		FY 19/20
<b>11d</b>	<b>NOL as Percentage of OPEB Payroll</b>	77 %
<b>11e</b>	<b>Service Cost (SC)</b>	\$ 435,134
<b>11f</b>	<b>Amount of Contribution to Annual Service Cost</b> plus any additional funding of the Net OPEB Liability	\$ 8,905,332
<b>12</b>	<b>Date of most recent Actuarial Report</b>	06/30/2019
<b>13a</b>	Has an irrevocable trust been established for OPEB liabilities?	<b>Yes</b>

		FY 17/18	FY 18/19	FY 19/20
<b>13b</b>	<b>Amount deposited into OPEB Irrevocable Reserve/Trust</b>	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000
<b>13c</b>	<b>Amount deposited into non-irrevocable Reserve</b> specifically for OPEB	\$ 0	\$ 0	\$ 0
<b>13d</b>	<b>OPEB Irrevocable Trust Balance</b> as of fiscal year end	\$ 19,793,097	\$ 22,597,567	\$ 24,911,322
<b>13e</b>	Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2019/20?			<b>No</b>

## Cash Position

		FY 17/18	FY 18/19	FY 19/20
<b>14</b>	<b>Cash Balance at June 30 from Annual CCFS-311 Report</b> (Combined General Fund Balance Sheet Total – Unrestricted and Restricted – accts 9100 through 9115)	\$ 60,390,493	\$ 64,086,602	\$ 58,185,023
<b>15a</b>	Does the district prepare cash flow projections during the year?			<b>Yes</b>
<b>15b</b>	Does the district anticipate significant cash flow issues during 2020-21?			<b>No</b>

## Annual Audit Information

<b>16</b>	<b>Date annual audit report for fiscal year was electronically submitted</b> to accjc.org, along with the institution's response to any audit exceptions	03/05/2021
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	FY 17/18	FY 18/19	FY 19/20
<b>17a</b> List the number of audit findings for each year	2	3	5

**17b** From Summary of Auditors Results (Annual Audit) for 2019-20

FINANCIAL STATEMENTS

<b>i</b> Type of auditor's report issued	Unmodified
<b>ii</b> Internal Control Material Weaknesses identified	No
<b>iii</b> Internal Control Significant Deficiencies identified	No

FEDERAL AWARDS

<b>i</b> Type of auditor's report issued	Unmodified
<b>ii</b> Internal Control Material Weaknesses identified	No
<b>iii</b> Internal Control Significant Deficiencies identified	Yes
<b>iv</b> Qualified as low-risk auditee	Yes

STATE AWARDS

<b>i</b> Type of auditor's report issued	Unqualified/ Unmodified
<b>ii</b> Internal Control Material Weaknesses identified	N/A
<b>iii</b> Internal Control Significant Deficiencies identified	N/A

Other District Information

	FY 17/18	FY 18/19	FY 19/20
<b>18a</b> Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target)	25,967	24,484	23,335
<b>18b</b> Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	24,484	23,335	23,042
<b>19</b> Number of FTES shifted into the fiscal year, or out of the fiscal year	N/A	N/A	N/A

<b>20a</b>	During the reporting period, did the district settle any contracts with employee bargaining units?	<b>Yes</b>
<b>20b</b>	Did any negotiations remain open?	<b>Yes</b>
<b>20c</b>	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

		<b>FY 17/18</b>	<b>FY 18/19</b>	<b>FY 19/20</b>
<b>21a</b>	<b>Final Adopted Budget</b> – budgeted Full Time Equivalent Students (FTES) (Annual Target)	10,627	10,160	9,745
<b>21b</b>	<b>Actual Full Time Equivalent Students</b> (FTES) from Annual CCFS 320	10,160	9,745	9,595

<b>21c</b>	Is the college experiencing enrollment decline in the current (2020-21) year?	<b>Yes</b>
<b>i</b>	If yes, what is the estimated FTES decline?	<b>12</b>

		<b>FY 17/18</b>	<b>FY 18/19</b>	<b>FY 19/20</b>
<b>22</b>	<b>Final Unrestricted General Fund allocation</b> from the District	\$ 65,106,139	\$ 57,207,574	\$ 53,508,933
<b>23</b>	<b>Final Unrestricted General Fund Expenditures</b>	\$ 60,870,993	\$ 56,905,022	\$ 51,934,175
<b>24</b>	<b>Final Unrestricted General Fund Ending Balance</b>	\$ 5,084,557	\$ 4,897,182	\$ 5,622,874
<b>25</b>	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?	10 %	14 %	15 %
<b>26</b>	<b>USDE official cohort Student Loan Default Rate</b> (FSLD) (3 year rate)	18 %	14 %	15 %

## District and College Data

<b>27a</b>	Were there any executive or senior administration leadership changes at the College or District during the fiscal year, including June 30?	<b>Yes</b>
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	<b>INCOMING</b>	<b>OUTGOING</b>
<b>27b</b> Please describe the leadership change(s)	<b>Laurie Scolari</b> Assoc. VP, Student Services	<b>Lauren Balducci</b> Assoc. VP, Student Services
	<b>Kurt Hueg</b> Interim Assoc. VP, Instruction	<b>Paul Starer</b> Interim Assoc. VP, Instruction
	<b>Simon Pennington</b> Interim Assoc. VP, College & Community Relations, Marketing & Communications	
<b>27c</b> How many executive or senior administration positions have been replaced with an interim, or remain vacant?		<b>2</b>



## APPENDIX: EVIDENCE

### Report Preparation

- [EVID-3.01](#) Midterm Report Study Group Membership Statement 12/4/20
- [EVID-3.02](#) Advisory Council Meeting Minutes 12/4/20
- [EVID-3.03](#) Parliament Newsletter 10/23/20
- [EVID-3.04](#) Midterm Report Overview Presentation 10/9/20
- [EVID-3.05](#) Parliament Newsletter 5/28/21
- [EVID-3.06](#) Midterm Report 2021 Webpage

### Report Team

- [EVID-4.01](#) Midterm Report Study Group Membership Statement 12/4/20

### Areas of Improvement: Institutional Action Plans

- [EVID-5.01](#) Program Map Example – AS Biological Sciences
- [EVID-5.02](#) Program Mapping Student Survey
- [EVID-5.03](#) Guided Pathways Tracker Dashboard
- [EVID-5.04](#) Guided Pathways Steering Committee Agenda 11/9/20
- [EVID-5.05](#) Guided Pathways Steering Committee Meeting Minutes 11/9/20
- [EVID-5.06](#) Strategic Vision for Equity 2021-25 pg 20
- [EVID-5.07](#) Guided Pathways Tech & Data Team Webpage
- [EVID-5.08](#) Program Mapping Student Survey
- [EVID-5.09](#) Guided Pathways Mapping Timeline
- [EVID-5.10](#) Guided Pathways Mapping Team Mtg Minutes 2/10/21

<a href="#">EVID-5.11</a>	Academic Senate Meeting Agenda 4/26/21
<a href="#">EVID-5.12</a>	Academic Senate Meeting Minutes 4/26/21
<a href="#">EVID-5.13</a>	Academic Senate Meeting Minutes 5/24/21
<a href="#">EVID-5.14</a>	Online Degrees & Certificates Webpage
<a href="#">EVID-5.15</a>	Program Mapping Student Survey
<a href="#">EVID-5.16</a>	Governance Redesign Project Webpage
<a href="#">EVID-5.17</a>	Governance Handbook pg 8 & 12
<a href="#">EVID-5.18</a>	Parliament Webpage
<a href="#">EVID-5.19</a>	Governance Handbook pg 8
<a href="#">EVID-5.20</a>	Governance Handbook pg 9
<a href="#">EVID-5.21</a>	Governance Calendar Webpage
<a href="#">EVID-5.22</a>	Community & Communication Meeting Minutes 5/21/21
<a href="#">EVID-5.23</a>	Governance Handbook pg 8
<a href="#">EVID-5.24</a>	Community & Communication Memo to President 4/7/21
<a href="#">EVID-5.25</a>	Community & Communication Memo to President 4/27/21
<a href="#">EVID-5.26</a>	Shared Governance Taskforce Proposal May 2021
<a href="#">EVID-5.27</a>	Community & Communication Meeting Minutes 1/31/20

### **Response to Recommendations for Improvement #1**

<a href="#">EVID-6.01</a>	Advisory Council Meeting Minutes 10/5/18
<a href="#">EVID-6.02</a>	Advisory Council Meeting Minutes 1/18/19
<a href="#">EVID-6.03</a>	Program Review Readers Survey Results Presentation 7/21/20
<a href="#">EVID-6.04</a>	Program Review Reader Survey Results 7/21/20
<a href="#">EVID-6.05</a>	Advisory Council Meeting Minutes 11/6/20
<a href="#">EVID-6.06</a>	Program Review Manual 2020-21
<a href="#">EVID-6.07</a>	Program Review Writer Survey 5/1/20
<a href="#">EVID-6.08</a>	Program Review Reader Survey 7/21/20
<a href="#">EVID-6.09</a>	Program Review Presenter Survey 12/11/20
<a href="#">EVID-6.10</a>	Program Review Writer Survey 3/16/21
<a href="#">EVID-6.11</a>	Program Review Reader Survey 4/21/21
<a href="#">EVID-6.12</a>	Program Review Presenter Survey 6/23/21
<a href="#">EVID-6.13</a>	Program Review Advisory Council Survey 6/22/21

<a href="#">EVID-6.14</a>	Program Review Reader Survey Results Presentation 7/21/20
<a href="#">EVID-6.15</a>	Integrated Planning & Budget Task Force Meeting Minutes 5/12/20
<a href="#">EVID-6.16</a>	Program Review Writer Training Presentation 11/4/20
<a href="#">EVID-6.17</a>	Program Review Reader Training Presentation 2020-21
<a href="#">EVID-6.18</a>	Program Review Reader Norming Session 2020-21
<a href="#">EVID-6.19</a>	Program Review Data Trend Cheat Sheet 2020-21
<a href="#">EVID-6.20</a>	Integrated Planning & Budget Task Force Meeting Minutes 7/28/20
<a href="#">EVID-6.21</a>	Governance Survey Results June 2016
<a href="#">EVID-6.22</a>	Governance Group Topic Areas
<a href="#">EVID-6.23</a>	QFE #1: Educational Pathways
<a href="#">EVID-6.24</a>	QFE #2: Participatory Governance
<a href="#">EVID-6.25</a>	Community & Communication Memo to President 5/28/20
<a href="#">EVID-6.26</a>	Shared Governance External Evaluation Report May 2021
<a href="#">EVID-6.27</a>	Shared Governance Task Force Proposal May 2021
<a href="#">EVID-6.28</a>	President Memo to Advisory Council 6/11/21

## Response to Recommendations for Improvement #2

<a href="#">EVID-7.01</a>	Strategic Vision for Equity 2021-25
<a href="#">EVID-7.02</a>	Community & Communication Meeting Minutes 5/10/19
<a href="#">EVID-7.03</a>	Governance Assessment Study Group Meeting Minutes 4/24/20
<a href="#">EVID-7.04</a>	Community & Communication Memo to President 5/28/20
<a href="#">EVID-7.05</a>	President Memo to Community & Communication 7/28/20
<a href="#">EVID-7.06</a>	Shared Governance External Evaluation Preliminary Findings Report April 2021
<a href="#">EVID-7.07</a>	Classified Senate Meeting Minutes 4/22/21
<a href="#">EVID-7.08</a>	Academic Senate Meeting Agenda 4/26/21
<a href="#">EVID-7.09</a>	Community & Communication Meeting Minutes 5/3/21
<a href="#">EVID-7.10</a>	Community & Communication Memo to President 5/3/21
<a href="#">EVID-7.11</a>	Multiple Measures Pilot Presentation Fall 2017
<a href="#">EVID-7.12</a>	English and Math Throughput 2017-18 vs. 2018-19 Presentation
<a href="#">EVID-7.13</a>	Enrollment and Success in Math 10 and Math 48A in Fall 2018 Presentation
<a href="#">EVID-7.14</a>	AB 705 Support: Embedded Tutors in Math 10 Presentation 5/31/19
<a href="#">EVID-7.15</a>	Math AB705 Update Presentation



<a href="#">EVID-7.16</a>	Community of Practice for Math 48A
<a href="#">EVID-7.17</a>	Supporting Students for Success in Math under AB 705: We Did It, and You Can Too Presentation 10/9/19
<a href="#">EVID-7.18</a>	Success in Math 10 and Math 48A under AB 705 for Fall 2018 2/14/18
<a href="#">EVID-7.19</a>	Data Requests: Phase One – Cabinet Presentation 8/3/20
<a href="#">EVID-7.20</a>	Equity & Education Meeting Minutes 11/1/19
<a href="#">EVID-7.21</a>	Dual Enrollment Presentation to Equity & Education 12/6/19
<a href="#">EVID-7.22</a>	Equity & Education Meeting Minutes 1/10/20
<a href="#">EVID-7.23</a>	Equity & Education Meeting Minutes 4/17/20
<a href="#">EVID-7.24</a>	Equity & Education Meeting Minutes 6/5/20
<a href="#">EVID-7.25</a>	Equity & Education Meeting Minutes 12/6/19
<a href="#">EVID-7.26</a>	Equity & Education Memo to President 6/5/20
<a href="#">EVID-7.27</a>	President Memo to Equity & Education 3/26/21
<a href="#">EVID-7.28</a>	Advisory Council Meeting Minutes 3/5/21
<a href="#">EVID-7.29</a>	Academic Senate Meeting Minutes 4/5/21
<a href="#">EVID-7.30</a>	Institutional Metrics – Advisory Council Presentation 3/5/21

### **Improving Institutional Performance: Student Learning Outcomes**

<a href="#">EVID-8.01</a>	Student Services Black Lives Matter Action Plan Webpage
<a href="#">EVID-8.02</a>	Strategic Vision for Equity 2021-25
<a href="#">EVID-8.03</a>	Integrated Planning & Budget Task Force Student Service and Instructional Support Retreat 2/5/19
<a href="#">EVID-8.04</a>	Integrated Planning & Budget Task Force Student Service Retreat 5/2/19
<a href="#">EVID-8.05</a>	Disability Resource Center & Veterans Resource Center Division Meeting 1/19/21
<a href="#">EVID-8.06</a>	Transfer Center Annual Report 2019-20
<a href="#">EVID-8.07</a>	Peer Online Course Review Experience Video
<a href="#">EVID-8.08</a>	Benefits of Peer Online Course Review Video
<a href="#">EVID-8.09</a>	Section A1-3 + C: Peer Online Course Review Reflection Video
<a href="#">EVID-8.10</a>	Peer Online Course Review Faculty Reflections Video
<a href="#">EVID-8.11</a>	Professional Development Showcase Presentation Schedule Summer 2020
<a href="#">EVID-8.12</a>	Integrated Planning & Budget Task Force Summer Agenda Items 6/20/18
<a href="#">EVID-8.13</a>	Integrated Planning & Budget Task Force Meeting Minutes 7/11/18

- [EVID-8.14](#) Integrated Planning & Budget Task Force Overview Presentation
- [EVID-8.15](#) Program Review Schedule 5-Year Cycle
- [EVID-8.16](#) Advisory Council Meeting Minutes 2/28/20
- [EVID-8.17](#) Program Review Annual Progress Report Template
- [EVID-8.18](#) Program Review Instructional Template
- [EVID-8.19](#) Advisory Council Meeting Minutes 11/6/20
- [EVID-8.20](#) DRAFT Student Services Division Strategic Planning Process 2019-2021
- [EVID-8.21](#) EOPS Retreat Presentation
- [EVID-8.22](#) Counseling Division Retreat 2020-21
- [EVID-8.23](#) Advisory Council Meeting Minutes 1/18/19
- [EVID-8.24](#) Integrated Planning & Budget Task Force Meeting Minutes 10/10/18
- [EVID-8.25](#) Academic Senate Meeting Minutes 3/11/19
- [EVID-8.26](#) Program Review Timeline and Due Dates 2019-20
- [EVID-8.27](#) Financial Aid Program Review
- [EVID-8.28](#) Admissions & Records Program Review
- [EVID-8.29](#) Integrated Planning & Budget Task Force – Program Review Student Services Presentation 12/8/20
- [EVID-8.30](#) Integrated Planning & Budget Task Force Meeting Minutes 9/2/20
- [EVID-8.31](#) Revealing Institutional Strengths and Challenges (RISC) Custom Questions Report 2021

### **Improving Institutional Performance: Institution Set Standards**

- [EVID-9.01](#) Institutional Metrics – Advisory Council Presentation 3/5/21
- [EVID-9.02](#) Institutional Metrics – Cabinet Presentation 3/5/21
- [EVID-9.03](#) Institutional Metrics – Academic Senate Presentation 4/5/21
- [EVID-9.04](#) President Memo to Advisory Council 6/11/21

### **Quality Focused Essay #1: Educational Pathways**

- [EVID-10A.01](#) Guided Pathways Summit Presentation 5/22/19
- [EVID-10A.02](#) Guided Pathways Equity & Education Presentation 12/6/19
- [EVID-10A.03](#) Equity & Education Meeting Minutes 12/6/19
- [EVID-10A.04](#) Guided Pathways Overview Webpage
- [EVID-10A.05](#) Guided Pathways Kickoff Presentation 11/20/20

<a href="#"><u>EVID-10A.06</u></a>	Guided Pathways Mapper Tracker
<a href="#"><u>EVID-10A.07</u></a>	Dental Hygiene Map Webpage
<a href="#"><u>EVID-10A.08</u></a>	Program Mapping Student Survey
<a href="#"><u>EVID-10A.09</u></a>	Program Map Template
<a href="#"><u>EVID-10A.10</u></a>	Program Map Timeline
<a href="#"><u>EVID-10A.11</u></a>	Guided Pathways Mapping Meeting Minutes 2/10/21
<a href="#"><u>EVID-10A.12</u></a>	English: Literature and Creative Writing Annual Course Schedule
<a href="#"><u>EVID-10A.13</u></a>	Guided Pathways Mapping Team Webpage
<a href="#"><u>EVID-10A.14</u></a>	Guided Pathways Counselor Mapping Team Webpage
<a href="#"><u>EVID-10A.15</u></a>	Guided Pathways Counselor Mapping Team Meetings Webpage
<a href="#"><u>EVID-10A.16</u></a>	College Curriculum Committee Meeting Agenda 5/4/21
<a href="#"><u>EVID-10A.17</u></a>	Guided Pathways Steering Committee Agenda 5/10/21
<a href="#"><u>EVID-10A.18</u></a>	Counseling 5 – Course Outline
<a href="#"><u>EVID-10A.19</u></a>	Anthropology Career Exploration
<a href="#"><u>EVID-10A.20</u></a>	Counseling Webpage: Selecting a College Major
<a href="#"><u>EVID-10A.21</u></a>	STEM Internship Opportunities Webpage
<a href="#"><u>EVID-10A.22</u></a>	Guided Pathways Data & Tech Team Presentation 9/28/20
<a href="#"><u>EVID-10A.23</u></a>	Guided Pathways Tech Advisers Meeting 2/23/21
<a href="#"><u>EVID-10A.24</u></a>	Guided Pathways Tech Advisers Meeting 5/25/21
<a href="#"><u>EVID-10A.25</u></a>	Digital Marketing Occupations Labor Market Information Report – July 2019
<a href="#"><u>EVID-10A.26</u></a>	Programming Language Occupations Labor Market Information Report – March 2019
<a href="#"><u>EVID-10A.27</u></a>	Program Map Template
<a href="#"><u>EVID-10A.28</u></a>	Academic Senate Meeting Agenda 4/26/21
<a href="#"><u>EVID-10A.29</u></a>	Academic Senate Meeting Minutes 4/26/21
<a href="#"><u>EVID-10A.30</u></a>	Academic Senate Meeting Agenda 5/24/21
<a href="#"><u>EVID-10A.31</u></a>	Expansion of Owl Scholars Presentation
<a href="#"><u>EVID-10A.32</u></a>	Institutional Metrics – Advisory Council Presentation 3/5/21
<a href="#"><u>EVID-10A.33</u></a>	Academic Senate Meeting Minutes 4/5/21
<a href="#"><u>EVID-10A.34</u></a>	President Memo to Advisory Council 6/11/21
<a href="#"><u>EVID-10A.35</u></a>	Advisory Council Meeting Minutes 3/5/21
<a href="#"><u>EVID-10A.36</u></a>	Online Degrees and Certificates Webpage

<a href="#">EVID-10A.37</a>	Peer Online Course Review Webpage
<a href="#">EVID-10A.38</a>	Instruction Office – Winter 2021 Book Club
<a href="#">EVID-10A.39</a>	Faculty Quality Showcase Webpage
<a href="#">EVID-10A.40</a>	Classified Staff Professional Development Day 5/14/21
<a href="#">EVID-10A.41</a>	Professional Development Newsletter
<a href="#">EVID-10A.42</a>	Strategic Vision for Equity 2021-25 pg 31-32
<a href="#">EVID-10A.43</a>	Firebird Academy Webpage
<a href="#">EVID-10A.44</a>	UCLA Transfer Alliance Program
<a href="#">EVID-10A.45</a>	Honors Course Schedule Webpage
<a href="#">EVID-10A.46</a>	Guided Pathways Steering Committee Meeting Agenda 11/9/20
<a href="#">EVID-10A.47</a>	Guided Pathways Steering Committee Meeting Minutes 11/9/20
<a href="#">EVID-10A.48</a>	Strategic Vision for Equity 2021-25 pg 20
<a href="#">EVID-10A.49</a>	Guided Pathways Leadership Team Webpage
<a href="#">EVID-10A.50</a>	Guided Pathways Onboarding Team Webpage
<a href="#">EVID-10A.51</a>	Guided Pathways Tech & Data Team Webpage
<a href="#">EVID-10A.52</a>	Guided Pathways Communication Team Webpage
<a href="#">EVID-10A.53</a>	Guided Pathways Steering Committee Team Webpage
<a href="#">EVID-10A.54</a>	Guided Pathways Design Principles Brown Bag Presentation
<a href="#">EVID-10A.55</a>	Guided Pathways Mission Statement Presentation
<a href="#">EVID-10A.56</a>	District Opening Day Workshop Schedule 9/19/19
<a href="#">EVID-10A.57</a>	Academic Senate Meeting Minutes 1/25/21
<a href="#">EVID-10A.58</a>	Approved Structure for Guided Pathways 2020-21
<a href="#">EVID-10A.59</a>	Equity & Education Meeting Agenda 2/7/20
<a href="#">EVID-10A.60</a>	Academic Senate Resolution Affirming Guided Pathways February 2021

## Quality Focused Essay #2: Participatory Governance

<a href="#">EVID-10B.01</a>	Governance Redesign Project Webpage
<a href="#">EVID-10B.02</a>	Educational Master Plan (EMP) Master Plan Executive Summary
<a href="#">EVID-10B.03</a>	Governance Structure FAQ
<a href="#">EVID-10B.04</a>	Redesign Project Meeting Information Webpage
<a href="#">EVID-10B.05</a>	Governance Redesign Presentation 5/24/18
<a href="#">EVID-10B.06</a>	Governance at Foothill Webpage

<a href="#"><u>EVID-10B.07</u></a>	Principles and Role of Governance
<a href="#"><u>EVID-10B.08</u></a>	Collegiality in Action Visit Presentation 2/5/21
<a href="#"><u>EVID-10B.09</u></a>	Return to Campus Council Webpage
<a href="#"><u>EVID-10B.10</u></a>	Revenue & Resources Meeting Minutes 12/4/20
<a href="#"><u>EVID-10B.11</u></a>	President Memo to Revenue & Resources 1/14/21
<a href="#"><u>EVID-10B.12</u></a>	Community & Communication Meeting Minutes 5/21/21
<a href="#"><u>EVID-10B.13</u></a>	President Memo to Community & Communication 4/7/21
<a href="#"><u>EVID-10B.14</u></a>	Academic Senate Letter to the President 4/12/21
<a href="#"><u>EVID-10B.15</u></a>	Student Open Letter to Foothill College Governance October 2020
<a href="#"><u>EVID-10B.16</u></a>	Classified Senate Proposal to Community & Communication 3/5/21
<a href="#"><u>EVID-10B.17</u></a>	Community & Communication Memo to President 5/3/21
<a href="#"><u>EVID-10B.18</u></a>	Shared Governance Task Force Proposal May 2021
<a href="#"><u>EVID-10B.19</u></a>	Governance Handbook pg 8
<a href="#"><u>EVID-10B.20</u></a>	Revenue & Resources Meeting Agenda 4/9/21
<a href="#"><u>EVID-10B.21</u></a>	Advisory Council Meeting Minutes 3/19/21
<a href="#"><u>EVID-10B.22</u></a>	Academic Senate Response to Student Open Letter 12/11/20
<a href="#"><u>EVID-10B.23</u></a>	Classified Senate Response to Student Open Letter 12/4/20
<a href="#"><u>EVID-10B.24</u></a>	Revenue & Resources Response to Student Open Letter 11/23/20
<a href="#"><u>EVID-10B.25</u></a>	Advisory Council Response to Student Open Letter 12/4/20
<a href="#"><u>EVID-10B.26</u></a>	Equity & Education Response to Student Open Letter 1/4/21
<a href="#"><u>EVID-10B.27</u></a>	Community & Communication Response to Student Open Letter 12/11/20
<a href="#"><u>EVID-10B.28</u></a>	Educational Master Plan (EMP) Goals and Objectives Webpage 2016-22
<a href="#"><u>EVID-10B.29</u></a>	Governance Handbook pg 12
<a href="#"><u>EVID-10B.30</u></a>	Equity & Education Memo to President 12/11/20
<a href="#"><u>EVID-10B.31</u></a>	Governance Council Master Calendar Webpage
<a href="#"><u>EVID-10B.32</u></a>	Governance Handbook pg 9
<a href="#"><u>EVID-10B.33</u></a>	Governance Handbook pg 8
<a href="#"><u>EVID-10B.34</u></a>	Governance Handbook pg 4
<a href="#"><u>EVID-10B.35</u></a>	Governance Handbook pg 6-7
<a href="#"><u>EVID-10B.36</u></a>	Community & Communication Memo to President 4/27/21
<a href="#"><u>EVID-10B.37</u></a>	President's Communique 7/31/17

<a href="#"><u>EVID-10B.38</u></a>	Governance Summit Presentation 9/13/19
<a href="#"><u>EVID-10B.39</u></a>	Governance Summit Agenda 9/11/20
<a href="#"><u>EVID-10B.40</u></a>	Classified Staff Professional Development Day 5/14/21
<a href="#"><u>EVID-10B.41</u></a>	Governance Evaluation Findings May 2021
<a href="#"><u>EVID-10B.42</u></a>	Community & Communication Meeting Minutes 1/31/20
<a href="#"><u>EVID-10B.43</u></a>	Parliament Newsletter Webpage
<a href="#"><u>EVID-10B.44</u></a>	Parliament Newsletter 5/21/21
<a href="#"><u>EVID-10B.45</u></a>	Parliament Newsletter 6/19/20
<a href="#"><u>EVID-10B.46</u></a>	Governance Committee Support & Resources Webpage
<a href="#"><u>EVID-10B.47</u></a>	Community & Communication Meeting Minutes 12/11/20
<a href="#"><u>EVID-10B.48</u></a>	Community & Communication Meeting Minutes 1/22/21
<a href="#"><u>EVID-10B.49</u></a>	Integrated Planning & Budget Task Force Meeting Minutes 7/11/18
<a href="#"><u>EVID-10B.50</u></a>	Community & Communication Meeting Minutes 5/10/19
<a href="#"><u>EVID-10B.51</u></a>	Governance Assessment Study Group Meeting Minutes 3/27/20
<a href="#"><u>EVID-10B.52</u></a>	Community & Communication Meeting Minutes 4/24/20
<a href="#"><u>EVID-10B.53</u></a>	Community & Communication Memo to President 5/28/20
<a href="#"><u>EVID-10B.54</u></a>	Classified Senate Meeting Minutes 4/22/21
<a href="#"><u>EVID-10B.55</u></a>	Foothill & District Academic Senate Minutes 4/26/21
<a href="#"><u>EVID-10B.56</u></a>	President Memo to Community & Communication 7/28/20
<a href="#"><u>EVID-10B.57</u></a>	Community & Communication Meeting Minutes 5/3/21



**FOOTHILL COLLEGE**