

NOVA Work Plan Phase 2 Report Plan (2022-23).

Guidance

Education Code requirements for 2022-26 Guided Pathways funds include

- 1) development of a work plan, and
- 2) reporting on programmatic benchmarks.

This information is required per education code and completing this section completes the legislative requirements for colleges in their Guided Pathways efforts. Completion of these questions reinforces the need to continue Guided Pathways, KPI-informed continuous improvement, and the System's commitment to

- 1) engage in institutional change that improves student outcomes and closes achievement gaps;
- 2) identify and eliminate student friction points;
- 3) assume everything can and should change; and
- 4) work together to change student outcomes.

Work Plan questions focus on two areas: metric-centered planning aligned with your college's Student Equity Plan and integrating Guided Pathways elements across campus programs. Questions for these sections may have overlapping answers; and, if needed, your college may use similar or exact, repeated content for multiple, related questions.

We encourage your college to answer questions and develop planning with the same emphasis on 'populations experiencing disproportionate impact' as your college's Student Equity Plan. Please keep the populations identified by your college as 'experiencing disproportionate impact' in your Student Equity Plan-related data as the foundational populations for Guided Pathways-informed efforts and integrations described in this Work Plan and beyond.

To View the Launchboard mentioned throughout this Work Plan, visit:

<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>

This Work Plan is due **June 1, 2023**.

<https://foothill.edu/about/institutional-metrics.html>

<https://foothill.edu/equity/13-55.html>

1. Successful Enrollment and Entering Students *

1.2 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process.

Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

Less than 50% Complete

50% to 75% complete

More than 75% complete

1.1.1 (Less than 50% Complete) What is your local goal?

'Local Goal' is an ideal achievement to reach for this metric.

[Foothill College aims to increase its enrollment rate by 15% from the baseline number identified in 2017-18. The rate of applicants who enroll consistently hover around 50%, except for the decrease seen during 2020-21 when the majority of classes were offered virtually.]

Note: Student achievement/Institutional metric goals identified in 2019 as part of the college approve alignment with the CO's SEP (this metric is on the SEP not Vfs).]

1.1.2 (Less than 50% Complete) What are the major barriers for your college to reach this goal?

'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Issue 1: Confusing Application Process

Commented [FJ1]: Elaine? are you able to answer this?

- Application process requires students to first complete an Open CCC account and then log into that Open CCC account to apply to the college. Students were unaware of the 2-step process and would think they had applied to the college after creating an Open CCC account.
- Enrollment steps on the college website were unclear, required too many unnecessary clicks to get to desired webpages, and in some cases, links were directing students to incorrect websites.

Issue 2: Lack of Direction after application

- The previous welcome email was cold and uninviting. It listed steps for enrollment, but no information about the registration process, matriculation steps, or who to contact for help.

Issue 3: Lack of Welcome Center

- Students identified lack of central location to get questions answered or find help while on campus and/or just getting started at Foothill
- Students also identified that they feel more comfortable getting help from other students

Issue 4: Lack of information provided to students on how to register

- After applying to the college students were not given any instructions/ information about how to register.

Issue 5:

- The placement/assessment process was not clear for students. Students did not receive information on how to check their placement for English, math, and Chemistry courses or how to clear assessments. Students would send official high school transcript to admissions office, but system where transcripts are held (in admission & records), does feed into assessment system. This caused confusion with students thinking they had satisfied the assessment requirement when they still needed to send high school transcript to assessment office.
- Students unsure about which English course/ format and math course/ format is best for them

Issue 6: College Website Outdated

- The college website doesn't allow for much creativity/ flexibility in layout and can be difficult to navigate. The current search tool on our website is not as accurate as it could be, making it hard to find necessary information.
- Many of the sites still have too much information and pages appear crowded and overwhelming.

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Issue 7: Banner 9 Upgrade Creating Barriers to Registration

- The college recently went through an upgrade in the Banner software which will significantly alter the registration process for students. New registration features are not intuitive. This new registration process requires more “clicks” and tech savvy skills than the previous registration process.

Issue 8: High turn over in over in staffing in the financial aid office in the last 3 years

- This has made it difficult to offer consistent outreach/ services during that span.
- Students unable to get in touch with financial aid office via telephone

Issue 9: Disconnect in Communication Style between campus and student population

- Students shared that they feel uniformed about the onboarding process and lack direction from the college. Important information is emailed to students throughout the year and the email message is lengthy and written using college terminology that they are unfamiliar with. As a result, students often don't read the emails or simply scan the first paragraph, losing out on great wrap-around support, registration updates, and financial aid information.
- Lack of uniform text messaging application at the college

NOTES:

Issue 1: Confusing Application Process

The application is a two-step process: the first step is for students to complete an Open CCC application and receive their CCC account ID and information. Then, students use the information to log into that account to apply to Foothill College. Students assume that after completing the first application they have successfully enrolled at the college and wait for information to register to their classes. Plus, the enrollment steps on the college website were unclear.

(slide 23

https://docs.google.com/presentation/d/1BW_ZWs0ZkdjzteAA7wulqzNQdJwcvVhp06Wfohg9Mc/edit#slide=id.gd98497e034_0_172)

After enrolling at Foothill College and receiving their Foothill College student CWID to register for classes, students use their CCC apply number to register and cannot register because it's the wrong ID number.

Solution 1:

Now, there's information about the two-step application on the Foothill College website.

Issue 2: Communication in the Registration Process.

Students apply to the college, receive the welcome email, yet the message sent does not direct them on how to use their college CWID number to register, the process for registration, or provide a link to where the registration information is located.

The original welcome email did include orientation information, counselor contact information, but the messaging was not student-facing, and the content was difficult comprehend because of the formatting style.

Solution – we have a new welcome email that details the matriculation steps

Issue 3:

Often, students do not know how to log onto online classes or access their (English, Math, or Chemistry?) placement. Students would send their transcripts to the Administration and Records Office and expected to be cleared for placement, yet A&R did not transfer student transcripts to the Testing Center where their transcripts are reviewed and clear student for placement and prerequisites.

Solution 3:

Now, we have guided self-placement.

Issue 4 Messaging Issue

In a student focus group, students shared that they feel unformed about the registration process and lack direction from the college. For instance, important onboarding information is emailed to students throughout the year and the email message is lengthy and written using college terminology that they are unfamiliar with. As a result, students often don't read the emails or simply scan the first paragraph, losing out on great wrap-around support, registration updates, and financial aid information.

Possible Solution: students read and respond to text consistently. Changing the messaging modality to text messaging using student-facing terminology will increase their access to time sensitive and important information throughout the year.

~~There is a disconnect with programs, campus resources...~~

Issue 4: Student Welcome Center Issue

Students from the focus group shared that they felt disconnected from the college programs, student activities, sports and events, and college-wide support services. Foothill College did not have a welcome center where information could be centralized, making it a one-stop-shop for students. The "one stop shop" was our intention when we housed Admission & Records,

Assessment, Counseling, Evaluations, and Articulation all in one building but it doesn't seem to have the feel that students are looking for because the building does not house Student Affairs.

Solution: BiPOC Center

1.1.3 (Less than 50% Complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

Solution 1:

- Information about 2-step process added to enrollment website. Started working on videos to walk students through the 2-step process of applying to Foothill.
- Enrollment sites were updated, removing unnecessary webpages and correcting linked pages to correct sites

Solution 2:

- A new welcome email was created with a warm welcome which provided clear next steps, links for additional information and support, and access to online orientation to learn about registration process and student support services.
- Office of online learning took the lead in helping to create a new online orientation was designed with steps on how to active student MyPortal account, meet with a counselor, apply for financial aid, join learning community, and other student services.
- Online orientation requires updates each quarter. College needs to create long term plan to keep orientation running with up to date information each term,.
- The college still needs to work out an in reach process for students who have applied to the college, but have yet to register. Currently on the table is working with the Outreach, Assessment, and Retention offices over the summer to make phones calls, survey unenrolled students about their needs, and to help guide them through the registration process.

Solution 3:

- Campus Smart shop turned into Welcome Center managed by students and staff. It is in a central location on campus, where it can be easily seen, and students can stop by to ask questions, get directions, grab a snack if needed, etc
- Center still needs to hire permanent Coordinator/ Supervisor. Staff needs cross training on all onboarding steps as well as training on all of the student services available to Foothill College students

Solution to issue 4:

- Created Module in online orientation specifically focused on the registration steps/ process. Information on how to access orientation was provided in new welcome email.
- Updated registration guides on website

Issue 5:

- We now are open access campus for English and most math classes. The college pulls hs transcript data from multiple sources collected by the state, use self-reported data from ccc apply application, and can use actual hs transcript to clear students into math, English, and chem courses. Our campus also has guided self-placement options
- Information about assessment/placement process included in new online orientation
- AB705 Videos were created to help students make informed decision about which English and/ or math courses is best for them

Issue 6:

- The college is currently going through the process of overhauling the website. In the last year we have identified a vendor and are currently deciding on a layout for the new site. Once the layout/template has been finalized we will be able to create onboarding sites tailored to specific student populations,
- Programs and departments still have work to do creating new content for the new website that is more streamlined, offers multiple modalities of obtaining the information, provides direction, and provides information about how to receive additional assistance

Issue 7:

- To help offset some of the confusion with the transition, the college will need to create new registration videos and guides for students that will be available via Canvas and the college website.
- Campus administration will need to continue to work with the Software company "Oracle" and other CCC's to provide guidance and input surrounding software upgrades to make the process more student centered.

- The college will need to provide training opportunities for faculty and staff to learn how to use the new registration application so that they may answer student questions about and assist them with the registration process.

Issue 8:

- The college is in the process of hiring a permanent Director of Financial Aid.
- The campus needs to take look at the current salary scale...
- The office current holds online zoom drop in from 11am-2pm. This drop in is very efficient, but would benefit students more if it were available earlier in the morning and later in the afternoon

Issue 9:

- Different stake holders on campus need to come together to talk about how they currently use text messaging to communicate with students.
- Students need to be polled about communication preferences (how to communicate, what to communicate, and when to communicate).
- College needs to be open to the idea of utilizing text messaging as a legit form of communication with students. Fear of “spamming” students and cost have been previous reasons given for lack of text messaging

NOTES:

Welcome msg - is this an email that goes to students who apply to college. provides clear steps plus direct links for how to get information and complete the actions needed to register and get CNSL appt online orientation created based on info gathered from focus groups (remove barrier of students feeling uninformed and having a lack of direction)

summer bridge (prepare students for rigor of college; create community both programs and services. they've already enrolled),
AB 705 videos removed confusion on which math, ESLL, ENGL course to enroll in

Outreach dept has hired additional students and staff to support prospective students (Zoom sessions)

More rigorous onboarding for dual enrollment programs (past paper form, now adobe sign form). Revamped website to include more information on dual enrollment.

Deliver SOAR workshops at high school and Day on the Hill (features application workshops and other activities that support onboarding)

We now have a welcome center (this was previously our Smart Shop center)

Now we have open access classes and guided self placement. New placement process is seamless and students have completed their placement by the time they receive their ID number. Students without high school transcript data are emailed instructions for guided self-placement. Placements are automatically uploaded into Banner and student MyPortal for students who were here starting in 2021

Foothill connect campaign - partnership with the Office of Retention

Virtual Front Desk for Fin Aid office

1.1.4 (Less than 50% Complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

We heard clearly from our disproportionately impacted student groups that they wanted a better sense of belonging on our campus. As a result, Foothill will open a new BIPOC (Black, Indigenous, and People of Color) Multicultural Center fall of 2023, to help disproportionately impacted students feel a sense of belonging. Included in the BIPOC Multicultural Center will be a dreamer center, LGBTQ+ Center and a space for Black, Latinx/e, and Pacific Islander students to gather and be in community. Student focus groups were held with each constituent group to help the college design the center. Student leaders from Associated Students helped lead this effort, therefore the BIPOC Multicultural Center has considered student voice throughout the process and will continue to do so.

[Foothill College identified African American/Black students as disproportionately impacted in this metric and plans to develop a stronger campus community to increase enrollment. The creation of a Black, Indigenous, People of Color (BIPOC) Multicultural Center will open Fall 2023 to promote the sense of belonging among these student populations. This center will include a Dreamer Center, LGBTQ+ Center, as well as space for African American/Black, Latinx/e, Native American, Filipinx/e, and Pacific Islander students to gather in a defined structural space on campus. Student focus groups, along with student government representation, helped with the college design of this multicultural center.]

1.1.5 (Less than 50% Complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

We have a plan to sustain the Guided Pathways work by integrating them into the existing college infrastructure. We are in the process of coordinating a warm handoff from GP leads to various deans and VP's so they may lead the work moving forward, beyond the life of the funding cycle. Transition meetings have begun. Onboarding will be led by the VP of Student Services and AVP of Marketing/Outreach.

Retention/Enrollment will be led by the Dean of Counseling and Dean of Equity. Team leaders will work in collaboration to ensure a successful transition.

1.1.6 (Less than 50% Complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

What efforts will be made to ensure this barrier is no longer present in the next four years?

Foothill continues to institutionalize all aspects of Guided Pathways. Moving into the next academic school year, we will slowly shift towards housing areas of work under different administrative duties. We will coordinate a series of transition meetings. Some transitions have already begun. For example, the Onboarding faculty leads identified the onboarding stuck points for students and therefore this summer, the VP of Student Services will coordinate transition events for students who may be facing barriers through the five-step enrollment process.

1.2 With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students?

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In order to ensure continuous improvement in successful enrollment, we created post-surveys in each of the enrollment steps. For example, after a student participates in a service such as Admissions or Counseling, the student is asked to fill out a survey. The dean in turn reviews the data quarterly to determine further interventions and or themes that arise from the data. We've streamlined enrollment processes and entirely reimagined the experience of enrolling and onboarding at Foothill College.

Commented [FJ2]: In Counseling, double check that students get it automatically. Did this change b/c CNSLRs had to give students a link or they could click on a QR code.

Commented [FJ3R2]: surveys are not automatic in CNSL.

1.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Foothill is currently in the process of developing and implementing a continuous improvement plan related to this goal. Several components of the plan are already in place and we continue to expand and we clarify the path.

1.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Throughout the continuous improvement cycle, Foothill aims to learn from students and from newly implemented practices, changes that benefit students and changes that may not have as large of an impact as previously determined. Throughout the process, we continue to request and receive feedback that informs our movement from one plan to the next. All with the goal of improving student success and engagement.

Commented [FJ4]: SECTION 1 is in NOVA.

2. Persistence: First Primary Term to Secondary Term and Entering

Students *

KURT, RAM, AJANI

Top of Form

2.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term.

Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

Less than 50% complete

50% to 75% complete

More than 75% complete

2.1.1 (Less than 50% complete) What is your local goal?

'Local Goal' is an ideal achievement to reach for this metric.

Our local goal is to increase African American and Latinx online students (defined as taking at least one online class) connected to services through Foothill Connect by 10%.

[Foothill College's local goal is to increase fall-to-winter persistence rate by 15% from the baseline number among all students (2017-18). The Launchboard data provides additional nuance with its focus on first-time cohort students, showing that there is a decline in the rate and number of first-time students enrolling from the first term to the subsequent term. While the first-time cohort size has decreased since 2017-18, the rate of those persisting reduced as well.]

Note: The fall-to-winter persistence rate is identified as part of the the student achievement/institutional metrics that was agreed upon by the college as part of the alignment of local goals with the SEP. This local metric methodology focuses on all students while the GP work plan template emphasizes the persistence among first-time students (which is a VFS

Commented [FJ5]: SECTION 2 in in NOVA

Commented [FJ6]: From here: https://foothilldeanza-my.sharepoint.com/:w:/r/personal/20504025_fhda_edu/_layouts/15/Doc.aspx?sourcedoc=%7B3ABB75DF-4CB6-4225-8007-5AAD1A52B58D%7D&file=Final%20-%20CO%20Equity%202.0%20Template%20-%20Retention.docx&action=default&mobileredirect=true

Commented [EK7]: Remove this note in final submission. It is a note for the college for documentation purposes.

metric). These data are found in the Launchboard data dashboard focusing on first-time cohort students.]

2.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal?

'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

We have found the underutilization of campus support resources by our disproportionately impacted students, especially in fully online classes.

A barrier to supporting online students were some faculty members were initially hesitant to adopt Foothill Connect, which they viewed automated some of the strategies they used to increase course success.

We need to continue to improve the integration of student services and instruction.

Students are not always aware of the support services we offer so we need to expand our marketing and communication.

Commented [FJ8]: to incorporate Ram's feedback I added the word initially since more faculty are now onboard with using FC

2.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

To increase retention from the primary to the secondary term, we are focusing on increasing student utilization of campus support services by expanding the Foothill Connect program and focusing on African American and Latinx students who are exclusively online. Students can access an array of support services both on campus and online, which gives them a greater sense of connection to the campus. A sense of

Commented [FJ9]: Per Ram's suggestion: replaced the word "targeting" with "focusing on" (good call!)

belonging has been shown to increase retention. However, these services are often presented in an uncoordinated fashion, leaving many students unclear of what services are right for them, and faculty confused about how to connect students to these resources. Using the Foothill Connect tool provides a hub of support to faculty, staff, and students.

As discussed in section 1, we are looking to improve the communication to our students through text messaging.

2.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

After the events of 2020, Foothill met its goal to offer all tutoring, transfer help, career guidance, writing services, and counseling (both academic and psychological), online. We need to ensure students are aware of these services and help students access them. This is where faculty engagement is critical. Faculty providing targeted and timely referrals shows students that faculty personally want them to succeed. Mass communication informing students about services doesn't create that same feeling of care and concern. An area of value provided by Foothill Connect is the nationwide database of Foothill Connect schools and the interventions they used. Once we identify the disproportionately impacted group of students and study their unique characteristics and needs, we can develop a more robust retention program that takes their cultural needs into account.

2.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward?

Foothill College created an Office of Retention and hired a student services specialist to support the office. Retention is part of our college wide equity plan and will be the main issue the College address in AY 23-24.

2.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

What efforts will be made to ensure this barrier is no longer present in the next four years?

Foothill Connect emails the student a “welcome email” and encourages students to use the service; however, some of the students who require these services most, might need an additional push. One way to do this is to put resources towards in-reach. This can be specific personnel, whether faculty or staff, directly assigned to follow up on referrals to the Office of Instruction.

2.2 With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence equitably and do not develop new barriers for students?

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Foothill is currently in progress of developing and implementing a continuous improvement plan related to this goal. Several pieces of the plan are already in place, and we continue to expand as we clarify the path.

2.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Necessary transformation to reach ideal structure is Foothill Connect which will facilitate communication between faculty, students, and the Office of Retention while educating students on the services that will be most beneficial to them, as well as collecting valuable data on the types of services students need.

2.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Foothill Connect will facilitate communication between faculty, students, and the Office of Retention while educating students on the services that will be most beneficial to them, as well as collecting valuable data on the types of services students need.

Completion of Transfer-Level Math & English and Entering Students *

Kennedy, Valerie, Zach, Doreen, Fatima, Fountainetta

Commented [FJ10]: SECTION 3 is in NOVA

3.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Less than 50% complete

50% to 75% complete

More than 75% complete

3.1.1 (Less than 50% complete) What is your local goal?

'Local Goal' is an ideal achievement to reach for this metric.

Foothill College has been recognized statewide for our efforts to equitably place students. We reached our goal of increasing students completing transfer level math and English by 15% between 2018 and 2022.

In 2017-2018 22% completed English and math in their first year.

In 2021-2022 29% completed both English and math in their first year. Our upward trajectory is promising.

Our completion rates for 2021-22 are:

40% completed transfer-level math in their first academic year

41% completed transfer-level English in their first academic year

29% completed both in their first academic year

Here's what our local data says about how many of these students attempt math and English in their first academic year:

Attempted any ENGL class in 2021-22: 60%

Out of the above, percent who completed transfer-level English in 2021-22: 71%

Attempted any MATH class in 2021-22: 62%

Out of the above, percent who completed transfer-level math in 2021-22: 68%

Note that the above completion metric is slightly different from throughput, which gives students a year to complete after their first attempt even if their first attempt was in spring quarter; this value is how many complete within the 2021-22 academic year.

[Foothill College sets its local goal at a 15% increase within three years. Between 2017-18 to 2021-22 there was a 4-percentage point increase in the rate of completion for this metric (based on Launchboard methodology for all students). The rate of increase represents a 57% percent increase between 7% in 2017-18 to 11% in 2021-22.]

Note: Local goal for transfer-level English and Math completion methodology based on the institutional metrics goals set in 2019 to align with the CO's Vision for Success.]]

Commented [EK11]: Remove this note in final submission. It is a note for the college for documentation purposes.

3.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

At this point, there are few structural barriers to students completing math and English in their first year. The college no longer offers pre-transfer-level English classes; students are placed into transfer-level courses through multiple measures and/or guided self-placement, with some transfer-level courses accompanied by corequisite supports. All the Guided Pathways Maps list math and English in the first year. Cohort programs exist, such as Puente, Umoja, and the Math Performance Success (MPS) which provide further wrap-around support through embedded counseling and embedded tutors.

While there may be few structural barriers to completing math and English in the first year, data suggests that there may be insufficient encouragement, for example during the onboarding process, to compel students to enroll in English and Math in their first year.

Commented [EK12]: Cite the data suggesting this statement.

Like so many colleges, a persistent structural barrier is budget constraints. Lack of funding limits the number of sections of transfer-level courses such as Math 1A (Calculus), Math 10 (Statistics), and ENGL1A (Composition and Reading), impacting students' ability to enroll when they wish to do so.

[If we go with the 57% increase between 2018-19 to 2021-22, then we would be "More than 75% complete" for this metric based on our local goal...so the following prompts should also be changed to "More than 75% complete."

Foothill College makes ongoing efforts at increasing the rate of completion of transfer-level English and Math among its students. While the Launchboard data show the Latinx population increased their completion rates by eight-percentage points (or 160%) between 2018-19 and 2021-22, the college aims to sustain this trend. Local data indicates that an increasing rate of students are enrolling in transfer-level English or Math in their first year, but completion in both subjects during the first academic year still reflects a minority of students, regardless of ethnicity. Continuous improvement efforts seek to increase the completion rate for English and Math during the same time period. Some of these barriers may be due to student perception and understanding about how enrolling and completion transfer-level English and Math in the first academic year of enrollment should be the standard course taking pattern (whenever possible). Additionally, onboarding communication and continuing support for these new incoming students should be consistent, repeated, and encountered at all points of student contact with the institution, using multiple modalities, in and out of classroom. Part of this challenge is that less two-thirds of students attempt any English or Math in their first academic year (among degree/transfer-oriented students). In fact, less than half of first-time degree/transfer students attempt both English and Math in their first academic year.

NOTE: Our local data indicates that only 60% of first-time degree/transfer students attempted an English class and only 62% of this same population attempted a math class. These rates are not mutually exclusive because many students only attempt one or the other (47% attempt both English and Math in their first academic year.)

3.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your taken to begin the process?
As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

Guided Pathways has made several changes over the last 5 years to remove barriers for students interested in taking college level math and English. We use student's self-

reported gpa and course information from their application in order to place them into English and math (they do not need an official transcript). To encourage students to take math and English in their first year, our Program Maps all have English 1A as a course to take in the 1st quarter and Math by the 3rd quarter. However, without someone explicitly encouraging students to take English or math in their first quarter, there are psychological reasons why students might not take them. Many students report math anxiety because of their poor experiences in high school and postpone taking math for as long as possible. Some other students don't take English or math because they are eager to take what is more interesting to them which may be classes in their major.

[Foothill College addressed the structural barriers through specific actions including the development of program maps that recommends students register for transfer-level English (typically ENGL 1A) in their first quarter and transfer-level Math (typically MATH 10 or MATH 48A) by their third quarter, and more critically, the removal of any barriers to transfer-level English and Math placement. As part of the guided pathways onboarding process, students are provided direct access to transfer-level English and Math. The primary tool developed for placement is self-reported high school GPA and course information from the application. Students without a GPA follow the guided self-placement process. Data sources identified to assess placement data include: California College Guidance Initiative (CCGI); Cal-PASS Plus (if no self-reported data available); CCCApply (if no Cal-PASS Plus available); both Cal-PASS Plus and CCCApply (should both sources be available). This process of review has been automated and structurally integrated into the placement process.]

There needs to be some discussion here about how the college plans to message and incentivize students to attempt English and math in their first academic year (in a structured ongoing sustained manner.)

3.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

English faculty engage in numerous equity-focused professional development and culturally responsive curricular projects and pedagogical approaches. The department holds regular retreats, invites part-time faculty to attend, and works with administration to compensate part-time faculty to attend. Because a significant percentage of sections are taught by part-time faculty, many of whom teach at multiple colleges, continued efforts can be made to ensure broad participation as the department assesses the effectiveness of policies, praxis, development activities, and curricular revisions. To address student needs that extend beyond the scope of course content, department is exploring ways to provide students in all English 1A sections with the wrap-around supports shown to be effective in our learning communities, such as an English Performance Success approach modeled after the successful Math Performance Success program at the college.

Mathematics faculty engage in a variety of trainings throughout the year which focus on educating them in culturally responsive historical context, as well as pedagogical philosophy. The math department also has quarterly retreats in which faculty participate in updated practices related to our student equity plan at the college. Faculty are exploring how math curriculum can be changed so that it reaches the broader spectrum of students that are not traditionally represented. A variety of new courses are being created such as finance mathematics, along with the recently articulated quantitative reasoning class which aim to offer alternative entry level and college level mathematics courses that serve as their GE requirement. This provides alternative options for students that better fit their goals and which

are more appropriate for their majors. The mathematics department also continues to explore corequisite options beyond the courses that currently have them and are looking to expand corequisite support to the calculus level. Our MPS (math performance success) sections are specifically designed to give extra support to students whom are at the highest risk of not completing a mathematics class during the first year, and offers in house and on the spot counseling, along with extra contact hours and embedded tutoring. The STEM Division is starting its MESA program in the 23-24 academic year, which combined with our SLI (science learning institute) aims to provide even further support to all STEM students with a focus on underserved students. We expect that these efforts will greatly increase our retention and success not only in mathematics courses, but in STEM courses all around.

Foothill College identified African American/Black and Latino/x students as population groups experiencing disproportionate impact in the 2022-25 Student Equity Plan. Ongoing efforts recognizes the additional instructional and student supports needed to increase and scale their transfer-level English and Math completion rates. The college is committed to supporting its learning communities, such as Puente and Umoja, both programs initially centered around a transfer-level English course pathway but has expanded to provided transfer-level Math sections (MATH 10: Statistics) for their students. Other innovative curricular approaches include the development of the Math Performance Success (MPS) program, which includes extra support like on-the-spot counseling, extra contact hours, and embedded tutoring. Local evaluation demonstrates MPS students are more likely to successfully complete their Math course compared to those enrolled without the MPS support (e.g. MATH 48A w/coreq (Precalculus) is 28-percentage points lower when compared to the MPS cohort among those with lower than a 2.6 high school GPA). The success of the MPS program has led to an English Performance Success (EPS) pilot to begin in 2023-24. In this same year, the college will start its MESA program, which is a collaboration between the STEM division and the Science Learning Institute (SLI) that will provide additional supports, with specific focused on the disproportionately impacted student groups. Both English and Math faculty continue their iterative approach to the continuous improvement of the corequisite classes that aim to scaffold the transfer-level ENGL and MATH courses for those who may benefit from the additional support. Hence, faculty from

both programs are supported with expanded and extensive professional development opportunities to sustain continuous curriculum and pedagogy improvement efforts. The college has implemented a compensation structure to facilitate part-time faculty participation in all these efforts.]

3.1.5 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

English faculty will continue to be at the forefront of promoting a race-conscious culture at Foothill and in engaging with equity-minded programs, projects, curriculum, and pedagogy. The faculty are directly involved in learning communities, including Puente, Umoja, and pre-STEM, as well as academic supports such as Pass the Torch. The faculty's work in Journalism is directly tied to the college's 13-55 Strategic Vision for Equity, focusing on student voice and belonging. The faculty contributed to the foundational curriculum in Ethnic Studies, and work collaboratively with our full-time ethnic studies faculty to align the scheduling of the courses in the literatures of identity with ethnic studies courses, offering students of color greater opportunities for deep consideration of race-conscious curriculum. The faculty have completed the Courageous Conversations protocol and participated in substantial professional development focused on equity-driven assessment, such as labor-based grading. The faculty work closely with Online Learning in its efforts for equity-informed course design and assessment in online courses.

Foothill College English and Math faculty continue to engage in the ongoing and continuous work to scale up equity efforts, working to ensure that all students will benefit. Some of this work is in professional development (e.g. completing Courageous Conversation protocol and focusing on equity-driven assessment, such as labor-based grading), including in developing and improving the design and assessment of equity-informed courses in various online modalities. Curricular efforts are ongoing, including the establishment and development of a foundational curriculum in ethnic studies. The emphasis on race-conscious curriculum extends to ensuring course outlines of record (COR) are race-conscious. This institutional-level scaled effort has a four-year timeline and aims to have each program/discipline explicitly address issues of race. Finally, there is institutional-level engagement in the operationalization of the college's Strategic Vision for Equity in the 13-55 implementation effort (13 issues, 55 goals). Both English and Math faculty are participating with identifying, implementing, and assessment equity action projects aimed to reduce disproportionate impact among student populations.

Note: The COR review action project is identified in the ISER's quality focused essay (due December 2023).]

Commented [EK13]: Remove this note in final submission. It is a note for the college for documentation purposes.

3.1.6 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed ‘Transfer-level Math & English Completion’ work remains an institutional priority moving forward?

The college continues to support faculty work to assess outcomes and efficacy of its AB 705 approaches and engage in professional development. The English and Math departments work closely with the Learning Resource Center for tutoring support, including peer embedded tutoring. The college continues to support learning communities, including pre-STEM, Mesa, Math Performance Success, Umoja, and Puente. In response to AB1705, the English department will pilot an English Performance Success Program with embedded counselors and embedded peer tutors. The college will look closely at onboarding to address the significant numbers of students who do not attempt transfer-level English or Math in the their first year.

Foothill College’s Guided Pathways-informed work involves continuing collaboration between instruction and student supports, including efforts to model effective curricular supports as demonstrated in the learning communities (i.e. pre-STEM, MPS, Puente, Umoja). As mentioned above, the MESA program and an EPS pilot will begin in 2023-24. Coordinated efforts for a warm hand-off between the classroom and outside-the-classroom supports continue to be developed, formalized, and integrated between faculty, Foothill Connect (the college’s retention program), Counseling, the Disability Resource Center, Veteran’s Resource Center, etc. Additional collaboration with Institutional Research & Planning will examine the English and Math corequisite impact, students who do not enroll in transfer-level English or Math in their first academic year, and the throughput rate of the various transfer-level English and Math pathways.]

3.1.7 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

What efforts will be made to ensure this barrier is no longer present in the next four years?

The college does not foresee any barriers to sustaining the provided structure.

3.2 With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance 'Transfer-level Math & English Completion' equitably and not develop new barriers for students?

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

In Progress

3.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal.

The college has a data-driven program review process that is designed to center continuous improvement. The English and Math departments engage in this process and consider specifically outcomes in transfer-level entry courses. The departments hold regular retreats to discuss outcomes and pedagogy. The college responds to requirements and guidance from the CCCCO with respect to AB705 and AB1705. The deans and the departments work closely with institutional research and the assessment office, and will work with onboarding team to develop strategies to more strongly compel students to enroll in transfer-level in their first year.

Characters : 0/5000

3.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

What we've learned so far is that it's best for students to go through both orientation and create an educational plan with a Counselor because students who do both attempt math and English in their 1st year (see chart below).

This summer, Foothill College is hosting large registration events. We have two scheduled 7/14/23 and 7/17/23. If we can get more students completing the orientation and scheduling, we hope to see more students attempting and completing English and math in their first year.

	% Attempted ENGL	% Attempted MATH	% Attempted both ENGL and MATH
Had orientation	69%	71%	56%
Had ed plan	75%	75%	63%
Had both	78%	78%	65%
Had neither	31%	36%	19%

Transfer and the Student Journey*

Commented [FJ14]: SECTION 4 is in NOVA

Kurt, Ram, Roosevelt

At least one response is required for this question group.

4.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.

Using data available in Launchboard and related local data, consider what 'Transfer' means for entering students at your college and the definition provided with Launchboard data.

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

Less than 50% complete

50% to 75% complete

More than 75% complete

A selection is required

Top of Form

4.1.1 (Less than 50% complete) What is your local goal?

'Local Goal' is an ideal achievement to reach for this metric.

Foothill College is considered one of the transfer leaders in the State. Compared to its eight neighboring community colleges, Foothill had the 2nd highest total number of students transferred to the CSUs and the UC system (after our sister school, De Anza College). While we want all of our students who state they want to transfer to actually

Commented [FJ15]: This comes from :
https://foothill.edu/irp/2023/FH-2023-Q2-Report-CSU_UC_TransferRateAY21.pdf

transfer, Foothill College sets its local goal as a 15% increase from the baseline count (2017-18). The college's institutional metrics identifies African American/Black and Latino/x male students for intentional support, with the goal of increasing the transfer rate of both populations by 4-percentage points.

The Launchboard provides additional data about all students, showing that there has been an 8% increase in the number of students transferring between 2017-18 and 2020-21. While the college continues its efforts to increase its annual transfer counts, there is an increasing trend of students transferring to a four-year institution over the past three years (since alignment of local goals with Vision for Success).

Note: Local goal for transfer methodology based on the student achievement/institutional metrics goals set in 2019 to align with the SEP/Vfs.

Characters : 0/5000

Commented [EK16]: Remove this note in final submission. It is a note for the college for documentation purposes.

4.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal?

'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

[If we go with the 8% increase in the number of students transferring between 2017-18 and 2020-21, then the college has reached more than 50% of its local goal of 15%. Therefore "50% to 75% complete" should be selected in all the prompts in this section instead of "Less than 50% complete."]

There are several barriers that students face when reaching their transfer goal. Barriers include both operational/structural barriers as well as cultural barriers.

- Students are required to complete orientation and a Counselor approved educational plan, but not all do, despite the incentive of priority registration. Students may miss required courses without the expertise of a Counselor.

- From our equity report: Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines. Students often only have siloed opportunities to explore and understand systemic racism, and typically only within disciplines that focus on social and human behavior. Leaving students unprepared for racism in their fields can suppress their desires to be leaders in disrupting it, and lead to feelings of not belonging and increased stress.
- While the majority of our classes are articulated for the UCs and CSUs, expanding articulation helps students be more competitive for entry as many of the competitive majors take the student's gpa for their major in their admissions decisions. An Engineering graphics course, for example, can be articulated to many but not all of the UCs/CSUs. This requires students to attend multiple colleges if they want all the required articulated courses found on assist.org. Moreover, the articulation agreements that are articulated can be confusing even for Counselors. When Counselors don't have a direct line to an admissions representative, they cannot provide accurate information to students. Without this information, students become less competitive and cannot gain admittance into their college of choice.
-

Characters : 0/5000

4.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

- Our Evaluation officer will work closely with our faculty to identify gaps in articulation and adjust our classes as needed to meet articulation.
- We will work with our Transfer Center to increase the communication between Counselors and Admissions reps.
- We are finding that students need the college to take a more pro-active approach to helping them do what they need to do, whether that is taking math and English in their first year or meeting with a Counselor to develop an educational plan. We recognize this as a gap in service delivery and are brainstorming ways we can close this gap.
- In terms of addressing racism in our content, the current curriculum approval process is done by a curriculum committee made up of both faculty and administrators from multiple levels. The process adheres to a set of policies and guidelines that are either legislated, and/or created and approved by the committee.

Characters : 0/5000

4.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

The College Curriculum Committee recently approved a set of guidelines to incorporate Equity practices within the COR and these are going to be implemented starting AY 2023-2024

Characters : 16/5000

4.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward?

The college has recently approved a set of guidelines for faculty to use in order to incorporate equity in the COR. During the college opening day of Fall 2023, the college's Professional Development office will provide the entire faculty body a training to examine these guidelines and learn how to implement them. All courses that are being revised next year onwards will and any new courses being developed henceforth will be required to use these guidelines and incorporate these elements into the COR.

[Should there be discussion about the effort to provide students with an annual and/or two year schedule? This effort would seem to align with the program maps. Also, am not seeing a lot of discussion of the Transfer Center's strategic planning efforts. There is a state required Transfer Plan we submit and we do report data, but should there be a larger conversation about how the transfer (as a noun) can be more integrated into instruction and student supports? What about College Promise? For student support programs, what does the transfer-preparedness concept look like—this could be documented in the SAOs as an example or even in the organizing of programming in the Transfer Center, with the Transfer Center, and beyond the Transfer Center. Just some additional thoughts thinking about transfer.]

Characters : 0/5000

4.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Characters : 0/5000

4.2 With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes
In Progress

4.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Foothill College currently has a plan in place to develop and implement a continuous improvement process related to this goal that includes the necessary transformations detailed above.

Section leads with content or discipline expertise are identified, consisting of at least one administrator, paired with at least one faculty or staff colleague. 2. Teams will act as points of contact for the various sections identified within the Equity Plan 2.0 (i.e., Successful Enrollment, Complete Transfer-Level Math and English, Retention from Primary to Secondary Term, Transfer and Completion) and will work with various stakeholder groups to develop specific action plans that make intentional connections to the Strategic Vision for Equity plan. 3. Action plans, created by the Office of Institutional Research and Planning, will be used by section leads to organize and identify resources, activities, milestones and evidence in pursuit of creating more equitable structures that support student success.

Characters : 0/5000

4.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Over the next academic years, section leads will create follow up action plans. Plans will build off past actions and ensure we are closing the assessment cycle and applying new knowledge to future endeavors. Promoting transparency and accountability, progress and milestones will be shared on the Office of Equity webpage (<https://foothill.edu/equity>).

Completion and Student Success *

Kurt & Ram

At least one response is required for this question group.

5.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys.

Using data available in Launchboard and related local data, consider what 'Completion' means for entering students at your college and the definition provided with Launchboard data.

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Use this definition and your college's local goals and ideas about Completion to determine an accurate percentage.

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

Less than 50% complete

5.1.2 (Less than 50% complete) What is your local goal?

'Local Goal' is an ideal achievement to reach for this metric.

We are currently developing a new Education Master Plan as the previous plan expired this year. The delay is due to waiting for new leadership in a President and Chancellor to allow for new leadership to agree upon the local goals. As of this month, both positions have been filled and we are at the nascent stages of development.

Commented [LS17]: @Kurt Hueg @Elaine Kuo what can we put in this section?

Commented [LS18R17]: @Elaine Kuo

[Foothill College's local goal for this metric is a 25% increase from the baseline count of all students (2016-17). Based on the Launchboard data, there was a 21% increase from 1,193 to 1,442 students who attained the Vision for Success definition of completion. With the adoption of program maps, the college is considering moving to a first-time cohort model to better assess the impact of instruction and student supports initiatives on the completion metric.]

Note: The local goal of a 25% increase from the baseline count is part of the student achievement/institutional metric goals adopted in 2019 for alignment with VfS using 2016-17 data. The Launchboard data referenced is the all students dashboard.]

Characters : 0/5000

5.1.3 (Less than 50% complete) What are the major barriers for your college to reach this goal?

'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

[Given that the 21% increase is more than half of the local goal of 25%, perhaps the college would indicate it is "More than 75% complete" rather than "less than 50% complete"? If so, then the following prompts in this section should also indicate "More than 75% complete."]

One barrier to students earning a degree or certificate is they have to apply for one by meeting with a Counselor. However, counseling appointments can be challenging for students to access due to low counselor student ratio.

Not all students are aware that they are close to a degree. If we had inreach that called the student and let them know they had less than 3 classes to graduate, we might see a small increase in students earning a degree or certificate.

Some students do not choose to apply for a degree or certificate because they are transferring and do not think the Associates degree is useful in that context.

An ongoing issue is scheduling. If students start mid-year, they are not in sequence with the way certain departments schedule their courses. For programs that offer courses once a year or in one particular quarter, a student may only need to take one or two courses but cannot stay for another year in order to complete the course.

[This comment is primarily related to 5.1.3 and 5.1.4. Should there be some discussion about non-credit transitioning to post-secondary work—barriers and efforts? If we are aligning our local goal definition of completion to the Vision for Success definition, then we may want to discuss the challenges related to course success as courses must be completed to earn a bachelor's or associate degree and certificates. Perhaps discussion about the challenges of students to continuously enroll and college efforts to support including, and not limited to, more certificates, stacking certificates, lower unit certificates, College Promise (to incentivize full-time enrollment), etc. Additionally, we may want to discuss efforts in Apprenticeship to have students attain the Apprenticeship Journey status as that is part of the the VfS completion definition. Might there be

language from the SEP 2.0 that was submitted this fall that could be placed in this section, not just 5.1.3 and 5.1.4?]

5.1.4 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

We began exploring auto awarding degrees in Spring 22. With a change in leadership this was dropped but we have now begun anew. Our sister college, DeAnza, is also exploring auto awarding of degrees. We plan to explore a district-wide approach once our new chancellor is on board.

More coordination between the Student Affairs Office, Evaluations (in Admissions & Records) and Counseling can increase the in-reach to students informing them of deadlines to apply for a degree or certificate. In the last few years, we've held "graduation days," called GradFest aimed at informing students of key deadlines. However, we are hopeful that the auto-degree approach will resolve some of these barriers.

Regarding the access to counseling issue, we are piloting Counselor led group ed plans this summer. We will assess its success and may implement it systemically if successful.

5.1.5 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

We will coordinate a summer bridge program this year aimed at disproportionately impacted student groups. Additionally, starting in the Fall, we will implement the English Performance Success Program modeling after our extremely successful Math Performance Success Program. We are also piloting two summer registration events aimed at students who did not complete all of the matriculation steps upon entry. Our goal is to inform first gen student of color the importance of the registration period.

5.1.6 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

We have begun transition meetings between the Guided Pathways leads to administrators who will lead the work beyond next year. For example, the Onboarding leads have made structural systemic changes in the enrollment process and moving forward the Vice President of Student Services will invite the leads to the deans meetings to begin the official transition. Some of the work, such as the summer registration events have already transitioned.

[The college can institutionalize how instruction and student support units operationalize and support completion so that these efforts are broad based and cross units. For example, could the Finance Allocation Team prioritize requests that seek to facilitate completion? Could the PLOs (and ILOs, GE-SLOs) be more intentional in demonstrating award/journey preparedness?]

5.1.7 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

What efforts will be made to ensure this barrier is no longer present in the next four years?

Unless there is a major shift in leadership, we don't foresee any barriers with sustaining the work. Recently, the GP leads met with the President's Cabinet to discuss the official transition to take place over the course of the coming year.

5.1.8 (Less than 50% complete) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

5.2 With Completion in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Completion equitably and do not develop new barriers for students?

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes our college is engaged in continuous improvement efforts. Foothill regularly assesses student needs in both student service areas and instructional areas through a variety of student surveys, administered both college-wide and department specific. We regularly review the data and make adjustments as needed. Our program mapper tool has been implemented for nearly a year and has proven to be an effective tool for our students in developing a clear pathway and educational plan.

Certificate Completion - (check this one)

Degree Completion - (check this one)

Additional, optional space will be provided if your college would like to distinguish between areas of completion.

5.2.1 (Yes) Which areas of Completion does your college wish to discuss for this selection?

Adult Education / Non Credit completion

Certificate Completion

Degree Completion

[Foothill College does not currently have a local goal for Adult Education/NC Completion.

Foothill College's local goal for certificate completion (CO approved credit certificate) is 50% increase from baseline count. Launchboard data shows that between 2016-17 and 2021-22 there was a 111% increase in CO approved credit certificates awarded (490 to 1,033).

Foothill College's local goal for degree completion (any associate degree) is 20% increase from baseline count (2016-17). Launchboard data shows that between 2016-17 and 2021-22 there was a 10% decrease in any associate degree awarded (902 to 812). Would note that 978 associate degrees were awarded in 2020-21, which would have represented an 8% increase from the number of associate degrees awarded in 2016-17. The college will monitor this trend line to determine whether 2021-22 is an anomaly (perhaps indirectly affected by the pandemic enrollment decline).

Note: Baseline data is 2016-17 for VfS and local goal was agreed upon in 2019.]

5.2.2 (Yes) Please describe the continuous improvement process at your college towards advancing this goal.

5.2.3 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

We have learned that due to the fact that inevitably leadership shifts will occur, more managers should be engaged in the GP work as to not rely on few leaders who may not yet have institutionalized the work.

Characters : 0/5000

5.2.4 (In Progress) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

Characters : 0/5000

Student Equity and Achievement (SEA) Program **Integration** *

Commented [FJ19]: SECTION 6 is in NOVA

Ajani & Laurie

At least one response is required for this question group.

6.1 Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics.

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Starting Integration
Integration In Progress
Fully Integrated

A selection is required

(Fully Integrated) Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration
What were some key steps taken to reach full integration? What step is your college currently on?

The Guided pathways and equity plan has been integrated since 2019. Our Guided Pathways work is organized according to the Loss Momentum Framework and aligns with the GP work. Therefore, there are no challenges with integration at this time

6.1.2 (Fully Integrated) What did your college learn from this process?
Consider what wisdom your college would like to provide to other colleges on their integration journey, and/or discuss the unseen work needed to ensure integration is successful.

Regular college-wide equity convenings are ongoing and the implementation plans are being developed by teams across all major constituencies. Because the equity plan is fully aligned with our GP work, we see the GP work as fully integrated into the college efforts long term.

6.1.3 (Fully Integrated) To optimize and sustain the integration, what is your college's plan to continuously improve?

What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?

The integration is fully implemented. Our equity plan outlines a plan for the years 2021 to 2025. In anticipation of the plan ending in 2025, in the year 2023-24, the Equity office in coordination with the Office of Student Services will determine the best way forward for the next iteration of the plan as it relates to Guided Pathways.

Associate Degree for Transfer (ADT) Integration *

Kurt & Ram

At least one response is required for this question group.

7.1 Using the scale below, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics.

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Fully Integrated

7.1.1 (Fully Integrated) Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration
What were some key steps taken to reach full integration? What step is your college currently on?

ADT Program is fully integrated with Guided Pathways. All the programs have been mapped and are displayed on the student facing, visually appealing, software called Program Mapper. Not only does Program Mapper show students how to move through any degree or certificate from start to finish to earn their credential, Program Mapper also displays labor market information including salary, growth of the field, and potential careers students can research.

On our campus, the key to creating maps was having the faculty, generally the Department Chair, work with a Counselor. They submitted their final map to the larger department including the Dean. Once that approval was given, it went to the Division

Curriculum Committee for approval than to the College Wide Curriculum Committee as an informational item.

For us, another key point was sharing with the faculty that this map was a starting point, and just one way, perhaps their ideal way, for a student to start their educational path for a particular major. Faculty needed to know that we were not forcing students to take classes in a certain way or take only specific classes but showing them one viable path towards completion.

Maps were started and mainly completed 2021-2022. In the year 2022-23, we finished the remaining maps and began looking closer at the course selections per quarter.

What we're finding is that not all courses are offered when the faculty indicated they would like them offered on the map.

Process questions continue to come up as the work continues. For example, we are coming up with new processes to accommodate newly approved programs that are approved after the final college wide curriculum committee meets. Additionally, there are new General Education plans starting July 1st. We are coming up with a plan and process for how to coordinate on-going edits and changes to the maps.

The Guided Pathways team meets regularly with various groups to discuss these issues and is working on a plan to institutionalize a process.

7.1.2 (Fully Integrated) What did your college learn from this process?

Consider what wisdom your college would like to provide to other colleges on their integration journey, and/or discuss the unseen work needed to ensure integration is successful.

We learned that for any new college-wide initiative to be implemented smoothly, a marketing campaign to get all constituencies engaged and excited is critical before the work can begin. Administration needs to be heavily invested as well as a thoughtful process of determining which critical faculty voices can serve as champions.

7.1.3 (Fully Integrated) To optimize and sustain the integration, what is your college's plan to continuously improve?

What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?

Our next steps are to create part-time maps. We are also looking at the possibility of starting our annual map review process sooner in the year so that maps are ready during Fall quarter registration. Two challenges in making this happen are 1. General Education updates aren't ready until July 1st. 2. There will always be program approvals at the end of our spring quarter. Our team will continue to assess and determine a plan of action to address it.

Zero Textbook Cost to Degree (ZTC) Program Integration *

Carolyn Holcroft, Natalie, Kurt & Ram

At least one response is required for this question group.

8.1 Using the scale below, describe your college's progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics.

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Starting Integration
Integration in Progress
Fully Integrated

A selection is required

8.1.1 (Starting Integration) What are some present challenges that have impacted integration?

Expanded answers are acceptable. Please list, if possible.

1. Difficulty locating ZTC materials that meet faculty needs. Many faculty have not yet had the chance to engage in professional learning about OER so remain unsure where to locate high quality OER materials, and if/when they do locate them, they aren't "off the shelf" ready to go - i.e. Foothill faculty need to edit, adapt, or remix them to meet the needs of their particular student population and learning outcomes. This takes significant time that is difficult for most faculty to find. We have also found disciplines with little to no OER available, for example, many performing arts disciplines don't yet have OERs developed.

2. Getting current, accurate information about our ZTC sections and programs. Because we haven't implemented XB-12 reporting yet, we do not have accurate information about which faculty and course sections are ZTC. We've tried using reports from our bookstore vendor, Follett, but we've found them to be incomplete and lack the specificity we need. Once we realized this, in Winter 2023 a "ZTC Mapping" survey was used that went to all faculty and asked them to self-report. This data provided an initial snapshot but is limited because not all faculty responded, and we know that some faculty using OER did not respond in the survey – thus we have more ZTC sections than we have yet formally identified.
3. Problem-solving to find tenable way to correlate ZTC info with GP info. At present, nearly all of our ZTC offerings are at the section level rather than the course level. Thus, identifying ZTC opportunities are tied to individual faculty, not courses or course outlines of record. Of course, even when OER are included on a COR, individual faculty have the academic freedom to choose those OER or not. Once we do have accurate ZTC information, we also need to have commitment from the institution to ensure the courses needed for a ZTC degree are offered regularly enough for students to complete a GP or program in a timely manner and are offered by faculty who are committed to using ZTC. Finally, the final step is to map those courses/faculty to our GP maps. This must be done manually and will take a significant amount of time.

Commented [FJ20]: I didn't think the PPM has this capability?

8.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges?

Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

We have offered one-off professional development workshops and guided cohorts over time for faculty to learn to find and adopt OER. As these are completely optional and dependent on faculty bandwidth, only a relatively few have been able to engage in these opportunities so far. To mitigate this, we anticipate using resources from our ZTC grant to pay faculty to find and adopt OER. We have also allocated hours for faculty to map ZTC materials and work with GP coordinators to correlate with GP.

8.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

Outcome Response

Immediate Outcome:

Mapping ZTC sections, courses and programs.

Character: 0/100

Intermediate Outcome:

Solidify institutional commitment to regularly schedule course sections with faculty who use ZTC materials. ~~Begin to include ZTC info in GP maps.~~ Recruit more faculty to adopt ZTC. Research platforms to build a college-specific ZTC library and discipline-specific libraries within it. ~~There are many platforms available, and it will take time to determine which is best to meet our needs.~~ Once located, we'll need Foothill discipline faculty to populate it with recommended OERs.

Long-Term Outcome:

GP maps include ZTC information (options) and college has a process to regularly update and validate currency of info

8.1.4 (Starting Integration) How will your college evaluate these listed outcomes?Bottom of Form

Our formal plan of action will include assessment and evaluation.

California Adult Education Program (CAEP) Integration *

Simon & Teresa

At least one response is required for this question group.

9.1 Using the scale below, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics.

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

9.1.1 (Starting Integration) What are some present challenges that have impacted integration?

Expanded answers are acceptable. Please list, if possible.

Our adult education consortium is focused on increasing the number of students who attend community college. While GP has very much focused on degree programs, many adult ed students need short term stackable certificates to continue on their educational pathways. One area of challenge is the lack of an assigned adult education counselor. The adult education consortium is hoping for a warm hand off from their counseling office to ours. Another area of challenge is articulation and credit for prior learning. Our adult schools offer CTE classes- they would like to articulate these classes or provide students with the opportunity to earn college credit to offer that seamless transition to a college certificate. The challenge here is twofold: first we need faculty time to evaluate

AS courses and to articulate them or provide credit, second it needs to be mapped out in our Guided Pathways maps.

9.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges?

Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

For immediate consideration, we have designated the Sunnyvale Center counselor as the adult education counselor. This is an easier location for this population and does not have the logistical geographic issues that students face when going to the main campus. Second, within the adult education plan, we are pulling together two work groups. One work group will be working on articulating specific courses (Medical Terminology), and another will be working on transitions to the Community Health Worker pathway.

9.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

Immediate term: Articulate Medical Terminology class with FUHSD and MVLA

Long term: Provide credit for prior learning from Adult Schools to Foothill College

Immediate Outcome

Articulate Medical Terminology class with FUHSD and MVLA

Character: 0/100

Intermediate Outcome

Articulate CNA programs to Allied Health programs at Foothill

Character: 0/100

Long-Term Outcome

Provide credit for prior learning or articulated credit from all adult school pathways to Foothill College. Provide a dedicated counselor for adult education students.

Character: 0/100

9.1.4 (Starting Integration) How will your college evaluate these listed outcomes?

Both Valerie Fong and Teresa Ong are on the CAEP consortium leadership board. The consortium shares the same goals and outcomes and will evaluate them on an annual basis. The evaluation will be shared also with the college at various levels including cabinet, Dean's meetings and MIP-C.

Strong Workforce Program (SWP) Integration *

At least one response is required for this question group.

10.1 Using the scale below, describe your college's progress integrating SWP with Guided Pathways to achieve KPI Metrics.

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Starting Integration
Integration in Progress
Fully Integrated

10.1.1 (Starting Integration) What are some present challenges that have impacted integration?

Expanded answers are acceptable. Please list, if possible.

- 1) Short term certificate completions vs transfer degree programs
- 2) Additional technical skills/ CTE units benefit students
- 3) Planned time to meet.

In the last few years, CTE programs have been focused on short term certificates that students can complete within a year. Guided Pathways efforts have on the other hand been focused on degree programs. Thus, we do not yet have all GP maps that showcase short term certificates. Another challenging point is the call for reduction of units to degree completion. While we also understand and support this, students should also be advised that a certificate grounded in technical skills also benefits their ability to

get a job. These are not impasse points. With multiple initiatives that counselors, faculty and staff are involved with, we just need to plan the time to kickstart these efforts.

10.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges?

Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

Over the next four years, we need to do the following:

1. Integrate events and services provided by Workforce and Counseling such as resume writing, job fair, internships and career coaching.
2. Ensure that counselors and faculty have opportunities to attend advisory board meetings and industry workshops as well industry related conferences.

10.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

Outcome Response

Immediate Outcome:

Integrate career and workforce events with counseling classes. Invite counselors to planning committee for career/ workforce and internship events. Consider how CAP can play a part.

Character: 0/100

Intermediate Outcome:

Workforce uses Handshake as a platform for employers to post jobs and internships. Consider the use of Handshake for counselors so guidance can be provided during counseling sessions with students.

Character: 0/100

Long-Term Outcome:

A career center that incorporates CAPs, counseling, career workshops and employer engagement.

Character: 0/100

10.1.4 (Starting Integration) How will your college evaluate these listed outcomes?

Outcomes will be evaluated in shared governance committees and administrator meetings.