**Committee Reports from Old Governance Structure**

AB705

* Charge – no formal charge, but the group met to discuss implementation strategies of AB 705
* Issues left hanging:
  + Monitor the progress of implementation in Math
  + Plan the implementation in English and ESL

Basic Skills

* Charge - coordinate the design and implementation of programs that support the development of foundation skills in reading, writing, mathematics, English as a Second Language, and learning/study to achieve success in college-level courses
* Issues left handing:
* Developing Basic skills budget for 18-19
* The group would like to stay on as a study group under E & E

COOL

* Charge: Developing college wide online quality standards
* Issues left hanging:
* College Wide standards, faculty thoughts?
* Review the Analysis of Division Quality Standards for Online Course (Separate attachment)

Guided Pathways

* Charge – no formal one, but the group has been working on a proposal submitted to the state to receive funding from the Guided Pathways initiative. Two goals of the proposal are:
  1. Explore ADTs as a Guided Pathway and provide a course mapping for students to complete an ADT in a given amount of time based on the student’s FT/PT status.
  2. Lead the college in developing a Guided Pathways program that would transform the educational experience for students entering Foothill.

The core team is requesting to be a study group of E & E for the duration of the funding period of the Guided Pathways initiative.

Professional Development

* Charge:
* Provide college-wide direction and leadership for faculty and staff professional development (plan quarterly professional development days, work with college president to plan college opening day, but did not assist with 9/21/18 opening day)
* Make recommendations to PaRC for vision, policies, and implementations related to professional development (provide input regarding professional development portion of program review; historically this has been in the FH Online Learning admin program review)
* Issues left hanging
  + Creating shared definition of “Professional development” to help with Professional development plans and policies (see attached document)
  + Collecting feedback regarding professional development events and needs

SEW (Student Equity Workgroup)

* Charge: Enhance the ethos of equity on campus and educate the campus about equity and its relevance to student success
* Issues left hanging – Review of Student Equity Plan 1.0 and writing Student Equity Plan 2.0

SSSP

Charge:

* Enhance student success in accordance with the 3SP goals by
* Developing and implementing policies and procedures, and ensuring 3SP funds are spent in accordance with state guidelines and regulations
* Identifying and evaluating potential programs and/or services for consideration, such as early alert software, online tutoring programs, etc.
* Monitor the efficacy of 3SP policies, procedures, activities, programs, and services by collecting and analyzing data in collaboration with institutional research.
* Review the 3SP plan annually, and revise as necessary to improve efficacy
* Collaborate with Professional Development committee to present workshops on the 3SP for the college community
* Regularly report formally to PaRC and frequently communicate informally with other shared governance bodies concerning the 3SP.

Issues left hanging - None

Transfer (DL summary – see full transcript below)

Charge:

* Increase number of students on the pathway to transfer with priority emphasis on serving underrepresented students
* Folded in with Transfer Advisory Committee as required by Title 5 mandate – authors annual college transfer plan, which is submitted to CCCCO

Issues left hanging:

* Role of transfer advisory committee – who will this committee report to?
* Dual enrollment – transfer vs. freshman applicants to 4-years

Workforce

Charge:

* Improve data collection by creating, distributing and collecting CTE surveys to/from students in each CTE program.
* Improve awareness, visibility and participation of CTE/Workforce programs and initiatives
* Oversaw approval of new CTE programs and provided feedback/recommendations to these programs.
* Represented the college on Regional Joint ventures

Issues/Questions:

* Will E & E committee approve programs/certificates or strictly in curriculum?
* Funding for CTE and allied health

The objective of the **Transfer Work Group** was to “increase the number of students on the pathway to transfer”, with priority emphasis on serving underrepresented students. However, it is important to clarify that the Transfer Work Group was more than just a local workgroup. Because Title 5 mandates that every California Community College has a **“Transfer Advisory Committee**” that supports and strengthens transfer activities on campus. This committee was folded into the Transfer Workgroup. According to the CCCCO, this committee may include a governing board member, an academic senate representative, instructional and counseling faculty, students, administration, student services and representatives from local universities. Our College has a long and rich history of having a Transfer Advisory Committee, which has been chaired either by the Transfer Center Director or Articulation Officer (alternating years) since the inception of Transfer Centers in 1989. This group also authors the annual College Transfer Plan, which is submitted to the CCCCO and is approved by the FHDA Board of Trustees. By whom will this work now be done? It is also unclear what body will be responsible for reviewing and recommending new Associate Degree for transfer programs, which was a charge of our committee under the Program Creation policy. By whom will the review of new ADTs now be done? One of our concerns is how the Transfer Advisory Committee will now function, to whom it will report, and what impact it’s work will have on the decisions made by the new governing Council. We raised this question/concern numerous times last year during discussion about the new governance proposal. We are still awaiting clarification.

For the last two years, the target goals for the Transfer Workgroup were:

1. Build and promote a culture of transfer by increasing visibility of transfer services and transfer opportunities through the development and implementation of, as well as purchase of additional information and marketing materials (e.g. transfer guides and high impact signs and banners).

1. Because transfer is integral to the mission of the college, increase advocacy of the transfer mission, changing student needs and resources required to fulfill these goals with governing boards and campus leadership in order to institutionalize a reasonable budget for the Transfer Workgroup, increase Transfer Center funding, and provide additional opportunities to support transfer-related activities.

1. Serve prospective and continuing underrepresented students through continued collaborative efforts with College Track and other community agencies.

1. Collaborate with the Financial Aid office to develop and implement student tools that compare and contrast the higher education costs for the different postsecondary educational segments.

1. In collaboration with Instructional Deans produce a one-year course schedule which will enable students and counselors to develop accurate educational plans, thus promoting successful and timely completion of their intended degrees and certificates.

1. Based upon data provided through collaboration with Institutional Research, develop and implement comprehensive intrusive transfer services that support the needs of underrepresented students.

1. Send faculty/staff that are knowledgeable about transfer to visit local schools such as Gunn, Palo Alto High, Mountain View High, and Los Altos High.  Meet with marketing to discuss targeted marketing and outreach planning efforts. In addition, have more general transfer marketing materials to be distributed widely.

1. Get information on how to interpret and provide appropriate direction regarding the California High School Proficiency Examination (CHSPE) for home schooled and concurrently enrolled students.  Work with our sister college on interpreting/creating a district policy on graduation status for this student population.

1. Address our colleagues whom are in special programs or are attempting to create transfer pathways to provide insight on how course articulation affects students.

1. Educate high school counselors about the benefits and options available for students who choose to attend community college at our annual High School Counselor Breakfast and/or Parent Night.

1. In collaboration with Instructional Deans produce a one-year course schedule which will enable students and counselors to develop accurate educational plans, thus promoting successful and timely completion of their intended degrees and certificates.

CCCCO Transfer Advisory Committee Guidelines: Campuswide Goals That Support Transfer and a Strong Transfer Culture [http://extranet.cccco.edu/Portals/1/SSSP/Transfer/Policy/rec\_trans\_guidelines\_final\_2014.pdf](https://email.fhda.edu/owa/redir.aspx?C=He69zJf2hctSZ75gEPg8YAwu65yVbrHQ4sqH9a0AUNWYHiydECjWCA..&URL=http%3a%2f%2fextranet.cccco.edu%2fPortals%2f1%2fSSSP%2fTransfer%2fPolicy%2frec_trans_guidelines_final_2014.pdf)

Institutions should be committed, but not limited to, the following goals:

1. Identify and increase the number of students who choose to transfer and are prepared to transfer, and ensure the inclusion of low-income, disabled and first-generation college students.

2. In cooperation with baccalaureate-level universities, increase the percentage of students (including low-income, disabled and first-generation college students) who establish transfer as their educational goal and who actually transfer.

3. Work with campus governing boards, administrators and academic senates to ensure that the transfer of students is a high priority of the campus.

4. Revise campus policies and procedures as needed to strengthen and clarify the transfer process.

5. Through the Counseling Department, Transfer Center and all programs that support transfer students, ensure that students obtain accurate and timely counseling, academic advising, transfer information and services.

6. Work with instructional faculty and departments to develop curriculum, course content and pedagogy that integrate baccalaureate-level learning outcomes and ensure course articulation with lower-division offerings at four-year institutions.

Regarding items that need closure, we would like to continue to address the following:

1. We are reiterating that we need clarification regarding the role of the Transfer Advisory Committee. To whom will the committee work report?
2. Dual enrollment: we would like to continue the dialogue regarding how the institution will minimize possible confusion regarding the transferability of courses high school students take because receiving institutions may apply courses from incoming freshman differently than they do for transfer students. It is critical that the College community understand the significant differences between counseling students for transfer admission compared to counseling students for freshman admission. This importance cannot be underscored. The Workgroup discussed the need for clear policies, collaboration with local high school officials, as well as with De Anza, annual course scheduling and the importance of including transfer/articulation colleagues in the development of agreements and MOUs with external agencies/districts/institutions.
3. We made noticeable progress in achieving our goals (e.g. some annual course schedules are available, collaborated with Financial Aid in developing a student tool that compared transfer expenses based upon the type of transfer institution); however, as the new governance model emerges, it is less clear how our voice will now be heard.