Chancellor's Advisory Council
Meeting Agenda – January 27, 2017

Foothill College
Toyon Room (Room 2020)
2:30 p.m.

AGENDA TOPIC	PURPOSE	DISCUSSION LEADER
I. Welcome and introductions	I	Judy Miner
II. Approval of December 2, 2016, meeting summary *(Attachment II)*	A	Judy Miner
III. District Strategic Plan feedback/approval *(Attachment III)*	D/A	David Ulate
IV. Accreditation • Revised resource allocation infographic *(Attachment IV.a)* • Governance survey – please complete! *(Attachment IV.b)*	D/A	David Ulate
V. Board policies and administrative procedures • Revised AP 2410 Policy and Administrative Procedure (fourth reading) *(Attachment V.a)* • Revised BP 4240 (formerly 5060) Academic Renewal (first reading) *(Attachment V.b)* • Revised AP 4240 (formerly 5060) Academic Renewal (first reading) *(Attachment V.c)*	D/A	Judy Miner
VI. Proposed 2017 Legislative Principles *(Attachment VI)*	D/A	Judy Miner
VII. Program Highlights – Service Excellence	I	Karen Hunter
VIII. Other Information and Updates	I	All

*Please note that the budget update has been postponed to the next meeting.

Office of the Chancellor

CHANCELLOR'S ADVISORY COUNCIL
Meeting Summary
December 2, 2016

Present: Judy Miner, Tracy Chung-Tanbangcura (for Karen Hunter), Mayra Cruz, Isaac Escoto,
             Christina Espinosa-Pieb (for Brian Murphy), Rich Hansen, Kevin Harral, Carolyn Holcroft,
             Joe Moreau, Thuy Nguyen, Dorene Novotny, Erin Ortiz, Ramiel Petros, Frank Rocha,
             David Ulate, Lindsay West, Chris White

I.   Welcome

Chancellor Miner welcomed council members and self-introductions were given.

II.   Approval of October 14, 2016, Meeting Summaries

The October 14, 2016, Chancellor's Advisory Council (CAC) meeting summary was approved by
consensus.

III.   District Strategic Plan Review

David shared the draft District Strategic Plan, noting that he is still working on an additional
district strategy concerning career goals. He explained that the idea behind the structure is to
make the plan an operational document that will give evidence of what the district is doing to
support its mission and the primary goals of the colleges as identified in the educational master
plans. He added that the college goals map to district priorities and every strategy has a metric
that will allow assessment of progress. In response to a question from Mayra, David advised that
that it is a seven-year plan that will be refreshed at year three.

David indicated that the Chancellor's Advisory Council will be asked to approve the plan at the
January 27 meeting and asked that constituent group feedback be provided to him in a tracked
changes format prior to the meeting. Thuy requested that David attend the December 7 Planning
and Resource Council meeting to present the draft plan.

Commenting that district strategy 7.2, "Provide opportunities for constituency feedback at all
district governance meetings," addresses only half of the equation, Carolyn suggested adding
another strategy that speaks to cohesive communication from the district. She cited a recent
District Diversity and Equity Advisory Committee meeting in which each participant left with
different message as an example of the need for better communication and recommended Board
Highlights as a possible model for district governance groups to follow in communicating with
employees. Thuy questioned why there was a misunderstanding at the meeting and whether the
meeting minutes were clear. She suggested honing in on the reasons that communication is not
working and wondered whether people would take advantage of reading a newsletter. Judy
explained the circumstances behind the miscommunication to which Carolyn referred. She
commented that the district assumes that those on governance committees are taking things back
to their constituencies while acknowledging that the district needs to be more deliberate in
communicating. In response to Ramiel's question, Judy advised that the communication goal and
strategy in the strategic plan are not new, but the district is trying to be more specific and
accountable.

IV. Accreditation Functional Map/Infographics Feedback

David asked if there was any feedback regarding the functional map reviewed at the last meeting. There was consensus to accept the map as presented.

With regard to the participatory governance, planning, and resource allocation infographics presented at the October meeting, David shared feedback from the De Anza College Classified Senate suggesting that the resource allocation cycle infographic include descriptions of the groups included in each category. He indicated that it is his intent to add detailed narrative to each of the infographics. Judy reported that the classified senate also suggested that if the infographics are posted online, they include links to more information. She commented that links to the college governance sites would be a great way to underscore the district's college-centric focus.

Rich suggested that the role of the Budget Advisory Committee would be better represented on the resource allocation infographic by moving it in front of the PaRC and College Council box and also adding it to the end of the cycle to show reporting out and feedback.

V. Program Highlights – Online Education Initiative (PowerPoint presentation attached)

Judy introduced Joe to give an overview of the Online Education Initiative (OEI) and commented that sharing program highlights with the Chancellor's Advisory Council is one of the ways the district is working to improve communication. She asked council members to let her office know of recommendations for future program highlights.

Joe detailed the history, goals, and accomplishments of the OEI, noting that the district was selected by the Board of Governors to lead the initiative in partnership with Butte-Glenn Community College District in 2013 with the primary goal of helping more students complete associate degrees for transfer. He described the OEI philosophy as one that always considers what is best for students and includes the flexibility to try things that might fail. Describing a deep commitment to working closely with the Academic Senate for California Community Colleges, he explained that in the early days of the initiative, the leadership team contacted other consortia to get advice and were told if you are not marching arm in arm with faculty, you might as well give the money back.
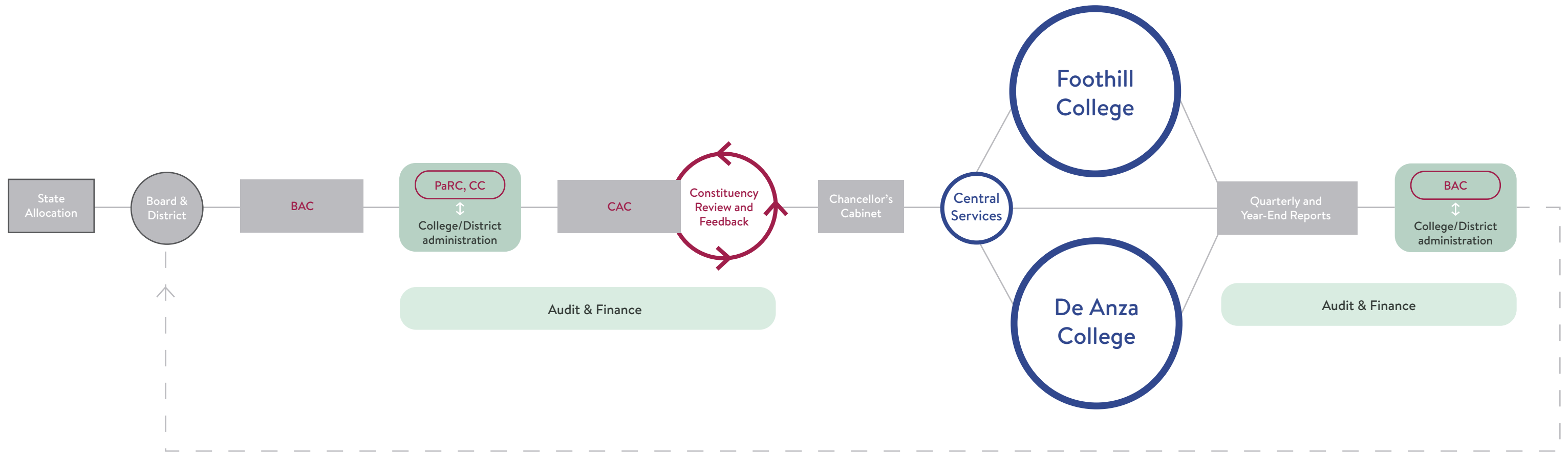
Joe indicated that 103 of the 113 community colleges in the state have decided to adopt the OEI's course management system, Canvas. Colleges are able to choose their level of participation in the initiative by using the available shared resources, adopting Canvas, and/or participating in the OEI Consortium and course exchange. Among the resources available, Joe described a course design rubric, professional development opportunities that help faculty make classes accessible and utilize best practices in online course design, learner readiness tutorials, proctoring and plagiarism detection programs, and online tutoring, counseling, and Library services. He advised that there are eight colleges piloting the course exchange, which will allow students to take a course at another college with the transcript sent back to the home college.

X. Other Information and Updates

Dorene announced that 109 employees have completed equal employment opportunity training and 63 are signed up for the next one. She said that almost all of the feedback has been positive. Kevin commended Dorene, Pat Hyland, and Elaine Kuo for the training, which he described as more of a great discussion than an information dump. Dorene credited Pat, Elaine, and Veronica Neal's influence for the structure of the training.

The meeting adjourned at 4:05 p.m.

Foothill-De Anza Community College District
Resource Allocation Cycle

State Allocation → Board & District → BAC → PaRC, CC / College/District administration → CAC → Constituency Review and Feedback → Chancellor's Cabinet → Central Services → Foothill College / De Anza College → Quarterly and Year-End Reports → BAC / College/District administration
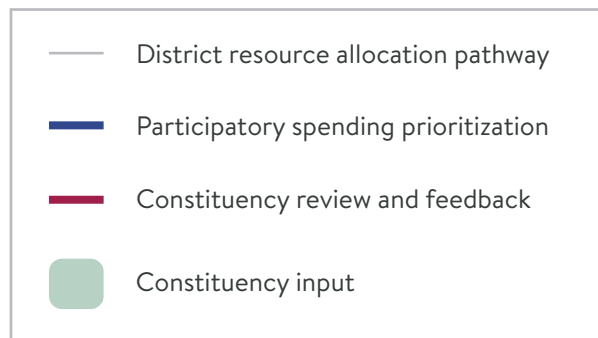
Audit & Finance

Audit & Finance

Governance Groups

PARC = Planning and Resource Council (FH)

CC = College Council (DA)

BAC = Budget Advisory Committee (District)

CAC = Chancellor's Advisory Council (District)

—— District resource allocation pathway

—— Participatory spending prioritization

—— Constituency review and feedback

▢ Constituency input

Created Fall 2016

Background

1.   What is your primary location?

○ **Foothill**   ○ **De Anza**   ○ **Sunnyvale Center**   ○ **District Office**

2.   What constituency group are you representing in this committee?

○ **Administrators/Supervisors**   ○ **Classified Staff**   ○ **Faculty**   ○ **Students**

○ **Other: _____**

3.   How many years have you worked or been a student (if you are a student rep.) in the district?

○ **3 or fewer**   ○ **4-7**   ○ **8-10**   ○ **11+**

4.   How many years (total) have you served on this committee (CAC)?

○ **Less than a year**   ○ **1-3**   ○ **4-7**   ○ **8-10**   ○ **11+**

5.   How many years (total) have you served on a district governance committee[1]?

○ **3 or fewer**   ○ **4-7**   ○ **8-10**   ○ **11+**

Committee Evaluation

1.   Constituency groups are adequately represented for the purposes of this committee.

○ **Strongly Agree**   ○ **Agree**   ○ **Disagree**   ○ **Strongly Disagree**

2.   The roles and responsibilities of each committee member are clear.

○ **Strongly Agree**   ○ **Agree**   ○ **Disagree**   ○ **Strongly Disagree**

3.   The work of this committee effectively supports the mission of the district.

○ **Strongly Agree**   ○ **Agree**   ○ **Disagree**   ○ **Strongly Disagree**

4.   The work of this committee effectively supports the mission of the colleges.

○ **Strongly Agree**   ○ **Agree**   ○ **Disagree**   ○ **Strongly Disagree**

5.   Discussions were facilitated in a way that provided adequate opportunities for all constituency groups to participate.

○ **Strongly Agree**   ○ **Agree**   ○ **Disagree**   ○ **Strongly Disagree**

6.   Decisions were made in a manner appropriate for this committee.

○ **Strongly Agree**   ○ **Agree**   ○ **Disagree**   ○ **Strongly Disagree**

7.   Please indicate all means in which you communicate committee decisions/discussions to your constituency groups.

○ **In person**   ○ **Email**   ○ **College/District website**   ○ **Updates in committee meetings**

○ **Other: _____**

8.   Please provide any additional feedback on the effectiveness of this district governance committee (You may use the back of this sheet if needed):

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[1] *District participatory governance committees are: Chancellor's Advisory Council, District Diversity & Equity Advisory Cmte., Budget Advisory Cmte., Human Resources Advisory Cmte., Educational Technology Advisory Cmte.*

FOOTHILL-DE ANZA
Community College District

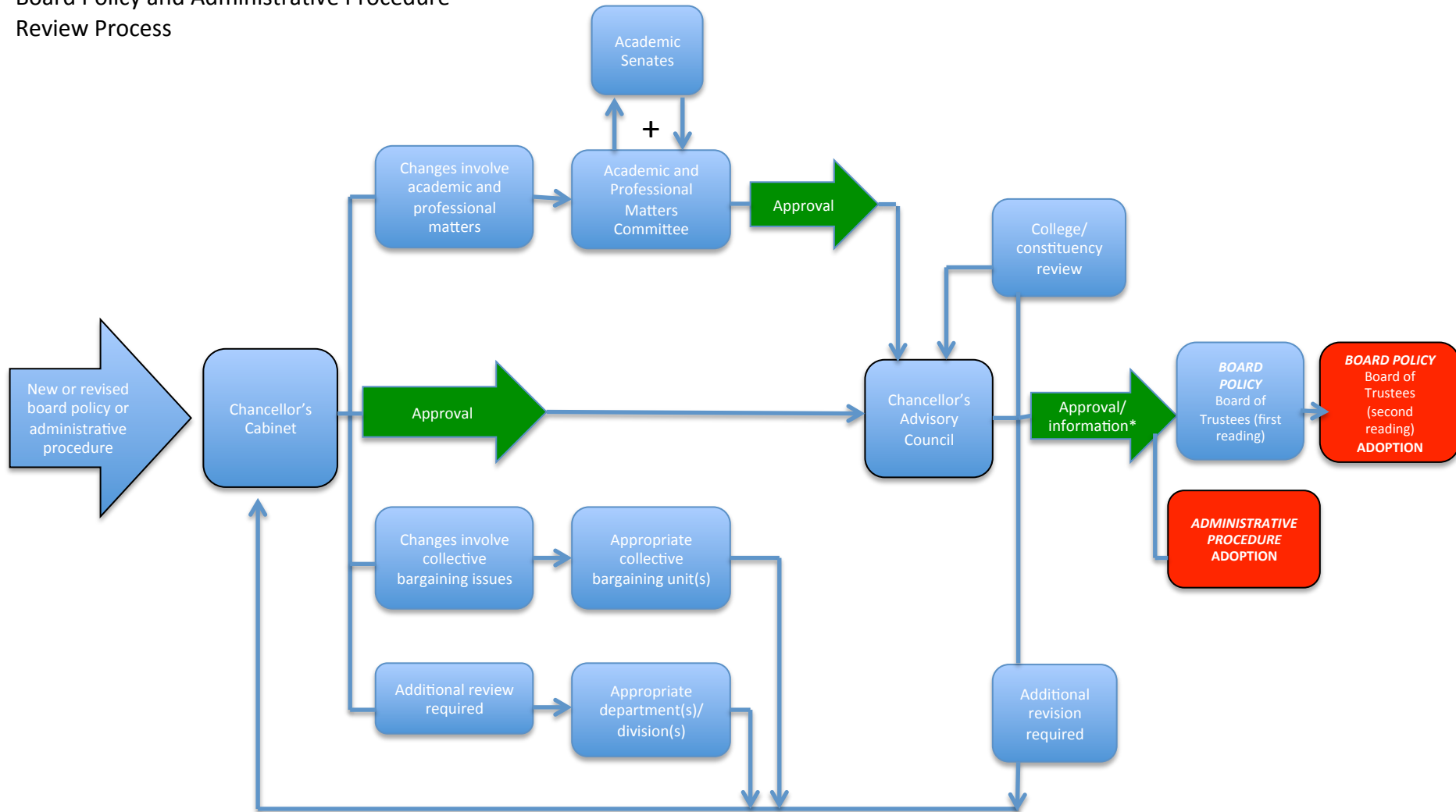|	
Book	Administrative Procedures
Section	Chapter 2 - Board of Trustees (including former Article 2 - Administration and Article 9 - Bylaws)
Title	Policy and Administrative Procedure
Number	AP 2410
Status	Active
Legal	ACCJC Accreditation Standards I.B.7; I.C.5; IV.C.7; and IV.D.4 (formerly IV.B.1.b & e)
	Education Code Section 70902
Adopted	October 18, 2013

Recommendations for new board policies and administrative procedures or changes to existing policies and procedures shall be submitted to the Chancellor for evaluation by the Chancellor's Cabinet and subsequent review by the Chancellor's Advisory Council. If any part of the proposed change involves an academic and professional matter or a collective bargaining issue, the recommendation will be referred to the Academic and Professional Matters Committee or the appropriate employee bargaining unit(s) prior to Chancellor's Advisory Council review.

New and revised administrative procedures **involving academic and professional matters shall be effective after approval of the Academic and Professional Matters Committee and review by the Chancellor's Advisory Council. All other new and revised administrative procedures** shall be effective upon approval by the Chancellor's Advisory Council. New and revised board policies shall not be operable until approved by the Board of Trustees.

See Board Policy 2410 Policy and Administrative Procedure

Approved by the Chancellor's Advisory Council 10/18/13

Addendum – AP 2410
Foothill-De Anza Community College District
Board Policy and Administrative Procedure
Review Process

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New or revised board policy or administrative procedure
    → Chancellor's Cabinet

Chancellor's Cabinet:
    → Changes involve academic and professional matters
        → Academic and Professional Matters Committee
            ↑↓ + Academic Senates
            → Approval → Chancellor's Advisory Council
    → Approval → Chancellor's Advisory Council
    → Changes involve collective bargaining issues
        → Appropriate collective bargaining unit(s)
    → Additional review required
        → Appropriate department(s)/division(s)

College/constituency review → Chancellor's Advisory Council

Chancellor's Advisory Council
    → Approval/information* → BOARD POLICY Board of Trustees (first reading)
        → BOARD POLICY Board of Trustees (second reading) ADOPTION
        → ADMINISTRATIVE PROCEDURE ADOPTION

Additional revision required
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*Chancellor's Advisory Council (CAC) approves new and revised policies and procedures unless the change involves only academic and professional matters. In such cases, CAC provides a review of the change for information and dissemination to constituents, but does not approve.

FOOTHILL-DE ANZA
Community College District

Book	Board Policy
Section	Chapter 5 - Student Services (including former Article 5 - Students)
Title	Academic Renewal
Number	BP 4240 (formerly 5060)
Status	Up For Revision
Legal	California Code of Regulations, Title 5, Section 55046
Adopted	January 4, 1999
Origin	APM
Upload	February 18, 2015

The Foothill−De Anza Community College District shall establish and publish procedures pertaining to the alleviation of previously recorded substandard academic performance, which is not reflective of a student's demonstrated ability.

See Administrative Procedure 5060 Academic Renewal Regulations

Approved 1/4/99

Last Modified by Paula J Norsell on November 3, 2016

Book	Administrative Procedures
Section	Chapter 5 - Student Services (including former Article 5 - Students)
Title	Academic Renewal Regulations
Number	AP 4240 (formerly 5060)
Status	Up For Revision
Legal	California Code of Regulations, Title 5, Section 55046
Adopted	January 4, 1999
Origin	APM
Office	College Presidents
Upload	February 25, 2015

Under the authority of Title 5 sections 55046 ~~55764 and 55765~~ of the California Code of Regulations ~~California Administrative Code~~, a student may petition ~~ask~~ to have substandard academic work (D+, D, D-, F, NC, or NP~~or Ncr~~) disregarded from their cumulative grade point average when such work does not reflect their current demonstrated ability.

A student who wishes to qualify for a degree, certificate or transfer may petition the Academic Council to disregard up to three consecutive quarters, plus a summer session, for a maximum of 45 quarter units, of work completed at Foothill or De Anza College.

Academic renewal actions are irreversible. Academic renewal does not guarantee that other colleges will accept this action. Acceptance of academic renewal is at the discretion of the receiving institution. Once a degree has been awarded at either Foothill or De Anza College, courses taken prior to the awarding of the degree cannot be excluded.

Approval of the request is subject to the following conditions:

1.   Two years must have elapsed since the last quarter to be disregarded was completed.

2.   Since the last quarter, the student must have completed at least:
       15 units with a 3.0 GPA, or
       30 units with a 2.5 GPA, or
       45 units with a 2.0 GPA

       Work completed at other accredited institutions may be considered by the Academic Council.

~~3.   All work completed in the affected quarter(s), even if satisfactory, will be disregarded and not applied toward unit requirements, or GPA.~~ The college will disregard courses selected by the student, with respect to unit requirements and GPA.

~~4.   Although none of the units completed during the affected quarter(s) can be counted toward a degree, course completed with grades of C or CR, or higher, may be used to satisfy subject requirements in the major or general education.~~

4~~5~~.   A student may petition only once for academic renewal.

5~~6~~.   The student transcript shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

Students must consult a counselor before petitioning for Academic Renewal.   After obtaining the counselor's signature, the completed Petition for Academic Renewal form is submitted to the Admissions and Records Office.

See Board Policy 4240 ~~5060~~ Academic Renewal

<div align="right">Reviewed 1/4/99</div>

Last Modified by Paula J Norsell on November 16, 2016

WESTLAW **California Code of Regulations**

§ 55046. Academic Renewal Without Course Repetition.
5 CA ADC § 55046
BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations Currentness
　Title 5. Education
　　Division 6. California Community Colleges
　　　Chapter 6. Curriculum and Instruction
　　　　Subchapter 1. Programs, Courses and Classes
　　　　　Article 4. Course Repetition and Academic Renewal

5 CCR § 55046

§ 55046. Academic Renewal Without Course Repetition.

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to the alleviation of previously recorded substandard academic work, as defined in section 55000, which is not reflective of a student's demonstrated ability. Such policies and procedures shall include a clear statement of the educational principles upon which they are based, and shall be referred to as academic renewal procedures. When academic renewal procedures adopted by the district permit previously recorded, substandard course work to be disregarded in the computation of grade point averages, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

(b) Policies and procedures adopted pursuant to subdivision (a) shall not conflict with:

(1) section 55025 of this subchapter and Education Code section 76224, pertaining to the finality of grades assigned by instructors; or

(2) chapter 2.5 (commencing with section 59020) of division 10 of this part pertaining to the retention and destruction of records.

(c) The policies and procedures adopted pursuant to subdivision (a) shall address all of the following:

(1) The maximum amount of coursework that may be alleviated;

(2) The amount of academic work to have been completed at a satisfactory level (minimum 2.00) subsequent to the coursework to be alleviated;

(3) The length of time to have elapsed since the coursework to be alleviated was recorded;

(4) A description of any specific courses and/or categories of courses that are, for any reason, exempt from consideration under the alleviation procedures;

(5) The procedures to be followed by students in petitioning for alleviation; and

(6) The personnel responsible for implementing the procedures.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 76224, Education Code.

HISTORY

1. New section filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

2. Amendment of subsection (a) filed 8-6-2013; operative 9-5-2013. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2013, No. 32).

This database is current through 10/21/16 Register 2016, No. 43

5 CCR § 55046, **5 CA ADC § 55046**

FOOTHILL-DE ANZA
Community College District

2017 Legislative Principles

Annual legislative principles are adopted by the Board of Trustees to provide policy guidelines for the Chancellor when addressing matters pending before the California Legislature or the United States Congress. For 2017, the Foothill-De Anza Board of Trustees endorses the following advocacy positions:

A. State Legislative Principles

1. Protect the fiscal integrity of the system and stabilize funding.

2. Support lowering the vote threshold for the approval of school and community college district parcel tax measures from two-thirds (67%) to a super majority of 55%.

3. Support increase of base funding to colleges for 2017-18 to address the lack of statutory cost of living adjustments between 2007-08 and 2012-13.

4. Support revision of funding formulas to account for variable cost of living throughout the state.

5. Advocate for ongoing and expanded funding for systemwide initiatives, such as the Online Education Initiative and CENIC.

6. Increase local authority and control in the administration of the colleges.

7. Support use of open textbooks, open educational resources and other appropriate approaches to reduce costs for students and community colleges.

8. Advocate for increasing the authority and flexibility of local districts, including flexibility in setting fees (e.g. health, technology).

9. Support efforts to increase transfer of qualified community college students to the University of California and the California State University.

10. Support statewide funding of career technical education (CTE) that benefits community colleges.

11. Support the preservation and enhancement of state financial aid for community college students.

12. Support collaborative efforts of K-12 and higher education faculty to refine curriculum to better align with agreed upon student learning outcomes.

13. Support measures that enhance the ability of community colleges to quickly respond to the changing needs of local labor markets.

14. Support programs that enable community colleges to provide specialized services to disadvantaged populations, students with disabilities, and veterans. .

15. Support the advancement of instructional technology, counseling, and support services to increase access and student success.

16. Support solutions to the escalating costs of health benefits.

17. Support solutions to scarcity and escalating costs of housing for both students and employees.

18. Support efforts to encourage and sustain public-private partnerships.

19. Support efforts for energy efficiency and sustainability.

20. Support efforts for regional and statewide collaboration that result in lower costs, increased efficiency, and/or improved services to students.

21. Ensure that any new reporting requirements are adequately funded and genuinely serve the interests of students, the colleges and the system.

22. Support expansion of opportunities for high school students to enroll in community college courses through concurrent/dual enrollment partnerships and remove funding penalties and barriers.

23. Support establishment of an ongoing professional development fund for faculty, staff and administrators.

24. Support expanding the authority for community colleges to offer applied baccalaureate degrees in areas of high workforce demand.

25. Support the continuation of Proposition 30 funding, Proposition 13 reform, and ongoing adequate funding for community colleges and other educational institutions.

26. Advocate for funding to cover increased employee pension costs.

27. Advocate for unfettered access to quality community college education for all Californians, including lifelong learners.

28. Support audit fee equalization that will allow colleges to provide access at an equitable cost to students.

29. Support legislation requiring the disaggregation of student achievement data by Asian Pacific Islander subgroups.

B. Federal Legislative Principles

1. Support accountability measures that accurately evaluate the success of community colleges on measures of access, affordability and outcomes.

2. Support funding the Pell Grant program to include automatic inflationary increases and restoration of eligibility for the year-round Pell Grant and for "ability-to-benefit" students.

3. Advocate for robust Perkins Act funding that serves the needs of all types of career-technical education students and maintains flexibility for community colleges.

4. Support programs that enable community colleges to serve diverse and disadvantaged populations.

5. Support the continuation of the deferred action for childhood arrivals (DACA) program.

7. Support funding to help institutions serve the particular needs of students who are veterans.

8. Include community colleges in efforts to bolster America's competitiveness in science, technology, engineering and math (STEM) fields.

9. Reauthorize and improve the Higher Education Act and recognize the unique nature, mission and contributions of community colleges.

10. Maintain the country's commitment to civil rights and immigrant rights.

11. Support elimination of the federal financial aid cap for those students who begin their education at a community college.

Approved by the Board of Trustees

Service Excellence

Strengthening Connections, Equity and Student Success

A project of the De Anza College, Foothill, and Central Services Classified Senates, the De Anza Classified Senate Professional Development Committee, and the District Service Excellence Project Committee

In reviewing the feedback from the 2014 De Anza College Classified Professionals Retreat, the De Anza Classified Senate Professional Development Committee recognized that classified professionals need acknowledgement of their good work, inclusion in campus initiatives, and supportive professional development to feel more engaged with and energized by their work. The Service Excellence project was designed to address these needs. The project goals also align closely with the Student Equity Plan and Student Success and Support Program. Successful implementation of Service Excellence will positively influence student success, retention and enrollment, and improve connections campus and district wide.

The Origins of the Service Excellence Project

As classified professionals, the heart of our work lies in service to our students and each other. Despite a variety of challenges, from reduced staffing to increasingly complex regulations, we want to promote *service excellence* rather than settle for *task completion.*

This project can help reinforce the importance of service excellence in campus culture, by fostering an environment that is caring and responsive, while emphasizing competence and professionalism.
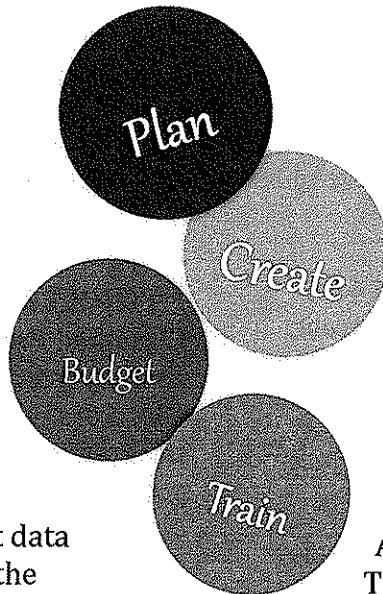
Project Goals

Classified Professionals, Managers, Student Employees, and Faculty Coordinators and Directors will participate together in a program that will strengthen connections, contribute to the practice of equity, and support our students on their pathway to success.

- Provide students with a respectful, high quality, and consistent service experience.
- Define, and then surpass, standards of excellence at every chance, as service excellence is not only about delivering quality service to students but also about the work done with, and for, one another.
- Recognize professionalism and expertise in the demonstration of service excellence.
- Increase employee engagement and job satisfaction through Service Excellence activities designed to connect the Classified Professionals to the missions of the campus and district to create a culture of mission-driven service.

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- Showcase the true essence of service excellence through collaboration, equity-mindedness and quality in our everyday work, so that De Anza College and Foothill College becomes a recognized leader of college service excellence.

- Raise the priority of professional development planning for campus service providers to develop service excellence skills and promote positive internal relationships.

In collaboration with the SLO Coordinators and our project stakeholders, we will develop project assessments. Assessment data will be collected for inclusion in the statewide Equity Plan and Student Success and Support Program.

Service Excellence Project and the training of their colleagues. Service Excellence needs to be a priority, as it serves both the student and the district.

Budget Projection
The Service Excellence Planning Team anticipates that there will be operational expenses for supplies, printing, and instructional materials. For the academic year of 2016/2017 the expenses will be approximately $13,140.00, this includes the training material library. Ongoing yearly expenses will be approximately $10,300.00.

Content written by: 2015 De Anza Service Excellence Planning Team, 2016-2017 District Service Excellence Planning Team, and Brandon Bailey, De Anza Marketing Team

Recommendations
To promote project sustainability, the planning team recommends that the training framework be implemented with district classified presenters, with occasionally augmented facility and outside speakers and trainers.

Project Assumptions and Limitations
- The Classified Senate Service Excellence Project Committee can present the project and, especially, the service starting points (service baseline) in a way that engages the classified professionals in these activities.
- The District Classified Professional Training Team recommends the Chancellor and Presidents of the College issue a directive to managers and supervisors to allow the Classified Professional Training Team the time away from their jobs to facilitate the

Classified Senate Presidents
De Anza – Karen Hunter
hunterkaren@fhda.edu
408-864-8229
Foothill – Erin Ortiz
ortizerin@fhda.edu
650-949-7060
Central Services – Lindsay West
westlindsay@fhda.edu
650-949-6924

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Project Phases

Phase 1 – Winter/Spring, 2015
- Build connections with stakeholders
- Link Project to May Classified Professional Development Day
- Adoption of Service Excellence Project by the Foothill Classified Senate

Summer, 2015
- Build connections with stakeholders
- Technology Trainer hired at De Anza

Fall, 2015
- Event: Increasing Student Engagement and Success... It Takes You!
  - Tom Brown
- Event: The Six Student Success Factors
- Event: Creating a Welcoming Environment Conversation Cafe

Winter, 2016
- Event: Break the Bubble and Stop the Bounce!

Spring, 2016
- Link Project to May Classified Professional Development Day

Phase 2 – Summer, 2016
Identifying areas for Project Improvement
- Evaluation of Service Excellence Project
- De Anza Classified Leadership Retreat
  - Identified importance of project
  - Restructure workshops and repeated for convenience to allow for attendance
  - Pre-written training modules, adapted to our needs.
  - Need to provide the Train the Trainer program.

Phase 3 – Fall, 2016
Service Excellence into the Future
- Obtain funding under new model
- District support and implementation

Winter, 2017
- Obtain funding
- Train the Trainer

Spring, 2017
Implement Training
- Customer Service Training
- Classified Professional Development Day

1.20.17

Budget Plan 2016 – 2017
Winter and Spring 2017

Strengthening Connections, Equity and Student Success

Expense Description	Amount	Notes
Classified Overtime or Release Time	$2,000.00	40 hours of in-class training time X $50/hour for the trainers
Materials and Supplies	$250.00	Paper, office supplies, easel pads, workshop supplies, possible Service Excellence activities, items to establish Recognition Program
Books, Non-Capital	$150.00	Service Excellence books
Printing, Instr & Admin	$750.00	Letterhead, brochures, programs, instructional materials
Tech & Pro Services	$5000.00	Keynote Speaker
Workshop Materials	$4990.00	Corporate Training Materials (Full Library)
Total Operations Costs:	**$13,140.00**	
Workshop Materials	$2994.00	Corporate Training Materials (Full Library) if purchased by January 31, 2017
Total Costs:	$11,144.00	

Service Excellence Planning Team

DE ANZA COLLEGE
CLASSIFIED SENATE
Together We Can Make a Difference

DE ANZA COLLEGE
SERVICE
Excellence

Projected Budget Plan
2017-2018 and continuing

Strengthening Connections, Equity and Student Success

Expense Description	Amount	Notes
Classified Overtime or Release Time	$3,000.00	60 hours of in-class training time X $50/hour for the trainers
Materials and Supplies	$1,000.00	Paper, office supplies, easel pads, workshop supplies, possible Service Excellence activities, items for Recognition Program
Books, Non-Capital	$300.00	Service Excellence books
Printing, Instr & Admin	$1,000.00	Letterhead, brochures, programs, instructional materials
Tech & Pro Services	$5,000.00	Keynote Speakers, Service Excellence Consultants
Total Operations Costs:	**$10,300.00**	

Service Excellence Planning Team

DE ANZA COLLEGE
CLASSIFIED
SENATE
Together We Can Make a Difference

CLASSIFIED
SENATE
FOOTHILL COLLEGE

1.20.17

Corporate Training Materials

All of our training products are fully customizable and are perfect for one day and half day workshops. You can easily update or insert your own content to make the training more relevant to participants. Our material is completely customizable and is backed up by a <u>90 day 100% no questions ask money back guarantee!</u>

With our training courseware you are able to:

- Add your name and logo (and remove ours).
- Add your own content to make the training more relevant to your clients (i.e. using examples and case studies from within your organization or city)
- Train unlimited users within your organization.
- No Annual Renewal Fees
- Download training material on your time, from our secure servers

United States	International
73 Greentree Drive, Box #68	**116 Provost Street**
Dover, Delaware 19904	**New Glasgow, NS, Canada**
Toll-free:1-877-610-3660	**Phone: 001-902-695-3660**
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Tips and Tricks

Estimated Time	10 minutes
Topic Objective	To share tips and tricks for handling electronic communications more efficiently.
Topic Summary	People who have experience providing electronic customer service develop tips and tricks to make the process work more smoothly. Sharing "best practices" can be a worthwhile activity.
Materials Required	None.
Planning Checklist	Prepare to discuss a few tips and tricks to get the discussion going. For example: • Make the subject line in an email message as specific as possible. That will help recipients manage their inboxes. • Avoid "loaded" words in email messages, such as "failed" (Your claim was rejected because you failed to provide the necessary documentation.) Other examples: "you claim," "your complaint." • Use a greeting in an email message ("Good morning") to make the tone friendlier. • Use the magic words "thank you" in most email messages.
Recommended Activity	Ask participants to break into small groups. Ask each group to come up with at least one suggestion to make electronic communication with customers more effective. Provide a few suggestions to get them started. Ask each group to report on the tips and tricks it came up with.
Delivery Tips	Ask for one idea at a time from each group. That way, each group will have a chance to contribute something, and the first groups to report won't use up all the good ideas.

Customer Service

Meeting Basic Needs

j. **Friendliness:** Friendliness is the most basic of all customers' needs.

k. **Understanding and empathy:** Customers need to feel that you understand and appreciate their circumstances without criticism or judgment.

l. **Fairness:** Customers may get annoyed and defensive when they feel they are subject to unfair treatment.

m. **Control:** Control represents the customers' need to feel they have an impact on the way things turn out.

n. **Options and alternatives:** Customers need to feel that other avenues are available to getting what they want accomplished.

o. **Information:** Customers need to be educated and informed about our products and services, and they don't want us leaving anything out!
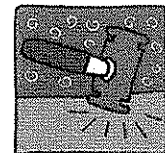
Going the Extra Mile

Once you have met that customer's basic needs, what could you do to show that you are committed to providing the best service possible?

p. Remember someone's name and use it frequently in conversation

q. Remember what someone has purchased

r. Learn your customers likes and dislikes

s. Contact your customers regularly

t. Put their needs high on your priority list

u. Inform customers of specials and sales

v. Be available to meet his/her needs

w. Follow up when you say you will

x. Be organized and thorough

y. Return customer calls promptly

z. Demonstrate you want to fulfill their customer needs

Dealing with Legal and Physical Threats

aa. Do not attempt to offer your own interpretation of the legal issues involved.

bb. Tell the customer that you are not in a position to speak for your company on legal matters (unless you are).

cc. Inform your supervisor immediately.

Sample Module: Providing Electronic Customer Service

A growing number of customer interactions are taking place online. To provide excellent customer service online, you need to understand what works and what doesn't work, and how to make the most of the tools that are available to you.

Lee J. Colan

The Advantages and Disadvantages of Electronic Communication

+ Convenient and easy

+ Quick and efficient

− Impersonal and cold

− Not relevant with all information

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Service Excellence

Chancellor's Advisory Council

January 27, 2017

The Origins of the Service Excellence Project

▶ Service to our students and each other

▶ Variety of challenges
   Reduced staffing to increasingly complex regulations

▶ Promote *service excellence* rather than settle for *task completion*

▶ This project can help reinforce the importance of service excellence in campus culture, by fostering an environment that is caring and responsive, while emphasizing competence and professionalism.

Origins Of Service Excellence

- De Anza's Student Accreditation Survey 2016
- 46% of respondents evaluated their entire Educational Experience at De Anza as Excellent.
  - 40% good
  - 12% fair
  - 2% poor

  - This needs improving!

  - We need to make connections with the mission of the colleges and district to our work and the students.

Outcomes from the FHDA Professional Development Days 2015 and 2016

We will strive to actively listen and practice patience in order to connect with our colleagues and students in order to build trust and create a positive atmosphere.

Be culturally sensitive

We vow to provide every person we serve with a smile, positive attitude, and take the time to listen to your needs and come up with the best possible solution!

Respect

Creating an environment of engagement

We are committed to providing services as if the students were family by supporting their goals to succeed.
We will provide an environment that is safe, friendly and caring.

Advocate for Students

We will be present to make a personal connection. We will engage in active listening to foster genuine connections. We will see one another, hear one another, and collaborate towards a memorable service experience.

We take the time to listen, identify needs and a tailor our solutions to each individual student

Dissolve silos across campus departments and
Create communication venues across campus and district.

Be helpful, knowledgeable, know our campus' processes and programs.

Be knowledgeable in my field. Then I am efficient. Students walk away happy knowing they spoke to the right person

Knowledgeable communications, find and answer, be adaptable and willing to learn

Knowing the answer or finding out who knows. Offer yourself as a point of contact.

Take the time to solve a problem, look at all possible solutions. Follow through

Customer Service Excellence, attitude professionalism, knowledge, serving students

Courteous, Friendly, attentive, positive Attitude, friendly demeanor, act like you want to be here

Service Excellence Project Goals

Classified Professionals, Managers, Student Employees, and Faculty Coordinators and Directors will participate together in a program that will strengthen connections, contribute to the practice of equity, and support our students on their pathway to success.

▶ Provide students with a respectful, high quality, and consistent service experience.

▶ Define, and then surpass, standards of excellence at every chance. Service excellence is not only about delivering quality service to students but also about the work done with, and for, one another.

▶ Recognize professionalism and expertise in the demonstration of service excellence.

▶ Increase employee engagement and job satisfaction through Service Excellence activities designed to connect the Classified Professionals to the missions of the campus and district to create a culture of mission-driven service.

▶ Showcase the true essence of service excellence through collaboration, equity-mindedness and quality in our everyday work, so that De Anza College and Foothill College becomes a recognized leader of college service excellence.

▶ Raise the priority of professional development planning for campus service providers to develop service excellence skills and promote positive internal relationships.

Service Excellence Project Phases

Phase 1

Winter/Spring, 2015
Build connections with stakeholders
Link Project to May Classified Professional
Development Day
Adoption of Service Excellence Project by the
Foothill Classified Senate
Summer, 2015
Build connections with stakeholders
Technology Trainer hired at De Anza
Fall, 2015
Event: Increasing Student Engagement and
Success… It Takes You!
          Tom Brown
Event: The Six Student Success Factors
Event: Creating a Welcoming Environment
Conversation Cafe
Winter, 2016
Event: Break the Bubble and Stop the Bounce!
Spring, 2016
Link Project to May Classified Professional
Development Day

Phase 2 and 3

Summer, 2016
Identifying areas for Project Improvement
Evaluation of Service Excellence Project
De Anza Classified Leadership Retreat
Identified importance of project
          Restructure workshops and repeated for convenience
          to allow for attendance
          Pre-written training modules, adapted to our needs.
          Need to provide the Train the Trainer program.
Fall, 2016
Service Excellence into the Future
Obtain funding under new model
District support and implementation

Winter, 2017 (phase 3)
Obtain funding
Train the Trainer
Spring, 2017
Implement Training
Customer Service Training
FHDA Classified Professional Development Day

Continuing Ongoing Quarterly Training

Assumptions and Limitations

- The Classified Senate Service Excellence Project Committee can present the project and, especially, the service starting points (service baseline) in a way that engages the classified professionals in these activities.

- The District Classified Professional Training Team recommends the Chancellor and Presidents of the College issue a directive to managers and supervisors to allow the Classified Professional Training Team the time away from their jobs to facilitate the Service Excellence Project and the training of their colleagues. Service Excellence needs to be a priority, as it serves both the students and the district.

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Important First Training Courses

Top Priority
 Train the Trainer
 Customer Service

Needed Training Courses (in no priority order)
 10 Soft Skills You Need
 Handling a Difficult Customer
 Body Language Basics
 Creative Problem Solving
 Business Etiquette

Total cost if purchased individually 7 @ $499.00 = $3493.00

Time Management

Corporate Training Materials

Pre-Assignment Review

What are your biggest time wasters?

What are you currently doing to manage your time?

What could you be doing better?

If you came away from this workshop with only one thing, what would that be?

The Three P's

Positive

Personal

Possible

Budget Request 2016-2017 (Winter and Spring)

Expense Description	Amount	Notes
Classified Overtime or Release Time	$2,000.00	40 hours of in-class training time X $50/hour for trainers
Materials and Supplies	$250.00	Paper, office supplies, easel pads, workshop supplies, possible Service Excellence activities, items to establish Recognition Program
Books, Non-Capital	$150.00	Service Excellence books
Printing, Instr & Admin	$750.00	Letterhead, brochures, programs, instructional materials
Tech & Pro Services	$5000.00	Keynote Speaker
Workshop Materials	$4990.00	Corporate Training Materials (Full Library)
	$2994.00	If purchased by January 31, 2017

Total Operations Costs: **$13,140.00**

Total Service Excellence Budget Request for 2016-2017: $13,140.00

If purchased prior to January 31, 2017, Total Budget Request: $11,144.00

Projected Budget Plan 2017-2018 and Continuing

Expense Description	Amount	Notes
Classified Overtime or Release Time	$3,000.00	60 hours of in-class training time X $50/hour for trainers
Materials and Supplies	$1.000,00	Paper, office supplies, easel pads, workshop supplies, possible Service Excellence activities, items to establish Recognition Program
Books, Non-Capital	$300.00	Service Excellence books
Printing, Instr & Admin	$1,000.00	Letterhead, brochures, programs, instructional materials
Tech & Pro Services	$5000.00	Keynote Speaker
Total Operations Costs:	**$10,300.00**	