

2018-19 Annual College Strategic Objectives

The purpose of the college's strategic objectives is to operationalize the Educational Master Plan on an annual basis, thus enabling the college to make progress toward implementing its Educational Master Plan. The strategic objectives serve as a framework to prioritize college resources and workflow for the year, thus providing organizational focus and direction. They also serve as a framework for managers in identification of management, division goals in annual manager evaluation.

The Educational Master Plan has three goals: (Equity, Community, and Improvement and Stewardship of Resources). The three college strategic objectives that will operationalize these 3 EMP goals for academic year 2018-19 are "E²SG" with focus on deepening these goals in light of the new state funding formula, challenges such as district budget reductions, and opportunities such as state Guided Pathway framework and College Promise.

- I. **Equity** plan – Revise student equity plan (Equity Plan 2.0) within the integrated (equity/basic skills/student success support) funding template and in alignment with AB 705 (remedial education reform) and Guided Pathway framework; and integrate with enrollment strategies (access, retention, persistence, and completion) to close equity gaps while increasing enrollments at the same – thereby, positioning the college for increased funding under the new funding formula.
- II. **Enrollment** Growth – Position the college to achieve increases in each of the three prongs of the new funding formula while staying within the college annual budget and productivity: maintaining FTES from last year's FTES credit level with +15% increase from last year in non-credit and dual enrollment FTES; +5% of the point allocation for College Promise Grant, Pell Grant, and AB 540 recipients ("Supplemental Allocation"); and +5% of the point allocation for degree/certificate/transfer/living wage/transfer-level Math and English ("Student Success Allocation").
- III. **Service Leadership** – Infuse Service Leadership into the college instructional and student services structure, identify leadership skills student/institutional learning outcomes, and develop metrics to measure effectiveness.
- IV. **Governance** – Implement and evaluate effectiveness of new governance as committed in accreditation Quality Focused Essay.

I. and II. Equity and Enrollment (E²)

Objective:

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- II. **Enrollment** Growth – Position the college to achieve increases in each of the three prongs of the new funding formula while staying within the college annual budget and productivity: maintaining FTES from last year’s FTES credit level with +15% increase from last year in non-credit and dual enrollment FTES; +5% of the point allocation for College Promise Grant, Pell Grant, and AB 540 recipients (“Supplemental Allocation”); and +5% of the point allocation for degree/certificate/transfer/living wage/transfer-level Math and English (“Student Success Allocation”).

Background:

With the new state funding formula (“Student-Centered Funding Formula / SCFF”), the principle of E² is even more relevant to future funding of the college. Funding points are given for achieving equity and access for low-income students (versus purely FTES enrollment, regardless of income, of the previous funding formula). Non-credit and dual enrollment programs have a separate allocation formula, and are both funded higher than the “Base FTES” amount under the new SCFF; thus, growth in of these areas would a strategic for the college, especially since these are two strength areas for Foothill.

Currently, since the college district would receive less funding under the new funding formula (compared to the 2017-18 state apportionment), the district is under “hold harmless” and thus receives the full state apportionment of 2017-18. This period of “hold-harmless” is an opportunity for the college to position itself in the next 3 years to receive as much state funding as possible under the new state funding formula.

According to the State Chancellor’s Office, the point allocations for Foothill College in each of the 2 non-FTES categories are:

“Supplemental Allocation”: ??? Points

Thus, an increase of 5% would constitute ??? Points.

“Student Success Allocation”: ??? Points

Thus, an increase of 5% would constitute ??? Points.

| SCFF Goals | Part I: Base (FTES) | Part II: Supplemental | Part III: Student Success |
|---|---|---|--|
| Access for underrepresented students Add'l funding for low-income Improves student success metrics Improves equity | For Credit Non-credit funded separate 3 Year rolling avg. | College Promise Grant (BOG) PELL Recipients AB 540 Students | CCCCCO approved degrees & certif. (18 units or more) CCCCCO approved Assoc. Degree Transfer (ADT's) Transfer level math and english Transfer to 4-year 9 or > CTE units Living wage |
| Data Source | 2017-18 FTES (P-Annual) | 2016-17 Headcount (prior year data) | 2016-17 Headcount (prior year data) |
| Year | Percent | Percent | Percent |
| 2018-19 | 70% | 20% | 10% |
| 2019-20 | 65% | 20% | 15% |
| 2020-21 | 60% | 20% | 20% |
| 2021-22 | New Funding formula (higher of current year or prior year) | | |

The California Community College Board of Governors approved in July 2017 a strategic plan (“Vision for Success”) calling for “sizeable increases in the number of students transferring to a University of California or California State University campus, substantial improvements in preparing students for in-demand jobs and eliminating the achievement gap altogether.”

The new state funding formula, along with other legislative enactments such as College Promise and Guided Pathway, have been put in place to make an attempt at reaching these statewide goals as stated below by 2022:

1. Over five years, **increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.** This increase is needed to meet future workforce demand in California, as analyzed by the Centers of Excellence for Labor Market Research. This goal is consistent with the

recommendations of the California Strategic Workforce Development Plan. Equally important to the number of students served will be the type of education they receive: programs, awards, and course sequences need to match the needs of regional economies and employers.

2. Over five years, **increase by 35 percent the number of CCC students transferring annually to a UC or CSU**. This is the increase needed to meet California's future workforce demand for bachelor's degrees, as projected by the Public Policy Institute of California. (In California, occupations requiring bachelor's degrees are growing even faster than jobs requiring associate's degrees or less college.) Meeting this aggressive goal will require the full engagement and partnership of CSU and UC. While ambitious, the pace of improvement envisioned in this goal is not unprecedented: between 2012-13 and 2015-16 (a three-year period), CCC to CSU transfers increased by 32 percent and between Fall 1999 and Fall 2005 (a six-year period), CCC to UC transfers increased by 40 percent.
3. Over five years, **decrease the average number of units accumulated by CCC students earning associate's degrees**, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. (Associate's degrees typically require 60 units.) Reducing the average number of units-to-degree will help more students reach their educational goals sooner, and at less cost to them. It will also free up taxpayer dollars that can be put toward serving more students.
4. Over five years, **increase the percent of exiting CTE students who report being employed in their field of study**, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index. Improvements on this measure would indicate that colleges are providing career education programs that prepare students for available jobs and offering supports that help students find jobs.
5. **Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups**, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
6. Over five years, **reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults**, with the ultimate goal of fully closing regional achievement gaps within 10 years.

Although these goals are statewide, Foothill College could also mirror these goals and trend in the same direction (if not proportionately, in certain areas) to the state strategic plan.

To accelerate the work, the college will embark on a process of revising the Student Equity Plan. The current plan was approved by the Board of Trustees in December 2015. The college would formally engage in the development of Equity Plan 2.0 in January 2019 with a final plan for the Board of Trustees to approve December 2019 for submission to the state. Although there is a state requirement to update the student equity plan every three years in order to continue state funding, the college would conduct a thorough plan redesign (not just an update) that would be transformative in its purpose of creating a culture of student equity college-wide. One aspect of Student Equity Plan 2.0 would set the

direction for the college on how to achieve the state strategic plan in which the new state funding formula is based on. Another aspect of Student Equity 2.0 would be to define student equity and infuse the values of equity, diversity, and inclusion in the plan.

The new governance committees will also study the new state funding formula and make recommendations to the president as to how to position the college once the hold-harmless funding period expires (which is projected to end in three years).

Why is this objective important?

Under the new state funding formula, Foothill-De Anza Community College District is slated to lose a significant amount of funding. For the next two years, the district has an ability to be held “harmless” under the new state funding formula to enable the district to better position itself for increased funding Academic Year 2020-21.

While Foothill College has always been committed to increasing access for students of color and closing equity gaps for low-income, Latinx, and African American students, the new funding formula accelerates such efforts and requires the college to be even more strategic and innovative around its equity efforts.

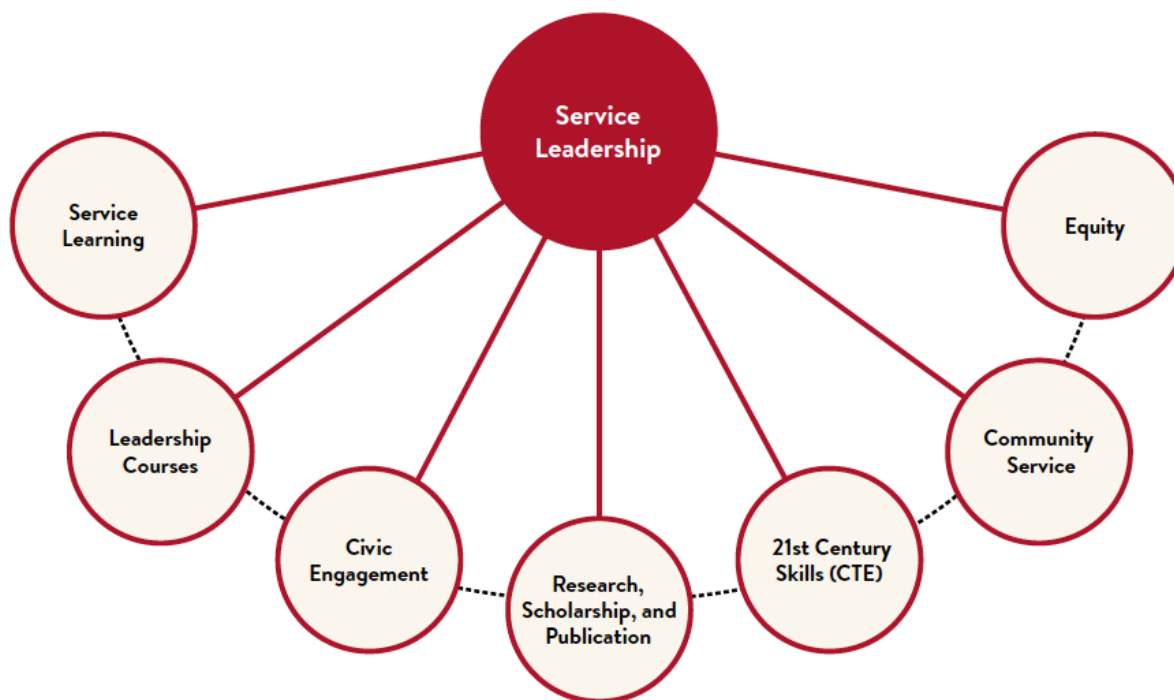
[CHARTs OF EQUITY GAP by ELAINE]

EMP Goals: Equity & Improvement and Stewardship of Resources

I. Service Leadership

Objective: Infuse *Service Leadership* into the college instructional and student services structure, identify leadership skills student/institutional learning outcomes, and develop metrics to measure effectiveness.

Background: *Service Leadership* constitutes seven areas:



In Academic Year 2017-18, the college celebrated its 60th Anniversary by highlighting at least 60 *Service Leadership* projects along with its first Research and Service Leadership Symposium on May 17, 2018. The #60for60 projects are highlighted <https://www.foothill.edu/60yearsofservice/>.

During Academic Year 2017-18, the strategic focus was to provide a space for Service Leadership projects to grow organically and raise funds to support such interests from students, faculty, and staff.

The college’s Education Master Plan states, in part, as a goal: “Strengthen a sense of community and commitment to the College’s mission” through efforts to “encourage

student participation in leadership and activities outside the classroom (including service/work-based learning) that engages students with the College and the community.”

Foothill identified *Community/Global Consciousness and Responsibility* as one of its four core competencies (4-Cs), Institutional Learning Outcomes: “Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning.”

Foothill’s *Service Leadership* initiative creates a college-wide theme for such efforts described in these various planning and mission statements of the college. The initiative also creates a common thread among existing activities on campus, while increasing the number of such activities college-wide and ensuring that each activity identify with intentionality the student leadership learning outcomes.

For the past 60 years, Foothill College has been serving the college and larger community through various service projects such as Medical Brigades and Fund for the Future. These projects become opportunities for students to learn about the world while developing their leadership skills. Service learning is also identified in the college’s sustainability plan.

During the December – February 2017 period, President Nguyen introduced the initiative at PaRC, Administrative Council, and Managers College. President Nguyen also facilitated a half-day meeting of college leaders interested in the topic whereby 100% of those in attendance and 87% of the management team at a subsequent Managers College meeting agreed that the college should embark on such *Service Leadership* initiative.

Academic Year 2017-18, the college would embark on an effort to identify the specific skills/competencies of leadership students need to develop in order to be successful in their career and life. The college would also conduct an inventory of existing service projects and explore ways to increase service opportunities. These service opportunities would specifically, intentionally identify the leadership skills to be developed.

For the past 60 years, Foothill College has earned a strong reputation for academic excellence and innovation. Nationally, Washington Monthly’s 2017 ranking placed Foothill College #3 in the country for community college education.

Yet the skills needed to succeed has become more focused on leadership, non-technical skills such as emotional intelligence, growth mindset, teamwork, critical thinking, lifelong learning, and oral and written communications. Even within the attention to and investment in career technical education programs at community colleges, employers have consistently ranked non-technical skills (i.e., 21st Century Competencies) as critical for

hiring and advancement in the workforce. Our students also need to have a strong sense of community and build community as they navigate work and life.

A by-product of the *Service Leadership* initiative is two-fold: 1) students feel more engaged, a stronger sense of a college community (which is especially critical for transient community college students and underrepresented students whereby student engagement has been proven to increase student success); and 2) the local community sees the value of Foothill College in contributing to the community (thereby, bring “community” back into community college) and garner support from the community.

Why is this objective important?

Service Leadership is Foothill College’s unique vision for its role as a college in the education of the world as stated in its mission (*with emphasis*):

“Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that *empower students* to achieve their goals as members of the workforce, as future students, and as *global citizens*.”

With its open access for all students (such as undocumented students, low-income students, First-Gen students, students of color, student veterans, and students with disabilities) and large number of international students:

Foothill College is a college without walls.

Foothill College is a college without borders.

Foothill College is a college with a bridge – bridging communities.

Service Leadership bridges communities, locally and globally, while preparing students to be leaders in their communities.

EMP Goals: Equity, Community, & Improvement and Stewardship of Resources

II. Governance

Objective: Implement and evaluate effectiveness of new governance as committed in accreditation Quality Focused Essay.

Background: The Governance Leadership Council had at least 2 representatives from each of the five constituency groups: students, full-time faculty, part-time faculty, classified professionals, and management. The representatives were respectively appointed by the Associated Students of Foothill College president, Academic Senate president, Classified Senate president, and college president. The Leadership Council met several times during Academic Year 2017-18. The redesign proposal was presented at a college town hall in Spring 2018, and PaRC recommended approval.

The Accrediting Commission for Community College and Junior College (ACCJC) states in its Quality Focused Essay guidelines that institutions are to identify two or three “action projects” for further study and action that have good potential for improving student outcomes. Foothill identified two projects (governance & educational pathway). The educational pathway (or guided pathway) is identified in the aforementioned enrollment strategic objectives which has strong equity implications. Governance was the other project that is related to the accreditation standards and emerged from the college’s examination of its own effectiveness.

A successful organization strives to engage all employees in achieving its mission. At Foothill College this means bringing together experts with diverse ideas and perspectives to help students achieve their goals. While ultimately the President is responsible to the Chancellor, the Board of Trustees and the taxpayers for decision-making, the President has the opportunity to take council from a range of experts to inform those decisions. This process of sharing perspectives and input is called participatory governance. The process informs decision-making and results in engagement important for achieving the college mission. Governance empowers individuals from across the organization to share their voice about important topics facing the college. Given the importance of participatory governance, it is critical that we continually examine our processes and make changes that will improve its effectiveness.

The Case for Change

The current governance structure dates back to 2009-10. There are 4 mission-based workgroups with tri-chairs that serve as representatives on the Planning and Resource Council (PaRC). The structure also includes a Program Review Committee and an Operations and Planning Committee. Over the years, additional groups have been created, such as the technology taskforce, the professional development committee, and the assessment taskforce.

The Governance Handbook was last updated in December 2012. The Handbook does not fully articulate PaRC members’ responsibilities regarding representation and communication. The connection between committees that have been created since 2012 and their representation on PaRC is not always explicit. Over the years, the annual governance survey often identified the

need for improved communication of governance work.

In addition:

- The Educational Master Plan discussion in spring 2015 identified Governance as a strategic priority, culminating with the goal to “expand participation from all constituencies in shared governance” adopted in fall 2015.
- A series of planning / governance structure meetings were held in spring 2016 to discuss the results of a governance structure survey.
- The Accreditation Leadership Summit in fall 2016 identified governance as a possible Quality Focused Essay topic, which was later adopted as part of the self-evaluation in May 2017.
- A Governance Retreat in September 2017 discussed the need for a new governance system that fostered engagement around strategic objectives rather than operational issues.
- In 2017-18 the Governance Leadership Council began by assessing the strengths and weaknesses of the current model and the need for change.

The review of governance is included in the timeline below.

Governance Change Timeline

Proposed Governance Committee Indicators of Success

The following factors have been expressed as indicators of a successful governance system:

- ✓ All members have the opportunity to participate in committee discussion.
- ✓ Committee input is used to help shape the direction of college plans.
- ✓ A variety of opinions on committee agenda topics were welcome.
- ✓ The committee fosters an environment where discussion topics could be viewed from different perspectives.
- ✓ All committee members have an opportunity to influence the deliberative process of making a recommendation to the President.
- ✓ Sufficient information / documents are shared with committee members so as to provide background on discussion topics.

The principles Governance adopted by the Governance Redesign Leadership Council include:

- a. Governance should allow participants to feel engaged and empowered.
- b. Governance should be fun – allowing us to brainstorm ideas together.

The Governance Council proposed that the focus of the governance committees will be on the assessment of progress on the Educational Master Plan and related college plans. The cycle of planning (and thus, the role of governance) is:

- Planning
- Strategic allocation of resources

[Implementation]

- Evaluate / review / assess institutional effectiveness (I.E.)
- Re-plan – identify changes to the plan

The indicators of success have been arrayed in a rubric included below.

Proposed Characteristics of Governance Committee Meeting Engagement

| Domain | Needs Improvement | Developing | Engaged (to Empowered) |
|-------------------------------------|---|---|--|
| Group Participation | <ul style="list-style-type: none"> • Members heard presentations | <ul style="list-style-type: none"> • Some members participated in discussions during presentations | <ul style="list-style-type: none"> • All members participated in discussions during presentations |
| Group Learning | <ul style="list-style-type: none"> • Committee members did not learn anything new about issues being discussed | <ul style="list-style-type: none"> • Minimum learning from Committee members about issues being discussed | <ul style="list-style-type: none"> • Committee members consistently learned something new about issues being discussed |
| Shaping direction / Impact on plans | <ul style="list-style-type: none"> • Plans and proposals presented were already fully formulated | <ul style="list-style-type: none"> • Member input occasionally used to help shape the direction of plans and proposals | <ul style="list-style-type: none"> • Member input consistently used to help shape the direction of plans and proposals |
| Influencing Process | <ul style="list-style-type: none"> • Committee members did not have an opportunity to influence the deliberative process of crafting a recommendation to the President | <ul style="list-style-type: none"> • Committee members occasionally had an opportunity to influence the deliberative process of crafting a recommendation to the President | <ul style="list-style-type: none"> • All committee members had an opportunity to influence the deliberative process of crafting a recommendation to the President |

Why is this objective important?

If done well, governance could also serve as the main vehicle to achieve positive transformative change for the college. Improvement in governance will improve the overall effectiveness of the college, with real opportunity to enhance communication and decision-making processes. Furthermore, since governance houses deliberations of program reviews, there is a meaningful opportunity to improve programs, student learning, student equity, and budget allocation.

EMP Goals: Community