

We are Team 3 FH Family

1. HR resources
 - a. EO Training (new timeline)
 - b. Enforce Timely Evaluations
 - c. Classified Onboarding
 - d. More diverse pool of applicants
 - e. Outdate job descriptions (solution= district wide classification study)
 - f. Lack of training for staff & admin
 - g. Admin duties get assigned randomly
 - h. More staff
 - i. District functional map
2. Facilities
 - a. College & district tension/items
 - b. Panic buttons/parking lot phones
 - c. Facilities master plan
 - d. Safety signals & more wheel-chair friendly/compliant
3. Tech
 - a. College & district service agreement/class room updates/issues ongoing /refresh
4. Finances

Standard 4

Communication/Transparency:

IV.A.1 IV.A.6. IV.B.6 IV.D.6.

1. Meeting the standard
 - a. IP&B/PaRC discussion loop
2. Room for improvement:
 - a. accreditation survey,
 - b. governance survey
 - c. academic senate discussion
 - d. participatory governance discussions (Spr '16)
 - e. IP&B/PaRC discussion (eg. New initiative form)
 - f. increased student voice

Alignment between the district and the college

IV.D.1 IV.D.5.

1. Meeting the standard:
 - a. District mission statement
 - b. Functional map
 - c. Enrollment priorities
 - d. Technology task force

- e. Academic & professional matters
- f. DDEAC final exam schedule
- 2. Room for improvement
 - a. Board meeting minutes
 - b. Chancellor's advisory council

Team IV

- Leadership: gap in workforce leadership- why?
- Adding of administrators without clear decisions or transparency

Team IV Response

- What is the chancellor's advisory council?

Team IV

- Changing leadership makes it difficult to implement process improvement common theme

PaRC retreat in Sept 2017

Leadership

- Inclusive model needed (Ex: esp. students)
- A employee liaison not just the advisor of ASFC- or that role is integrated in college processes

Equity work requires committed leadership in all areas, and requires trust to be built between leaders and constituencies/practitioners. Very difficult to achieve when leadership is so unstable, transient.

Team IV

- Our communication between district & college is not evident
- More cross district/college talk?

Communication trust

- Classified staff senate gets no release time/TAs to do senate or accreditation. Support needed or please tell them, "no" so they can plan accordingly

Buddy for student at PaRC

Standard IV.D.

- Ties into standard 3 resource issues, communications, coordination & support issues
- Connections

IV

- How much do we really need to be on the same page
- Where can we find difference between FH and DA

Standard IV

- Changes in leadership are disrupting our participatory processes (loss of institutional knowledge)

IV.A.1.

- Meeting the standard:
- Need for improvement: clearly defined institutional processes

Multiple Measures & validation of common assessment (IIC.7.Q1 & IIC.7.Q2)

- Common assessment for English and math

Online Initiative (IIC.3.Q1 & IIC.3.Q2 & IIC.3.Q3 & IIC.3.Q4)

- Counseling 5 courses
- Online orientation- not as extensive as CNSL 5

Enrollment Issues (IIC.3)

- FYE prerequisite to courses

Consistent funding for positions (not categorical funding)

- Difficult to plan for the future
- Want to provide consistent services for students

- Professional development: not inclusive, very geared toward classroom also. No clear plan or goal (Team II)
- Team II- Professional development- committees like COOL & senate are also place for discussion
- Check out statewide guided pathway program
- Connections to other standards:
 - standard II= (similarities to S IV)
 - Professional development (training and menteeism)
 - Placement testing: making scores clear to students
 - Clarity
 - General servicing to students
 - From standard IV (student leaders)
- II
 - M: pathways
 1. Effectiveness
 2. Too many?
- Standard II: process for Cassi colon huge issue
- Standard IIC

- Constant funding – ties in with standard 3
 - A (human resources)
 - B (financial resources)
 (connections)
- Standard II
 - How can we better measure success for online students large achievement gap
 - Is that large group destined to fail or is there a large group (%) destined to fail no matter what we do?
- Team II
 - We need to know the results of the accreditation survey!
- Team Standard II
 - A dialogue about pedagogy- vignette about Kate Jordahl's online teaching certification training once per year
- Professional Dev. 2
 - Opp for
 - Document effectiveness
 - Need negotiated
 - Time for dialogue
 - Parity with student services, NC, Common Ed, etc
 - Also related too standard I institutional dialogue embedding processers communication accuracy of information
- Standard II
 - Can SLO survey & other data be used to support your assignments?
- Team II (IIC.7.Q1)
 - Joining OEI has given online students access to more student services
- Team II
 - Faculty need to deal with less bureaucracy. This would free up some time
- Team II
 - Faculty & students need support services which we do not have
 - Parity for services can only happen if we have > peeps
- Team II
 - Look at 2014 midterm report and if comparable services were met

Pathway vs Course sequence

- Pathway- set courses
- Course sequence- varies depending on majors
- IIA.6.Q2 – need to work with departments to see yearlong schedule of classes
 - Issues with AD-Ts (more than 60 semester units- 90 quarter units)

Criteria used to evaluate standards

- Pathways
 - Flowcharts for math & English sequences
 - POS for CTE- “program of studies” K-12 link to CC’s
 - Stem Core
 - C-ID approved courses (articulation)
 - Program review
 - Curriculum review process
 - Dual enrollment (articulation w/ HS)
 - Dual enrollment (workforce?) vs articulation

We are Team 3 FH Family

1. HR
 - a. Job descriptions- currency, comprehensiveness
 - b. Training
 - i. new employees
 - ii. existing employees
 - c. evaluations- cumbersome accountability, too many
 2. Tech
 - a. District and college functions don’t mesh. Better coordination, follow through, and accountability
 - b. Training can be simple and systemic
 - i. Purchasing decisions can be better made by involving all stakeholders earlier in process
 3. Facilities
 - a. District and college can improve communication and follow through for stakeholders (wheel chair & safety- phones)
 4. Finances: Processes
- III
 - HR: district vs college: standards
 - Facilities without support and staff
 - Standard IIIC
 - Designate place and resources for pilot testing innovative use of ed tech in teaching
 - Connections to other standards
 - Standard III- (similarities to SIV)
 - Evaluations
 - Improve communication
 - Coordination/collaboration (district vs college)
 - Accountability (staff/faculty)
 - Accessibility

- Streamlining processes
(from Standard IV- student leader)
- Team III
 - Positions are people specific and shouldn't be! (especially administrators)
- Standard III
 - Communication again
- Team III
 - Need for faculty mentors
- Standard III
 - Hiring/training- how are part time faculty hires approved/trained/evaluated? Who is responsible for ensuring consistency of institution with instruction with instructors who are not on campus full time?
- Classified staff (& admin and adjunct faculty) get 0 onboarding & 0 training
- Team III: need to train people on how to write evaluations (more people to do them)
- Which classification of employees is evaluation not occurring?
- III
 - HR
 - Communication (increased)
 - Budget hiring
 - Professional development training EEO onboarding

Standard II: IIA- Instruction

- 1) Pathways (IIA.1.Q4 & IIA.4.Q3)
 - a) Certificates
 - b) Allied health
 - c) AD'Ts
 - d) Identifiable pathways unique to Sunnyvale & main campus
 - e) Counselors/marketing (use of Naviance- HS link)
- 2) Professional Development (IIA.2.Q2 & IIA.2.Q8 & IIA.2.Q9 & IIA.3.Q2)
 - a) Time for planning, PD, implementation discussions, reflections
- 3) Communication between divisions

IIB- Library

- Information competency
 - How do we ensure students meet this competency?
 - There is no single course, so we need faculty to give evidence (green sheet)
 - Annual survey is the only evidence
- IIC- Student services
 - Community ed vs continuing ed
 - FH is moving toward continuing ed model (does not have the same process as for credit & NC curriculum)

- New at FH

Communication (I.C.13 & I.C.4 & I.A.1 & I.B.1)

- Passive with public effective- is posting on the website enough? Availability (letter) – does it actually (spirit) work? [Need a planner]
- Quality, ease, quantity,
- Meaningful?
- Connecting groups & plans too many plans
- Leadership: stability lack of depth

Accuracy (I.C.2 & I.B & I.C.4 & I.C.5 & I.C.7)

1. Catalog- how do we make sure the info is accurate? (The way it is happening has lot of chance for errors- only 1 person reviewing) [Clear]

QFE:

1. We have systems & processes in place, but are they effective? (closing the loop)
 - Evidence of Opp
 - Managers college, admin council
 - What systems? What process?
 - Is this a question of a process to evaluate effectiveness?
 - SI Standard I
 - What metrics can you use to evaluate effectiveness of communication? Can you look at social media for industry practices?
 - Team I
 - Ownership of policies and procedures is unclear or unassigned. Need accountability for coordinated system of reviewing and publishing student/college policies
 - Team I response
 - Are policies clear? Is the way we write about our policies clear?
 - Team SI
 - Catalog needs to be edited to have one voice. Needs to be written in a more students-centered language
 - Team I
 - QFE- “Disruption” as proving system creaky but still working
 - Team I
 - Discussion on IV.A.1- disruptive nature of leadership changes
 - Communication: academic senate, Sp '16 retreat, notes (also fall), '16 retreat notes
 - Team I-

- Agree with communication: not everyone knows the systems & processes
 - Connections to other standards
 - Standard I- Similarities to S IV
 - Communication
 - Leadership stability
 - Passive communication
 - Meaningful communication
 - How you publish information (accuracy)
 - Clarity
 - Effectiveness of strategy
 - Evidence of meeting standard
 - Mission statement (clarity to students)
 (From standard IV- student leader)
 - Standard I
 - Does or should the information in the catalog be organized with information about or an eye toward pathways? (point of connection to Standard II)
 - Standard I
 - Communication is a big issue
 - Effective processes are also very important
 - Agreed wholeheartedly!
 - Not just question of effectiveness, but also efficiency
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- Roles/responsibilities tied to people no positions
 - We have personal memory, but lack institutional memory
 - We expect our students to be critical