



 **FOOTHILL COLLEGE**

**Service Leadership Initiative Analysis— Final Report**

**Prepared by Prosper & Partners**

**July 2018**

 **PROSPER & PARTNERS**

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# Introduction

In celebrating 60 years, “Foothill College will officially launch its service leadership initiative and provide opportunities for students to serve communities locally and globally while developing their leadership skills” (President’s Office, 2017). To achieve this significant strategic goal, Prosper & Partners, LLC (P&P) entered into an agreement with senior leadership at the institution to conduct an assessment of what is currently happening on campus around service leadership. The purposes of this collaboration between Foothill College and P&P were twofold: 1) assess the campus community around efforts regarding service leadership and 2) to serve as an outside thought partner in the implementation of the service leadership initiative. This final report will share findings from the survey and focus groups. It will also share effective practices and recommendations.

## Project Scope

Prosper & Partners, LLC (P&P) believes in all people and perspectives. We do this by creating inclusive environments that celebrate differences and encourage collaboration. These being our core values, we are an international consulting firm that equips professionals and institutions with the tools and skills they need to be more kind, conscientious, and prosperous.

Data collection began with creating and incorporating feedback on an Inventory Survey Tool. The goal of the Survey Tool was to get a sense of both what is happening on campus, as well as campus stakeholders’ perspectives on what service leadership and its requisite components as outlined by President Thuy (service learning; leadership courses; civic engagement; research, scholarship, and publication; 21<sup>st</sup> Century skills; community service; and equity) are. Additionally, we looked to get a sense of the key competency areas identified by participants for students around service leadership, which is helpful both in identifying areas of convergence/divergence in understanding as well as for future assessment build-out.

The second phase of data collection consisted of a campus visit, consisting of focus groups and an informational meeting. The purpose of the informational meeting was for the team to hear from campus leaders about Foothill College’s culture, history, beliefs, challenges, successes, and prominent stories. The P&P team used preliminary data from the inventory to structure questions for the focus

group(s). The focus groups assisted with providing a narrative around the numbers and information collected from the inventory. The data from the focus groups and inventory are analyzed and included in this final report.

## Findings and Analysis

### *Inventory Survey Tool*

The survey was created on 4/15/2018 and was live until 5/17/2018. The first response was received on 4/27/2018 with 4/30/2018 being the most active day. The average respondent took on average 18 minutes to complete the survey. The application had a response rate of 59% of total respondents. 57% responded chose Empathy as the most repeated Key Competency utilizing the survey application. Refer to Appendix A for the full application results.

While the number of respondents for the survey was fairly low, those that took the time to complete it provided rich information when it came both to defining service leadership and its key components as outlined by President Thuy, as well as by giving examples of things they are doing in each area. What follows is a summary of these responses, with patterns and ‘nuggets’ pulled out in the side boxes (see Appendix B for a full report from the survey tool).

#### Defining “Service Leadership”:

1. “Service + learning + leadership”
2. “Learning and leading through service to others”
3. Model provides for multiple learners: FC students, community agency staffs, agency clients
4. Unlocks human potential
5. Students and staff/faculty “give back” to FC and the community
6. Community engagement
7. Connections: between classroom and community, between FC and community

#### Defining “Service Learning”:

1. Application of classroom learning in the community
2. Course-based, credit-bearing for FC students
3. Experiential learning that benefits others

Pattern: General lack of clarity distinguishing the two concepts. However, predominantly positive, hopeful comments/ideas.

4. Using classroom scholarship/evidence to help others
5. “Real world application”
6. Learning how a service project works

Examples of service learning activities:

1. Very few (10) examples provided
2. A broad range of activities in terms of engagement intensity; both length of time and contact with human subjects; Classroom statistical analysis . . . to . . . weekly medical clinic rotations, and everything in between
3. Three types: particular course requirement, certification of license requirement, or volunteer project

Defining “leadership development”:

1. Three aspects emerged:
  - Classroom teaching of concepts, theories, and attributes of leadership
  - Classroom teaching to Identify specific skills associated with leadership
  - Provide opportunities to practice skills “in the field” that include coaching and mentoring
2. “Empower students”
3. “problem-solving through collaboration”
4. “responsibility” and “decisions” on projects

Nugget: Suggestion that staff/faculty should also be provided leadership professional development and encouraged to lead

Examples of leadership development efforts:

1. Once again, very few (10) examples provided
2. Work study student employees professional development
3. Peer mentoring training for new student orientation
4. Connecting selected honors students to professional organizations where they affiliate and present research
5. Fewer course related leadership examples, including selecting course materials, leading class presentations and projects, and intentional instructor modeling of leadership skills

Nugget: Example of connecting with successful alumni on projects to encourage leadership skill development

Defining 21<sup>st</sup> Century Leadership Competencies within CTE:

1. Responses varied broadly but broke into three categories:

- Some non-CTE faculty/staff ducked the question altogether, saying that they are not part of CTE.
  - Others suggested that “career” and “technical” skill development are part of non-CTE educational programs, too.
  - Some CTE instructors responded by referring the reader to existing CTE program goals as well as external frameworks with benchmarks.
2. “Goes beyond content knowledge of CTE to soft skills employers are looking for”
  3. Using 21<sup>st</sup> Century tools and technology to resolve problems

Nugget: “All of our programs, not just CTE”, should teach students competencies for 21st century careers.

#### Defining “civic engagement”:

1. Similar to service learning
2. “Recognizing importance of one’s role”
3. “Getting involved”
4. Wanting to understand community needs
5. Make a difference

Pattern: ACTIVE participation

#### Examples of civic engagement:

All overlapped with earlier examples of service learning and servant leadership.

#### Defining “scholarship, research, and publication as they relate to student learning”:

1. Build and test theories based on classroom course content
2. Deep dive; “over and above” minimum course requirements
3. Raise awareness beyond the classroom
4. Requires one-on-one work with students

Pattern: Student research is the exception at FC, not the norm.

#### Examples of scholarly research activities:

1. Only eight responses
2. Examples isolated in a handful of disciplines as well as students designated as “honors”
3. Some examples indicate substantial literature review and research

#### Defining “community service”:

1. Community Service = civic engagement
2. For students, community service = service learning

3. Benefits the community
4. Voluntary, without compensation
5. Internal (benefitting the college) or external (benefitting the larger community)

Examples of community service activities:

All overlapped with civic engagement and service learning examples.

Defining “equity”:

1. Equity is not equality, but equal opportunity and access
2. Fairness
3. “level the playing field”
4. Assuring resources for historically underrepresented groups
5. Set up for success

Examples of ways equity informs work with

students:

1. “foundational”
2. Core value
3. “driving force”
4. Seeking to help students with inferior educational backgrounds

Nugget: Quote: “it’s just about everything.”

Defining key competencies of a student service leader:

1. Empathy, passion
2. Understanding of the larger community
3. Willingness to work for change
4. Willingness to speak up, to lead

Nugget: Quote “A student who sees their time here at Foothill as something more than taking classes”

How can Foothill help you in pursuing service learning goals? Barriers?

1. Additional resources including:
  - Time
  - Smaller class sizes
  - Smaller course loads
  - Better “equity” among faculty and part-time faculty

Nugget: Model that starts with service learning specific courses

2. Considerable skepticism:
  - “no faith” that the college will pursue service leadership
  - Not a priority now with “so many changes”

3. Involve college advancement/fundraising in the initiative
4. Utilize student employees to increase capacity for service learning.
5. Include non-faculty staff in professional development for service learning

## **Campus Visit**

As determined in our project scope, members of our P&P team conducted a campus visit in mid-May, corresponding with the timing of the Research & Service Leadership Symposium. During this visit, our team held an informational session and focus group. The administrative team at Foothill took the lead in inviting campus stakeholders to participate. In what follows, we summarize our findings from the focus group (see Appendix B for the full notes from these conversations).

### *Focus Groups*

A total of eight people participated in the focus group session. Purposive sampling methods were employed to identify and recruit the participants. The participants included a combination of faculty who represented the sciences and humanities and staff who represented student affairs, student organization advisors, and an affiliated research office. The focus group session was facilitated by two members of the Prosper and Partners Team. The session was held in May 2018 at Foothill College. The focus group session was guided by eight exploratory questions and one exit question to allow participants to share additional thoughts without guidance.

Participants provided a brief historical overview of service leadership at Foothill College. The information shared by the participants included specific service leadership activities and trends over time. Specifically, one participant noted, “it [service leadership] blossomed and grew over the course of maybe 10 or 12 years.” The activities and trends noted included, past traditional courses, external conference involvement, classified employment position for service leadership, community service course, opportunities to engage faculty, certificate of achievement, and service-related trips.

The study included an exploratory question to assess the communities’ perception of Foothill College. Community is defined as \_\_\_\_\_. Some of the participants believe there are faculty who are incorporating service without the learning component. However, one participant noted, there is a commitment and acknowledged value to service leadership throughout the campus. In addition,



participants shared sentiments that highlighted both positive and negative perceptions of Foothill College. Lastly, the community is perceived as supportive of the college but unaware of the resources and exceptional initiatives that are available.

The participants shared insightful thoughts and expressions to uncover what equity looks like at Foothill College. The participants revealed a need to change practices such as addressing student needs by meeting them where they are and allowing students to construct their own goals without judgment or discouragement. In addition, a number of participants strongly expressed the term “equity” as a buzzword without meaning nor direction. Also, the participants openly admitted to not having the capacity nor working knowledge to define equity. Lastly, there were expressions that revealed faculty and staff feelings of fear of lack of trust towards their students.

Further insight is found in Appendix B for the full text.

## **Discussion, High Impact Practices, and Recommendations**

### *Discussion*

As illustrated both through the survey as well as through our campus visit, the timing is right for service leadership, with the enthusiasm and energy from President Thuy and the senior leadership team, to flourish. That said, and as is highlighted throughout our ‘multiple perspectives’ (in the next section), we have a number of recommendations for your consideration as you consider how to ensure that service leadership becomes a foundational element in the Foothill College experience. As summarized, these include:

- **Definitional/Model Recommendations**
  - Common/collaborative definitions should be created that represent various campus stakeholder groups
  - Once definitions are reached/agreed upon, each unit should set benchmarks for how they see themselves providing opportunities for service leadership in its various forms
  - Consider making *equity* a foundational principle of the model (versus a practice)

- Perhaps *combine* service learning, community service, and civic engagement (as named in the current model). If not combined, then tease apart the differences between them within the Foothill context
- Agree upon *key competencies* of service leadership, and ensure that opportunities map to helping students acquire them
- Infrastructural Recommendations
  - There needs to be a center or some named campus entity to coordinate and oversee service leadership efforts
  - Consider the incentives/rewards for faculty and staff participation, be sure to implement in a way that is consistent with the values of the model and those you are seeking to develop in students
  - Ensure that the infrastructure not only has the campus community in mind, but that it is also focused on designing its various components in ways that are in alignment with, and responsive to, the broader community
- Development Recommendations
  - Faculty and staff development and support for creating, assessing, and evolving various service leadership opportunities is essential
  - Special considerations of and attention to the online student experience-providing development opportunities to educators (faculty and staff alike) that are responsible for engaging for students in that environment

### *High Impact Practices and Research*

There is extensive literature section on what is most commonly referred to as “High-Impact Practices” (HIPs) and also some helpful research around the influence of HIPs on retention, particularly with students of color and first-generation college students (see Appendix A). These High-Impact Practices are: First-Year Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, ePortfolios, Service Learning and Community-Based Learning, Internships, and Capstone Courses and Projects. As Kuh (2008) states:

On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices’ contribution to students’ cumulative learning. However, on almost all

campuses, utilization of active learning practices is unsystematic, to the detriment of student learning (retrieved from, <https://www.aacu.org/leap/hips>).

It is notable, then, to consider for the purposes of heeding this warning and to beginning with systematic thinking and practical alignment, the similarities between the HIPs and the visionary components of Service Leadership as articulated by President Thuy. These are: service learning; leadership courses; civic engagement; research, scholarship, and publication; 21<sup>st</sup> Century skills; community service; and equity. Therefore, we can look to best practices in the field and how they might be adapted to the Foothill context for some guidance. In the [High-Impact Practices \(HIPs\) for Administrators Tool](#), the categories for consideration are: individual assessment and evaluation; mentoring and professional development; contracts, promotion, and tenure; rewards and incentives; facilities and scheduling; strategic priorities, program review and other quality assurance processes; partners for learning; campus policies; and collaborative planning.

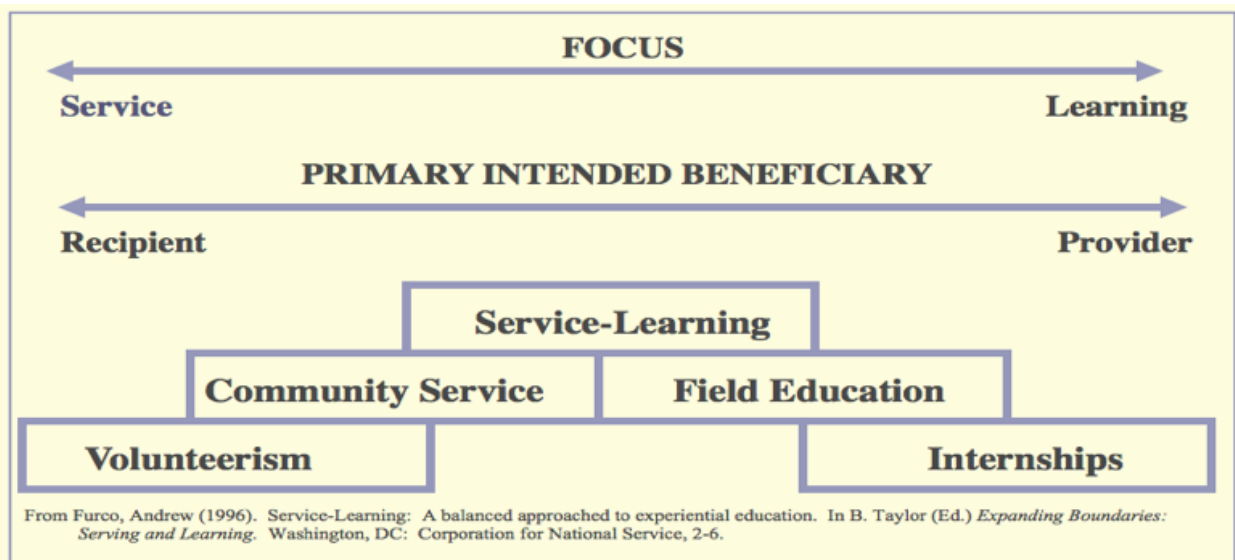
Three of the seven articulated components of service leadership are tied directly together in work done around a community and civic engagement in institutions of higher education: service learning, civic engagement, and community service. A further two can be seen as vehicles for pursuing potential student *and* community outcomes: leadership courses and research, scholarship, and publication. Equity is referred to in and throughout the literature in the community and civic engagement as it pertains to all of these areas both in who is *included* as well as who is *impacted*. Finally, 21<sup>st</sup> Century Skills could be seen as an *outcome* of these other pursuits, particularly when there is an explicit articulation of the skills educators (faculty, staff, administrators, community members, and other students) are hoping to impart through these experiences and subsequent reflection and tying together across the holistic student experience.

Given all of this, we can look to some of the best practices from the field of community and civic engagement for thoughts on the institutionalization of these efforts. According to [Furco, 2011](#), institutionalizing engagement is more likely when:

1. There are clear definitions and purposes for community engaged work;
2. There is a long-term vision for community engagement's role at the institution;
3. There are explicit ties to the institutional mission;

4. It is used as a vehicle to accomplish other institutional goals;
5. There is strong faculty involvement, buy-in, and support;
6. It is seen as a legitimate scholarly pursuit for faculty;
7. There is student awareness of community engagement opportunities on campus;
8. There is an active student involvement in advancing community engagement in their academic programs;
9. There is equal status for community members in community engagement partnerships;
10. There are appropriate coordinating entities for community engagement programming and activities;
11. There is a policy making entity for community engagement advancement;
12. There is adequate and appropriate staffing and funding for community engagement coordination and advancement;
13. The administration values community engagement;
14. There are ongoing assessments that monitor and progress for continuous improvement; and
15. The departments see community engagement as a valuable component of their academic program.

## A Balanced Approach to Community Engagement



Further, in the [\*Centrality of Engagement in Higher Education\*](#), we learn that engaged institutions:

- o Have a firmly held shared belief that improving the life of communities will lead to excellence in the core missions of the institution—research, teaching, and service—and improvements in community life.
- o Seek out and cultivate reciprocal relationships with the communities of focus and enter into “shared tasks”—including service and research—to enhance the quality of life of those communities.
- o Collaborate with community members to design partnerships that build on and enhance community assets.
- o Encourage and reward faculty members’ engaged research, community-focused instruction (including service-learning, professional service, and public work) in institutional recognition, reward, and promotion systems.
- o Provide programs, curricula, and other opportunities for students (undergraduate and graduate) to develop civic competencies and civic habits, including research opportunities that help students create knowledge and do scholarship relevant to and grounded in public problems within rigorous methodological frameworks.
- o Promote student co-curricular civic engagement opportunities.
- o Have executive leaders and high administrators who inculcate a civic ethos throughout the institution by giving voice to it in public forums, creating the infrastructure to support it, and establishing policies that sustain it

Finally, given dialogues between P&P and the Foothill College administration team, it is clear that the institution has a significant online presence, and consideration of how to make service leadership central to the online student experience is key (see Appendix A for resources) to success. Not only that but because there is new and emerging literature around experiential online education, the timing is right for Foothill College to be a thought leader around this. While the online context is undoubtedly unique, similar considerations as those above about what types of faculty development are needed for this; how to adapt all of this for the quarter system (vs. full semesters); and how to bake in research and assessment from the beginning are key. After our findings a recommendations section that will illuminate some of our ideas based on what we found through our survey and focus group data, as well as based on best practices as gleaned from the literature and our multi-perspective practice as a team in different contexts and a multitude of roles.

## P&P Multiple Perspectives

*Dr. Becca Berkey, Director of Service-Learning at Northeastern University*

First, and as is seen in the qualitative survey and focus group data, the enthusiasm of an administration is not to be underestimated, and its impact on people at the institution serves to inspire. On the flip side, this enthusiasm can also be anxiety-provoking when it is not coupled with a carefully laid out plan and collaborative definitional language. At best because people want to be successful and are simply unsure of how to do so, and at worst because it can feel like just the next thing for people who have been at the institution for a long time and who have seen different initiatives come and go. That said-both the positive and challenging sides of this sword are an *opportunity* to engage campus and community stakeholders in what they see as their role. Moreover, there is a great deal of inspiration and investment (as apparent in the data) around providing a quality educational experience for *all* Foothill College students- and there is no better place to work from than that.

Toward that end, I would recommend weaving equity throughout the service leadership model, rather than having it as a standalone 'practice' (as presented in the bubble chart model). In doing so, you can work from what seems to inspire each and every person at Foothill to see how these educational *practices* (most other components of the model) and *outcomes* (i.e., 21<sup>st</sup> Century skills) should all be equity-minded and equity-centered, and when building them out, educators (used here to refer to faculty, staff, administrators, community members, *and* other students who are playing a role in the educational process) should articulate how what they are doing is focused on equity both in *inclusion* (who is involved and how?) and in *impact* (who is this affecting? How might it affect different people in different ways? How do we account for that, and whose needs take priority?).

Finally, in doing all of this, it is crucial to have the appropriate infrastructural support for your efforts. This infrastructural support should likely take the shape of a named office/center that may report up to a senior administrator at the Dean/Vice Provost/Vice President level that is focused on Service Leadership. It has been my experience through work on multiple campuses that a grassroots organizing effort around this type of initiative, even one with the best of intentions, is likely to flounder. Staffing of an office/center of this sort should consist of a variety of people-including those with academic/research backgrounds, those with community organizing backgrounds, and people with skills and experience relevant

to student *and* faculty development. Additionally, the work of this office/center should be centrally and structurally informed by students (on-campus and online) and members of the community-whether that be through advisory board/s, task force/s, listening sessions, or any combination of these.

I am personally inspired by and called to the work of community colleges in the community and civic engagement space, and am hopeful that Foothill College can both learn from other institutions doing this work while adapting it to its own campus and community context. In doing so, it can become a leader in the field, particularly as it pertains to providing these experiences, which have proven to be so crucial to the learning of students (particularly underserved students), to both on-campus and online student populations while also working symbiotically with the community to work toward its goals.

*Dr. Annice Fisher, Developing Capacity Consulting, LLC*

Based on the campus visit, survey results, focus group data, and my impromptu meeting with student organization leaders, it is clear that both President Thuy, faculty, students, and staff believe in the power of service leadership. However merely believing in the power of something does not create the conditions for its success in the implementation stage nor sustainability. I encourage focused attention in two areas: stakeholder engagement and developing a shared and clear vision and plan for service leadership.

### Stakeholder Engagement

President Thuy has a compelling and robust passion for service leadership. She has a vision for how it should look at Foothill College. For that passion to translate into meaningful change, she must reevaluate her approach to working with campus stakeholders. President Thuy sought feedback from the faculty and staff senates and received an approval vote from the faculty group (a great first couple of steps!). However, our campus visit revealed, there is some buy-in on the faculty and staff side, but many remain skeptical of the initiative based on past experiences with top-down initiatives, the impending budget crisis, and the perceived under-appreciation of the service learning/leadership work that occurred before President Thuy's tenure. Mitigating this will require listening to the concerns of seasoned campus personnel, working with influential faculty and staff as co-creators in the development of the service leadership initiative, publicly acknowledging and

building upon the previous service leadership work, and building a substantial justification for implementing a new initiative during a time of financial constraint.

Perhaps the most important stakeholders are Foothill students. Some of the students we spoke were unaware of the service leadership initiative and the college's desire to focus on service leadership. This perspective was shared by general students and students in leadership roles. The aforementioned should be taken as an aside but not the final perspective on students' perceptions. When we explained the background of the initiative, students became excited about the idea. This excitement means that students are interested in service leadership — Foothill College staff and faculty need to take the lead by engaging them on concepts and experiences. I asked student leaders to give feedback to the administration on the initiative, and they had some excellent feedback. Student leaders encouraged the administration to pick a less-broad term and define it in a way that resonates with the students academic and campus involvement goals. They also encouraged the President to make students the face of the program, add it to their transcripts, introduce students to the concepts at Orientation, and talk to students who are not in formal leadership positions. I believe the President values student perspectives and believes in honoring their service work as demonstrated through the well-organized and meaningful Service Leadership Symposium. Therefore, I recommend she take the students feedback as enhancements to her demonstrated fierce advocacy and belief in the power of student engagement.

#### Developing a Shared and Clear Vision and Plan for Service Leadership

One of the most compelling statements articulated by President Thuy was her response to my question, close your eyes and envision what does equity look like at Foothill. She responded (paraphrase), more diverse faculty, students show up and feel comfortable to bring their 100% full self....this is grounded on a belief that service leadership can bring this out in the campus community because it taps into our humanity and allows students to use their skills to solve societal issues. That is a compelling vision that all key stakeholders can get behind!

Building on the previous point, President Thuy should work with key stakeholders to translate her initial vision into a shared one. From there, develop a clear definition of service leadership. There was a conflation of service learning and service leadership (both have similar but different outcomes). It is important to have a clear vision and definition in order to ensure fidelity of implementation of any



initiatives that evolve from that vision. Once developed that vision should be communicated clearly and tailored to meet the needs of each stakeholder group. Within that process, I encourage President Thuy and her team to continue developing their strategies and ideas for integrating service leadership across the campus—my only caveat—involve more key stakeholders in that process. During the visioning, planning, and implementation stages, I encourage the President's team to remain flexible with their approach and use frequent inquiry cycles to determine whether their change has achieved its desired impact.

Even with the varying levels of feedback, there is momentum on the campus to revive Service Leadership. Building coalitions with those previously involved in the work as well as creating a shared and compelling vision accompanied by systems and structures to support that vision is essential to the success and sustainability of any Service Leadership Initiative. The plan must include a deep dive into the current structures of the College and what it would take to adjust structures and systems to support the breadth and depth of the initiative adequately. I look forward to seeing where the initiative can go with the right combination of stakeholder engagement, flexibility, a shared clear and compelling vision and plan as well as an overall politically sound change management strategy.

*Vandy Kemp (Former Vice President and Dean of Students), Vandy Kemp Educational Consulting*

Based on my review of the focus group notes, other site visit notes, interview with Colber, and quantitative and qualitative data from the survey, as well as the conference call with President Thuy and staff on June 7.

There is a wide discrepancy at Foothill College concerning 1) understanding key concepts, 2) personal experience with service learning, 3) enthusiasm and buy-in for the initiative, 4) morale and faith in the strategic initiative. However, those who have historically utilized models of service learning and leadership development have compelling stories to tell and can provide positive leadership, I believe, to others going forward.

Also, the President and her leadership team must not only define a clear and coherent vision but INSPIRE others to “get on board.” Identifying/understanding and mitigating potential risks to those faculty and staff who jump on the train is critical. There is a tremendous opportunity here for the President to lead and

inculcate a commitment to the vision. There can be no nay-sayers in senior leadership. My thoughts include the following:

- o Reasonable benchmarks are essential to help and encourage faculty as they begin to formulate goals.
- o All institutional divisions must be involved in developing action plans. For example, how can “Business Services” support the service leadership initiative? Internships? Research data? Business practices that assure equity?
- o A core planning team must be appointed and a clear charge by the president, with specific objectives and responsibilities. It should be facile and small enough to work efficiently and effectively, and it should include those who are already on board, those with expertise, and those who are skeptics but still hopeful. This team must quickly turn the vision into a tiered model with goals/objectives, sufficient budget resources, clear benchmarks, and an evaluative model built in.
- o There are significant institutional advancement opportunities here both for fundraising and “friend-raising”. This initiative provides a power topic for talking to the community and raising funds.
- o Pulling together current key community partners, such as the public schools, health care agencies, etc., as well as identifying potential community partners is essential.
- o Hiring staff to support the logistics of such a project is also essential. For example, once the community becomes aware of the project, individuals and organizations will start contacting FC to partner. Someone must be available to collect those inquiries and distribute them to the appropriate person. The faculty cannot be responsible for cultivating and maintaining these community links on their own.
- o President Thuy is absolutely key to the vision and the launch and success of the project. She needs elevator pitches, vision/mission statements, key points of rationale, specific points for “the ask” as well as to inspire her staff and faculty.

*Colber Prosper, Founder & Senior Consultant, Prosper & Partners, LLC*

Critical Race Theory (CRT) was crystallized in 1989 by Derrick Bell, Alan Freeman, Richard Delgado and others. CRT has five tenets. The two tenets we will focus on are one and four. The first is that racism is a common, ordinary part of everyday

society, not something idiosyncratic to a few people. The fourth tenet holds that the dominant White culture radicalizes groups, obliterating meaningful differences, such as ethnic affiliation and multiculturalism.

Referring to President Thuy working definition of Service Leadership, it has the potential to be a disruptor of this status quo. For such a reality to come into fruition, the Foothill community must aggressively define equality and how the "process" of Service Leadership recognizes the humanity and complexities of all people. Therefore, all departments, offices and community partners should create and implement a plan of equality and inclusion. Service Leadership could drive these plans. Finally, when such plans increase students' success, offices should be rewarded, and accomplished goals should be publicized.

*Chevine Anderson, CEO & Project Management/Business Analysts Consultant, Hevin St James, LLC*

Program governance plays a critical role in the authorization of changes to the program (Project Management Institute, 2017) to achieve strategic alignment to organizational goals and objectives. P&P's conducted a current state assessment then future state components were compiled from recommendation based on elicitations that included interviews, focus group, an online survey application, and expert judgment to arrive at solutions that achieve Foothill's business goals and objectives based on stakeholder perspectives and needs.

For stakeholders to have an equitable share of responsibility in creating the future state, these insights are necessary to initiate next steps. This analysis has taken into account a shared vision and creates an equitable use of resources, increasing the value to community, faculty, and most importantly the students' ability to achieve their goals and objectives under the leadership vision of Service Leadership. The Capabilities Tables, table 1-1, below highlights high-level goals and objectives for change management considerations.

**Foothill College Service Leadership Capability Table**

<b>Problem/Current Limitation</b>	<b>Root Cause(s)</b>	<b>New Capabilities / Feature</b>	<b>Project Deliverable to Fill Gaps</b>
Student Engagement/ Retention	<ul style="list-style-type: none"> <li>• Class size</li> <li>• Access to 21st Century Tools</li> <li>• Work Life Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Online class user experience enhancement</li> <li>• Distributed classes amongst centers</li> </ul>	<ul style="list-style-type: none"> <li>• Develop roadmap for Student Centered experience</li> <li>• Create an Enhanced Service Leadership Program (Focus Ideas: <b>Community, Leadership, Engagement, Achievement, Retention</b>)</li> </ul>
Staff Engagement Level	<ul style="list-style-type: none"> <li>• Budget</li> <li>• Class size</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Support examples: Literature, Publishing, Grants</li> <li>• Logistical Support</li> <li>• Support for Student Service Leadership Program</li> </ul>	<ul style="list-style-type: none"> <li>• Communication Strategy Campaign</li> <li>• Develop Faculty Equity Program (Focus Ideas: Development and Incentives)</li> </ul>
Fundraising's understanding of Service Leadership	<ul style="list-style-type: none"> <li>• Perspective on Service Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• College wide agreement on the meaning of Service Leadership</li> <li>• Enhanced Community Involvement</li> <li>• Student Financial Support</li> </ul>	<ul style="list-style-type: none"> <li>• Develop "Direct-Support" Award for Student Service Leadership Program Participants.</li> </ul>

**Table 1-1. Capabilities Table of Gap Analysis.** Highlighted are root causes of problem uncovered through elicitations to determine necessary capabilities to achieve the future state.

## Next Steps

### Foothill Next Steps

- ✓ Share results to the campus community
- ✓ Continue to brainstorm and plan
- ✓ The institution as a whole educate itself about HIP, 21 Century Skills, and Service Leadership

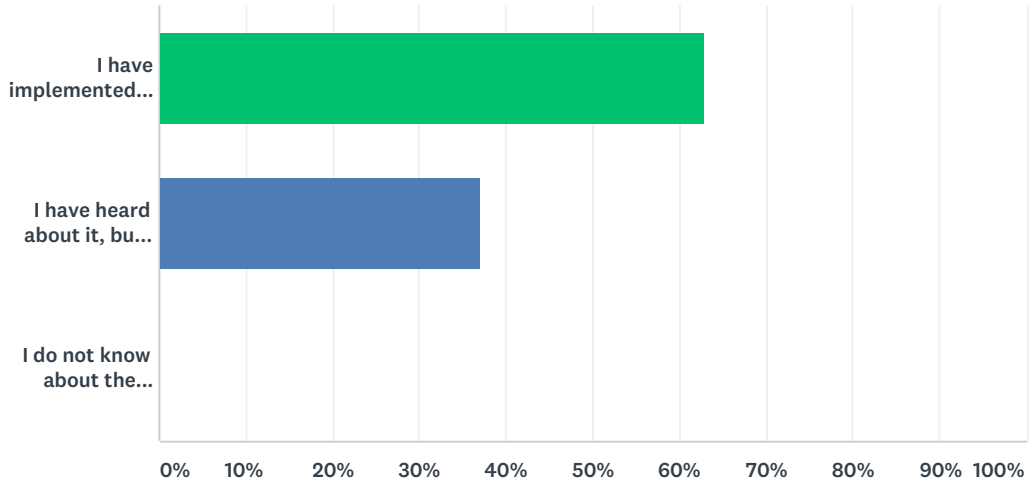
### P&P Next Steps

- ✓ Present final report to the campus community
- ✓ Present final report to the Board of Governance
- ✓ Arrange phone calls with Cabinet before the meeting with the Board of Governance

**Appendix A. Full Survey Results from Survey Tool**

# Q1 How familiar are you with the college's service leadership initiative?

Answered: 27 Skipped: 0



ANSWER CHOICES	RESPONSES	
I have implemented service leadership activities that directly impact students or student workers.	62.96%	17
I have heard about it, but I have not implemented any service leadership activities that directly impact students.	37.04%	10
I do not know about the initiative.	0.00%	0
<b>TOTAL</b>		<b>27</b>

## Q2 What is your definition of service leadership?

Answered: 22 Skipped: 5

#	RESPONSES	DATE
1	Learning and leading through the service of others - other can be defined in multiple contexts. A leader just isn't a president/celebrity etc, but it's being and doing the best you can in the role you are in.	5/17/2018 7:51 PM
2	Giving students agency to implement what is learned in the classroom in the community, with leadership qualities.	5/17/2018 5:35 PM
3	Service leadership is dedicating one's life to improve the conditions of others.	5/16/2018 9:44 AM
4	Service leadership is when the need of a group/larger community is identified and work is done to address the need. It's thinking about the group and not one person. But I'm not sure how it differs from a task force, committee, etc.	5/15/2018 12:13 PM
5	Service Leadership is a best practice to build human capacity and leverage community and cultural wealth through engagement strategies. The service leadership model supports opportunities for learning communities where staff develop a deeper awareness of the community they serve and young people grow under the mentorship of experienced professionals in quality learning environments. This is the best model to sustain the healthy and successful development of students and communities.	5/10/2018 11:35 AM
6	Service leadership involves a broad umbrella of activities that provide opportunities for students to learn leadership skills while serving their community. It is important to all students are able and give the support to participate - especially those whose assets may not include money or social capital.	5/9/2018 3:47 PM
7	For me, it's a connection between what goes on inside and outside the classroom. It's a channel for making my curriculum relevant to students' lives.	5/7/2018 7:17 PM
8	Students and college personnel engaging in projects/activities that give back to the college & outside communities, especially for the needy.	5/6/2018 11:30 AM
9	It is wide ranging, but basically for me it is anything that brings the student closer to applying what they have been learning in the classroom to the real world. These initiatives provide high-impact learning environments which stay with the student throughout their lives. We in anthropology have been doing this since I was hired in 2006, in fact it was one of the things they were excited about when I got hire. The field programs and active learning environments provide opportunities for students to directly contribute to scientific research in the field. What a feeling of accomplishment when they discover something and then write it up! Over the years we have used students in all sorts of capacities, including being student staff members of projects which empowers them to take leadership roles in the field. I could go on and on but you get the point.	5/4/2018 1:46 PM
10	A philosophy were being of service to others benefits all involved. Leadership who believes in this philosophy encourages every level of the organization to be involved in activities that benefit the organization in terms of learning new skills, and the community it serves as the recipient of those skills.	5/4/2018 12:28 PM
11	At Foothill College it is a combination of service learning, learning, civic engagement, community service, and equity.	5/4/2018 10:43 AM
12	Students are involved in some way with a project connected to the community. Either the community is brought in or the students are brought out. These connections help both those being served and the students, and can be multi faceted-involve everything from politcs, conservation projects, working on fair elections to serving food in a homeless shelter, tutoring immigrant children to dancing and playing music at a nursing home, as I do with my students 4 times a year. It means giving your time and energy to someone or something larger than yourself for the betterment of our society or beyond our borders. In a phrase, "Tikun Olam" (Repairing an imperfect world).	5/3/2018 9:36 PM
13	Engaging in work that helps solve problems for individuals and communities.	5/3/2018 9:27 PM

## Foothill College Service Leadership Initiative

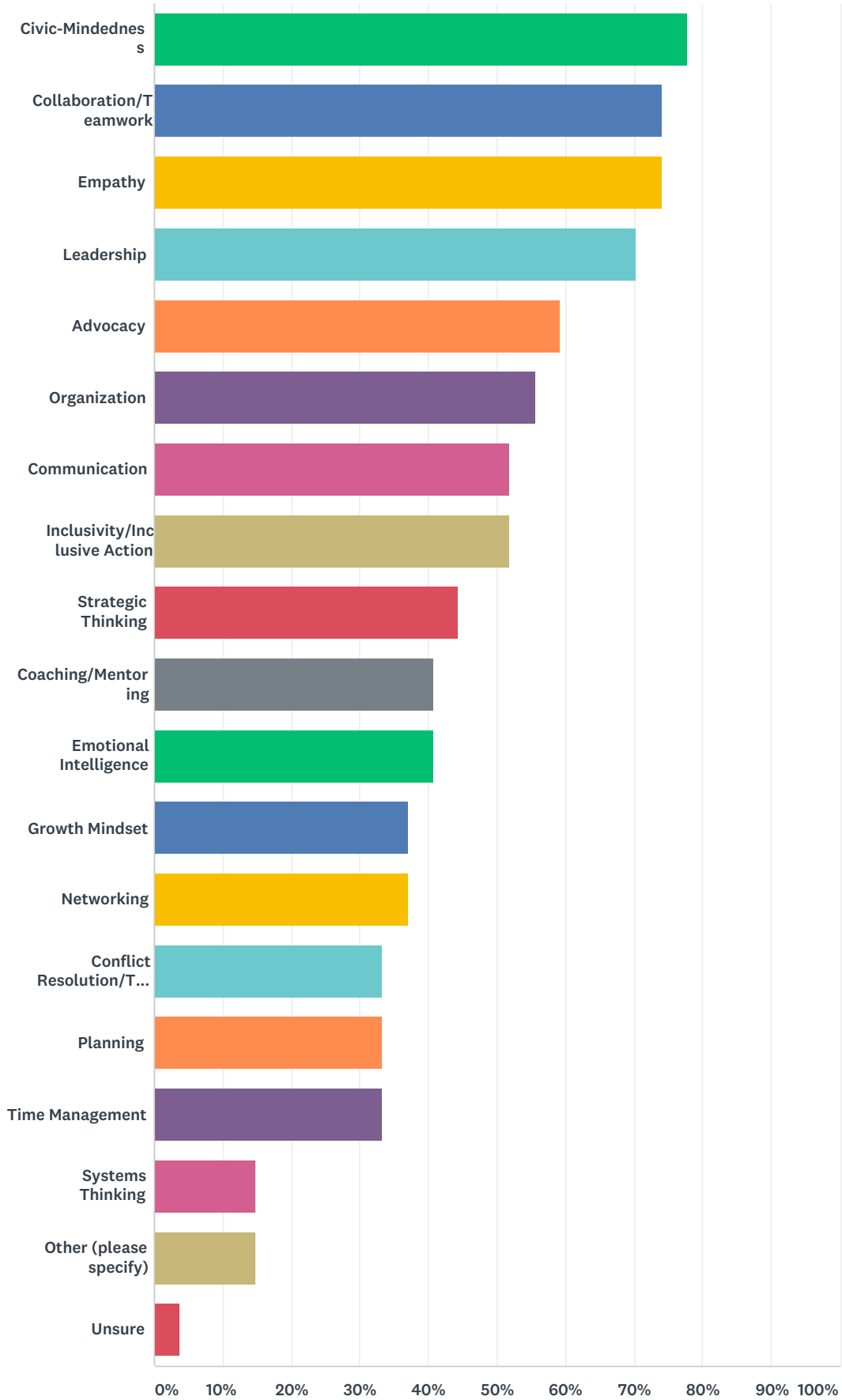
14	Well...this is a hard one because I'm not sure I've still really wrapped my head around the term itself, but absolutely adore the values I associate with the term. I see this term encompassing the values, perspectives, knowledge, skills, motivations, experiences, etc. that go into fostering a development of individual human potential to become leaders of oneself, one's family, one's community, one's nation, and the global community....to lead in efforts that promote care, compassion, conscious living, conscientiousness and connection (among other things as well, haha!), and most of all promote social justice.	5/3/2018 8:32 PM
15	Doing work that provides both a service to the 'client' and gives the participants experience in leadership or the development of leadership skills.	5/3/2018 7:28 PM
16	Student engagement that involves non-classroom activities.	5/1/2018 2:43 PM
17	student participation/outreach efforts on campus and beyond (US and abroad)	5/1/2018 1:18 PM
18	Serving others, leading by example.	5/1/2018 9:47 AM
19	Service leadership is project based work in the community that directly applies skills learned in the classroom in a real world situation.	4/30/2018 10:33 PM
20	Service Leadership is leading to serve (servant leadership).	4/30/2018 7:57 PM
21	Service leadership is serving and learning by helping others. Through the service of helping others through a growth mindset, mentoring, empathy, collaboration and teamwork, the entire group develops leadership skills.	4/30/2018 6:08 PM
22	engagement in a one's home or work community whereby those activities provide experiences or skills training that allow for that person to see their impact on the world.	4/30/2018 6:02 PM



**Q3 Based on your understanding of service leadership, what are the key competencies, of a student who is a service leader? (Select all that apply)**

Answered: 27 Skipped: 0

## Foothill College Service Leadership Initiative



ANSWER CHOICES

RESPONSES

## Foothill College Service Leadership Initiative

Civic-Mindedness	77.78%	21
Collaboration/Teamwork	74.07%	20
Empathy	74.07%	20
Leadership	70.37%	19
Advocacy	59.26%	16
Organization	55.56%	15
Communication	51.85%	14
Inclusivity/Inclusive Action	51.85%	14
Strategic Thinking	44.44%	12
Coaching/Mentoring	40.74%	11
Emotional Intelligence	40.74%	11
Growth Mindset	37.04%	10
Networking	37.04%	10
Conflict Resolution/Transformation	33.33%	9
Planning	33.33%	9
Time Management	33.33%	9
Systems Thinking	14.81%	4
Other (please specify)	14.81%	4
Unsure	3.70%	1
Total Respondents: 27		

#	OTHER (PLEASE SPECIFY)	DATE
1	All other items are useful, but I think you must have these in order to engage in service leadership.	5/16/2018 9:44 AM
2	Service to others?	5/8/2018 9:28 AM
3	Scientific research - contributing a greater knowledge about the world - real research projects developed and led by students	5/4/2018 1:46 PM
4	cultural humility and cross-cultural responsiveness; global awareness and global citizenship	5/3/2018 8:32 PM

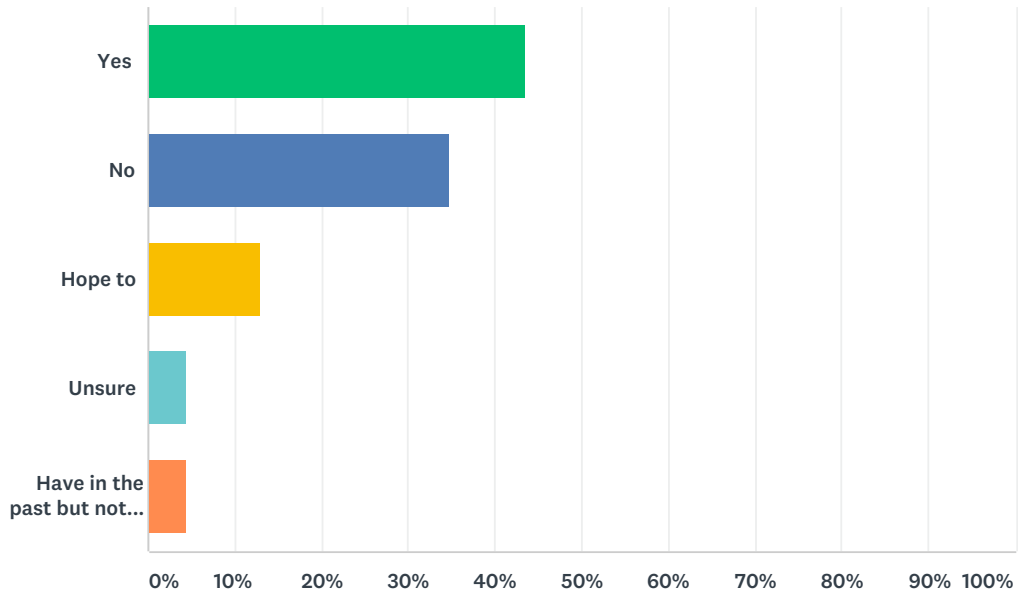
## Q4 How do you define service learning?

Answered: 17 Skipped: 10

#	RESPONSES	DATE
1	Service learning is applying what is learned in an academic setting to improving the conditions of others. This is similar to the term "praxis."	5/16/2018 9:46 AM
2	Not sure. Learning that connects to a social issue.	5/15/2018 12:18 PM
3	Service learning is the implementation of service leadership practice to build human capacity and leverage community and cultural wealth through engagement strategies. The service leadership model supports opportunities for learning communities where staff develop a deeper awareness of the community they serve and young people grow under the mentorship of experienced professionals in quality learning environments. This is the best model to sustain the healthy and successful development of students and communities.	5/10/2018 11:36 AM
4	Service learning is an activity associated with a class and is included as part of the curriculum.	5/9/2018 3:48 PM
5	I don't really distinguish service learning from the service leadership definition I gave earlier.	5/7/2018 7:18 PM
6	Learning by engaging in hands on work in that particular discipline/area.	5/6/2018 11:31 AM
7	A situation where students realize they are impacting the community. We have students decide what to do with \$1000 in foreign communities, and it really brings up many important points that our Applied Anthro classes try to make.	5/4/2018 1:47 PM
8	All of the above-developing the initiative, leadership and organizational skills of students to take on a project, develop a passion to solve a problem, better a situation in real life challenges. The teacher's job is to help facilitate the process from start to finish, but to allow students to run with the project-as it is essentially their's. Meanwhile I have been doing these projects with my classes for close to 30 years, have my last one video taped-but don't know whom to present it to as one of President Nguyen's 60 for the 60th. Still wish to do this, but need to know what exactly is needed and whom to turn it in to. Thanks.	5/4/2018 11:05 AM
9	"Service-learning is a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility."	5/4/2018 10:44 AM
10	(Needs work articulating better): Pedagogy that focuses on providing students with the skills, competencies, knowledge, etc. of service leadership through applied research and/or community engagement activities that directly address an issue of social importance at the individual, familial, local, national or global scale.	5/3/2018 8:42 PM
11	Doing work that provides a service to the 'client' and gives the participants experiences that they can tie back into course learning. In most cases it is the application of the course learning to the service project.	5/3/2018 7:30 PM
12	A student engaged in an activity as a result of their academic commitment that serves the community at large in some manner- information sharing, research and presentation of findings, educational, addressing a community issue etc.	5/1/2018 2:46 PM
13	Stepping outside oneself in order to better understand the plight of others and learn how best to help make their world a better place.	5/1/2018 1:21 PM
14	Real world applications of classroom skills in service of community groups or organizations	4/30/2018 10:34 PM
15	Learning by servicing others, with a firm academic/evidence based background.	4/30/2018 7:40 PM
16	Service learning is an approach to teaching and learning that engages the community.	4/30/2018 6:10 PM
17	Learning that occurs during a service project	4/30/2018 6:07 PM

## Q5 Have you implemented any service learning activities in your work that directly impact students or student workers?

Answered: 23 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	43.48%	10
No	34.78%	8
Hope to	13.04%	3
Unsure	4.35%	1
Have in the past but not currently	4.35%	1
<b>TOTAL</b>		<b>23</b>

## Q6 Please describe the Service Learning activities.

Answered: 10 Skipped: 17

#	RESPONSES	DATE
1	Offering the option to volunteer at second harvest food bank - to all new international students during orientation to open their eyes to a different side of the united states and silicon valley. Helps to dispel myths that everyone in the US/Silicon Valley is rich. So far this year we have volunteered 3 times - once with every incoming cohort.	5/17/2018 7:54 PM
2	Students are required to do a service learning project, such as volunteer for an organization, for 12 hours in a quarter. Much of this is based on Cynthia Kaufman's work at De Anza College.	5/16/2018 9:49 AM
3	FEI selects Foothill College students who are committed to working with families of low income from their community to assist faculty and staff with all aspects of programming from office work to community-based work. This experience supports first generation Foothill College students to develop a greater awareness of community engagement, value families as critical to student success, and provide skills that contribute to the student's workforce development. FEI selects youth from local high schools, and Foothill College to support children, families, teachers and staff in implementing Stretch To Kindergarten (STK), a quality kindergarten spring-summer readiness program. Students and youth are committed to supporting the educational goals of underserved families and are exploring interests in child development and related fields. FEI also coordinates and provides fieldwork placement, wrap around support, and outreach for the summer accelerated Child Development Academy (CDA). The CDA program is offered at no cost to the students in partnership with FEI and Foothill College whereby STK provides the CDA students a high quality early childhood program to do their field experience work. CDA students earn 12 Units of College Credits and a California Child Development Assistant Teacher Permit in seven weeks under the guidance of Foothill College Child Development faculty, FEI administrators and staff, and STK teachers. Students are underserved high school juniors, seniors and the program to promote college access and workforce readiness for first generation local youth.	5/10/2018 11:38 AM
4	In my stats class, I assign a project that allows students to define their area of research, gather data, reach statistical conclusions, and present their results in writing and as a presentation or discussion.	5/7/2018 7:20 PM
5	Doing research on how the impact positively a community, then carrying it out. Students over the years have purchased sewing machines to help women's groups make school uniforms in Ecuador. They have purchased school supplied They have help a coop develop a guinea pig farm the list goes on and on	5/4/2018 1:49 PM
6	My dance students prepare, choose dances, music, costumes and I rehearse them to perform at retirement and nursing homes in the community-a different venue each quarter including summer sessions. I select a facility that has enough residents who are able to attend, a dance able floor, free and plentiful parking, dressing/changing rooms, and I vet the location, organization, etc. out 3-6 months in advance. It is free for the venue and free for the students-who are allowed to invite people to attend as audience along with the residents of the facility. The shows are 1 hour in length, but involve the students with all the facets of producing a full dance production and giving their time and energy to a segment of our local community that they would otherwise not be involved with. In spring quarters, my students perform in Bubba's large dance show-this year it is June 1 at Smithwick Theater.	5/4/2018 11:18 AM
7	*Anthropology field schools *Applied anthropology class *Fieldwork projects in multiple classes where students have to do fieldwork on a social issue that engages individuals affected by the issue *Engaging students in active fieldwork projects with faculty and graduate student mentors *Classroom activities that help students observe and analyze local (including campus) issues	5/3/2018 8:46 PM
8	Internships in regional public and private agencies as a capstone activity to certificate program.	4/30/2018 10:36 PM
9	1. Medical/dental brigades - annual trip in August 2. Weekly Friday clinic rotations to low cost community dental clinics. 3. Providing dental hygiene care in our on campus clinic to students and the community. 4. Community oral health education and outreach activities. 5. Planning & implementation of the annual Oral Cancer Awareness Walk.	4/30/2018 7:44 PM

## Foothill College Service Leadership Initiative

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10 I was the faculty advisor for the Dreamer Mural at Foothill College. I worked with an alumni and dreamer on the design, planning and painting of the mural. We worked with dreamer students, Foothill College staff, faculty, students and art students to generate dreamer symbolism for the mural composition.

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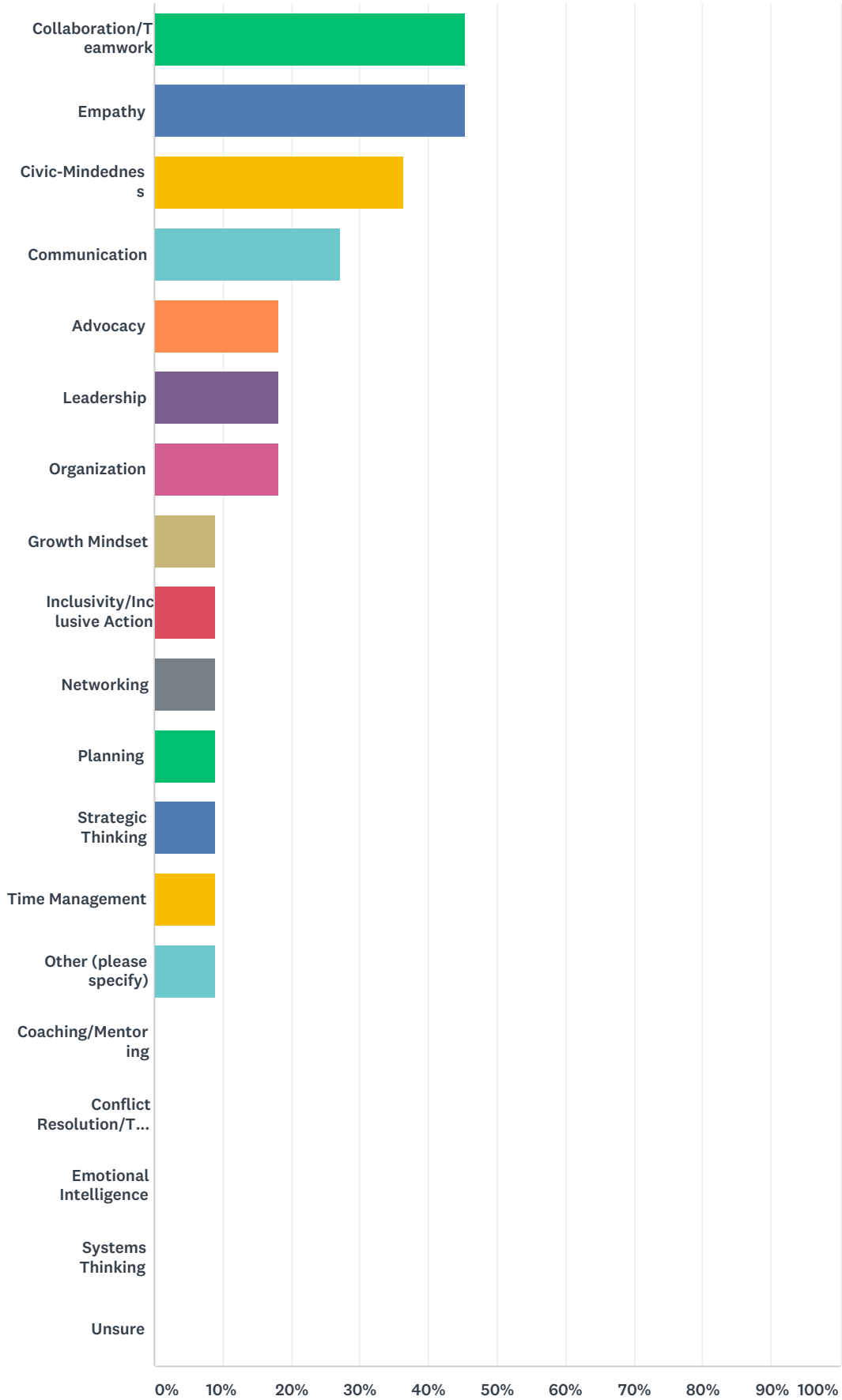
4/30/2018 6:15 PM

**Q7 Please indicate the key competencies students developed through their service-learning experience (Select up to three)**

Answered: 11 Skipped: 16



# Foothill College Service Leadership Initiative



ANSWER CHOICES

RESPONSES

## Foothill College Service Leadership Initiative

Collaboration/Teamwork	45.45%	5
Empathy	45.45%	5
Civic-Mindedness	36.36%	4
Communication	27.27%	3
Advocacy	18.18%	2
Leadership	18.18%	2
Organization	18.18%	2
Growth Mindset	9.09%	1
Inclusivity/Inclusive Action	9.09%	1
Networking	9.09%	1
Planning	9.09%	1
Strategic Thinking	9.09%	1
Time Management	9.09%	1
Other (please specify)	9.09%	1
Coaching/Mentoring	0.00%	0
Conflict Resolution/Transformation	0.00%	0
Emotional Intelligence	0.00%	0
Systems Thinking	0.00%	0
Unsure	0.00%	0
Total Respondents: 11		

#	OTHER (PLEASE SPECIFY)	DATE
1	cultural humility; global citizenship (this actually encompasses many of the competencies named above so I think I may be cheating! :))	5/3/2018 8:46 PM

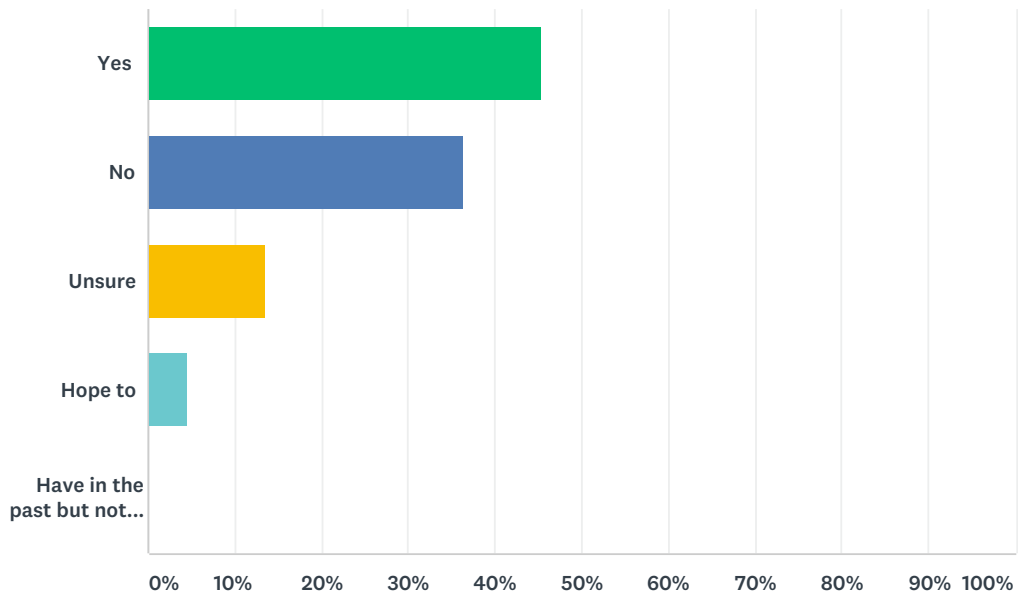
## Q8 How do you define leadership development?

Answered: 16 Skipped: 11

#	RESPONSES	DATE
1	I don't really have a working definition	5/16/2018 9:50 AM
2	Training to develop leadership skills and traits. For example, shadowing someone in a leadership role to observe and learn how to handle difficult conversations and decisions. It would be active and hands on. Not limited to concepts or theories.	5/15/2018 12:19 PM
3	An opportunity for students to gain knowledge, skills and tools needed to be more successful in their personal, educational and professional lives. These are the 21 Century skills necessary for life success and to ensure educational equity: Communication & Collaboration; Critical Thinking, Decision Making & Creativity; Growth Mindset, Initiative & Self-Direction; and Cultural Sensitivity & Social Justice (Civic engagement).	5/10/2018 11:49 AM
4	Leadership development includes learning about the attributes of leadership as well as participating in activities that provide opportunities for leadership.	5/9/2018 3:50 PM
5	I would define leadership development as promoting professional growth and development for all employees, subsequently offering them the resources to implement their incentives, acknowledging and encouraging employees for their increased level of development and engagement and being open to receiving feedback regarding new ideas and input they have resulting from these opportunities.	5/7/2018 7:22 PM
6	I can't say I've parsed the fine distinctions of service leadership, service learning, and leadership development...	5/7/2018 7:21 PM
7	Students to be trained on becoming leaders by empowering them to be responsible for their own project but with mentoring.	5/6/2018 11:32 AM
8	Students develop and take the reins on a project, and organize other students to help.	5/4/2018 1:50 PM
9	Assisting students to take on parts of the project, making decisions, working out difficulties and stepping up to solve potential or real challenges themselves. The whole process is collaborative, yet certain individuals take a more active role, and these are the leaders.	5/4/2018 11:21 AM
10	Any opportunities offered to students that help them develop leadership skills, which I guess in this context I would define as the competencies of service leadership.	5/3/2018 8:48 PM
11	It is the enhancement of leadership skills through 'coursework' and/or experiences that can tie back to a specif leadership enhancement goal.	5/3/2018 7:31 PM
12	Encouraging the students to participate in these efforts and then being there for them as a mentor if possible.	5/1/2018 1:22 PM
13	Building skills to create future leaders	4/30/2018 10:37 PM
14	Teaching students to be leadership by skill development and mentorship.	4/30/2018 7:45 PM
15	Leadership development expands the capacity of individuals to perform leadership roles within the organization, occupation or major.	4/30/2018 6:17 PM
16	opportunities to practice leadership	4/30/2018 6:08 PM

### Q9 Do you include leadership development in your work that directly impacts students or student workers?

Answered: 22 Skipped: 5



ANSWER CHOICES	RESPONSES	
Yes	45.45%	10
No	36.36%	8
Unsure	13.64%	3
Hope to	4.55%	1
Have in the past but not currently	0.00%	0
<b>TOTAL</b>		<b>22</b>

## Q10 Please describe the leadership development activities you provided to students.

Answered: 10 Skipped: 17

#	RESPONSES	DATE
1	My student assistants play an active role in helping to develop robust orientation programming for our new students - I want each assistant to have meaningful work in the overall success of our new students acculturating. In addition, I have organized a International Student Peer Mentoring Program called Global Liaisons where 'old' international students are paired with new incoming students to help them adjust during their transition to Foothill College and Silicon Valley.	5/17/2018 7:58 PM
2	Students have co-lead discussions with noncredit faculty in the FEI programs to share their stories of challenges, successes, and resilience. Students have participated on panels at FEI's Family Bridge To College Days as well as high profile conferences such as the March 2018 Children's Summit; the May 2017 Bay Area Community Colleges' UndocuALLLY Call To Action; February 2018 College Tract Dreamers- to share their experiences and social justice perspectives as first gen college students. Students have co-lead the DREAMers UndocuALLY project shaping programs and services that impact their lives as undocumented students and students from mixed status families. FEI believes in maximizing every opportunity to include and elevate student voices.	5/10/2018 12:00 PM
3	I developed a Student Ambassador program for Honors students. We recruited students and selected a cohort, for whom we provided training over the winter break. The only incentive I provided was the promise of a Foothill College t-shirt because I wanted students who were intrinsically motivated. Each year, I provide training to students regarding the value of conducting research and I conduct workshops on how to write a research abstract. I support students with writing research proposals for the Community College Honors Research Symposium. This year, 17 of our students presented at the Symposium; moreover, we brought a team 50 to UC Berkeley to attend the Research Symposium. In recognition of the fact that students need to engage in activities directed toward their major, my office developed a detailed guide for students to join professional organizations for virtually every major. Our students now have student memberships in organizations such as the Linguistics Society of America and the American Economic Association. All honors students receive a detailed orientation in which we expose them to and heavily promote leadership opportunities such as the Medical Brigades, Honors Connection, ASFC, Student Ambassadors, Anthropology trips, and more.	5/7/2018 7:33 PM
4	Countless times students of ours have implemented projects. Currently some are going into local grade schools to talk about fossils and archaeology and forensics. It has been very successful.	5/4/2018 1:51 PM
5	Mostly decision making, problem solving, brain storming, etc.	5/4/2018 11:22 AM
6	All of the same ones listed for service learning, and in addition: *a general awareness of the value of fostering leadership skills in students that permeates all of my interaction with students - from clear statements of their responsibilities in my class, to mentoring them through leadership roles in group assignments, through giving them opportunities to shape the direction of what we do in class (readings, content, assignments, etc.) as much as I am able to do with class size limitations.	5/3/2018 8:52 PM
7	This is primarily provided to my office student employees, but we find opportunities for them to grow outside their coursework and often push them to be a part of those opportunities. This could be a leadership retreat, conversations about networking with other connect people, skills applied in the job that help develop their leadership skills, etc. in a safe and supportive environment. In some cases we cast a larger invite net to the students we serve.	5/3/2018 7:34 PM
8	Class leaders, project leaders, club representatives.	4/30/2018 7:46 PM

## Foothill College Service Leadership Initiative

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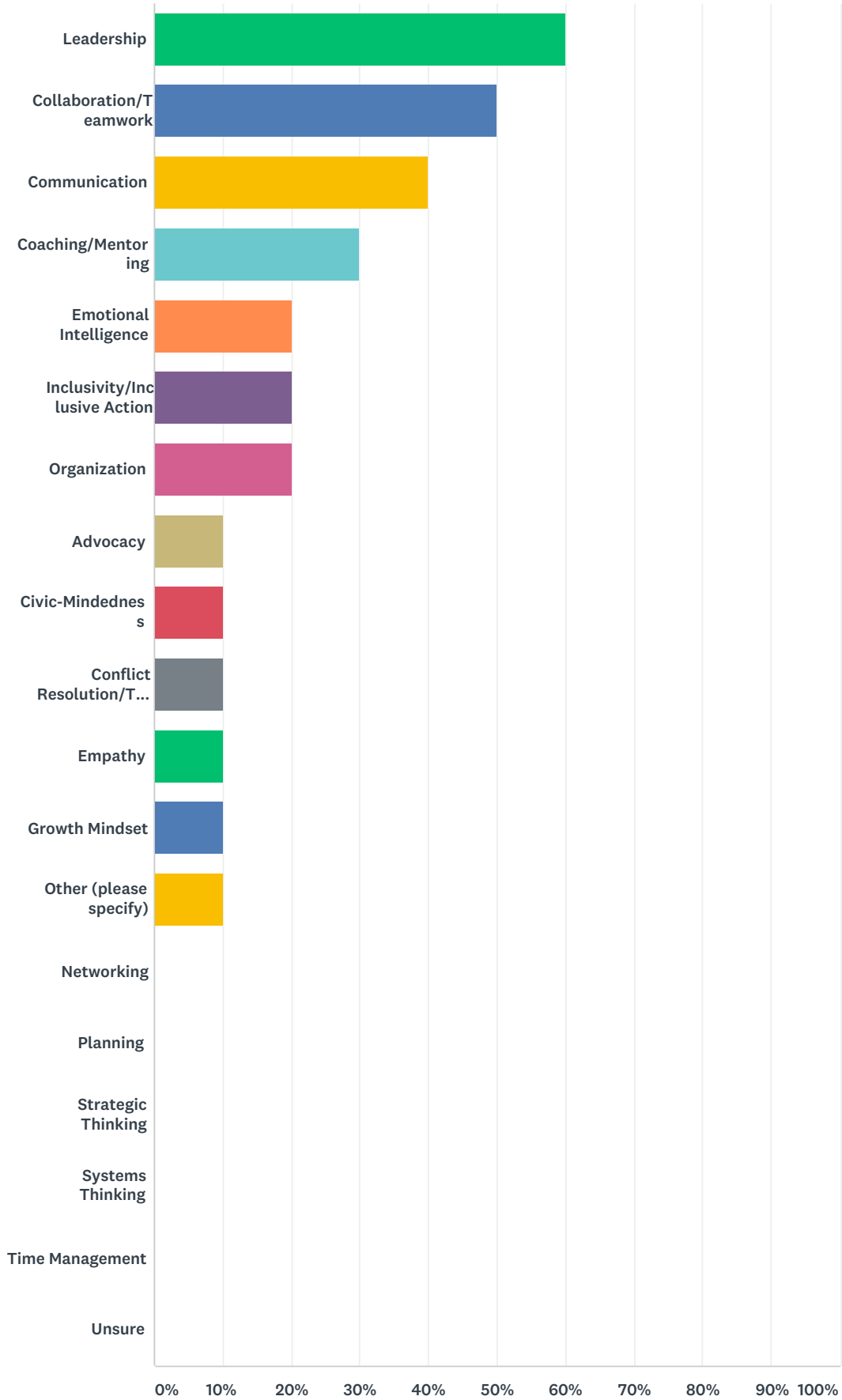
9	<p>I was asked to be the faculty advisor for the Dreamer Mural at Foothill College. I decided to ask my dean to include two alumni from Foothill College to help lead this project. Oscar Lopez had experience working on murals as a Foothill College Student with our former full time faculty member Jose Arenas. Oscar also worked on a large scale mural with Jose in San Jose in 2009. I also asked another Foothill College alumni who was one of our Foothill College student art award recipients. This student had a serious accident that stopped her from making art and finishing her personal goals to transfer into art school. I believed that asking two alumni to come back and work on this project would help foster leadership skills. I encouraged them to apply to art school and transfer. Both alumni have transferred to the San Francisco Art Institute during the Mural project. Oscar Lopez will finish his MFA in Fall 2018 and plans to apply to graduate school. Oscar Lopez led the Veteran Mural with the faculty advisor Jordan Fong. Presently Oscar Lopez is leading the new Athletic Mural at Foothill College.</p>	4/30/2018 6:32 PM
10	Chances to lead their teams combined with reflection on leadership	4/30/2018 6:09 PM

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**Q11 Please indicate the key competencies students developed through their leadership development activities (Select up to three):**

Answered: 10 Skipped: 17

# Foothill College Service Leadership Initiative



ANSWER CHOICES

RESPONSES



## Foothill College Service Leadership Initiative

Leadership	60.00%	6
Collaboration/Teamwork	50.00%	5
Communication	40.00%	4
Coaching/Mentoring	30.00%	3
Emotional Intelligence	20.00%	2
Inclusivity/Inclusive Action	20.00%	2
Organization	20.00%	2
Advocacy	10.00%	1
Civic-Mindedness	10.00%	1
Conflict Resolution/Transformation	10.00%	1
Empathy	10.00%	1
Growth Mindset	10.00%	1
Other (please specify)	10.00%	1
Networking	0.00%	0
Planning	0.00%	0
Strategic Thinking	0.00%	0
Systems Thinking	0.00%	0
Time Management	0.00%	0
Unsure	0.00%	0
Total Respondents: 10		

#	OTHER (PLEASE SPECIFY)	DATE
1	Only three, really?????!!!	5/3/2018 8:52 PM

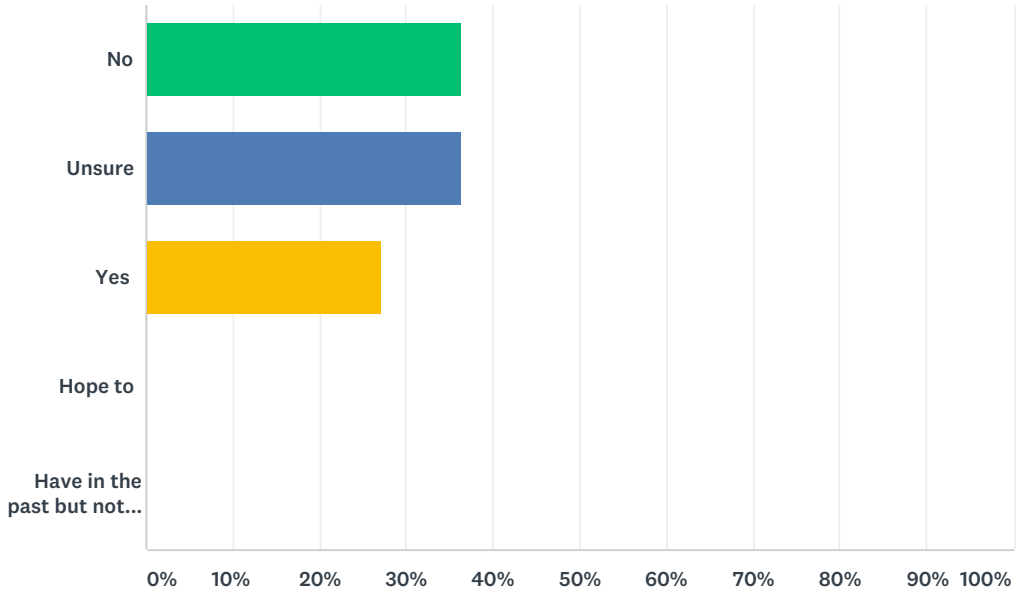
## Q12 How do you define “21st Century Competencies” in Career Technical Education (CTE)?

Answered: 14 Skipped: 13

#	RESPONSES	DATE
1	I have no clue what this is	5/16/2018 9:50 AM
2	I think competencies would be specific to a CTE. Even if competencies were identified, for example, ability to critically think and communicate, not sure how it ties to service leadership or how it differs from program outcomes. Is 21st Century Competencies and program outcomes one of the same?	5/15/2018 12:24 PM
3	I have addressed this through a social justice lens but a strong core value approach to the equity agenda for FEI is to promote design thinking to solve real life issues: Ask: (What is the challenge, what do we already know); (Imagine (Brainstorm possible solutions); Plan (chose the best design/approach); Create (build solutions based on the plan, test); Improve (study and reflect on test results); Creative Courage rules!!	5/10/2018 12:08 PM
4	This is not my area of expertise; however, I would assume they are effective written and verbal communication skills, critical thinking/analytical skills, being able to collaborate or work as a member of a team, and the ability to think outside the box/having a good imagination.	5/7/2018 7:37 PM
5	I use the "21st Century Learning Outcomes" developed as part of the Smarter/Balanced assessment of the Common Core curriculum.	5/7/2018 7:22 PM
6	Not sure...soft skills to work with people?	5/6/2018 11:32 AM
7	They are training to be archaeologists, they have become competent field workers and understand survey equipment. In the past we have had students working on local archaeology projects, we have a joint initiative with the Mid Pen Regional Open Space District and Stanford that has been doing archaeology for years now in the region.	5/4/2018 1:52 PM
8	The music is electronically passed out, students connect through email, take photos of the performance distributed electronically, etc. A designee digitally records the performance. Otherwise I am not sure what 21st century competencies are.	5/4/2018 11:25 AM
9	I don't have a definition for this, but we're in the 21st century, so I think all of my prior competencies apply! CTE is frustrating to me, because it is a term that makes us try to fit in programs to meet employment needs and restricts funding/services that could really benefit other ones that may not have the right State/Federal designations currently. I'm motivated to try to help stimulate an entire societal change that would shift employment needs! All of our programs in my opinion -- whether classified as CTE or not -- should be providing our students with 21st century competencies, and should be focused on their employability	5/3/2018 8:56 PM
10	Unsure, but I believe it is essentially the soft-skills that the real workforce requires. It goes beyond the content knowledge portion of CTE and is what employers are additionally looking for.	5/3/2018 7:35 PM
11	The learning of cutting edge technologies in order to secure gainful employment upon graduation.	5/1/2018 1:23 PM
12	No idea	4/30/2018 10:37 PM
13	There are established definitions in this area.	4/30/2018 7:47 PM
14	Empathy, teamwork and community service needs to be 21st Century Competency skills for Career Technical Education. CTE provides students of all ages the academic and technical skills necessary for future careers.	4/30/2018 6:36 PM

### Q13 Do you utilize “21st Century Competencies” in your work that directly impact students or student workers?

Answered: 22 Skipped: 5



ANSWER CHOICES	RESPONSES	
No	36.36%	8
Unsure	36.36%	8
Yes	27.27%	6
Hope to	0.00%	0
Have in the past but not currently	0.00%	0
<b>TOTAL</b>		<b>22</b>

**Q14 Please describe the 21st Century Competencies (CTE) activities that you provided to students.**

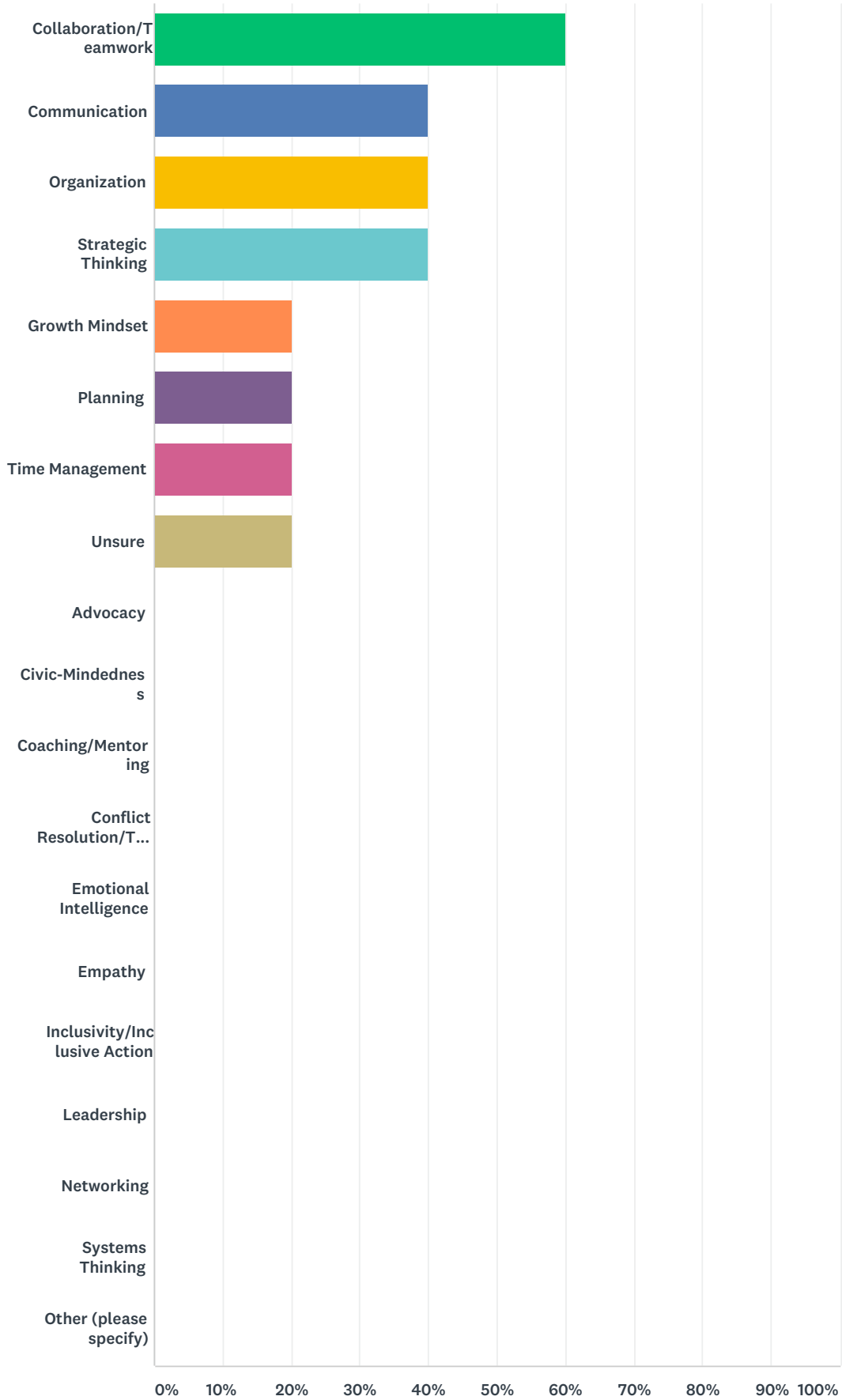
Answered: 3 Skipped: 24

#	RESPONSES	DATE
1	Our FEI programs include STEAM learning where students have an opportunity to implement the design process in a makerspace environment.	5/10/2018 12:11 PM
2	Through our efforts to engage students in the Community College Research Symposium, they develop oral communication skills, analytical/research skills and teamwork skills. They are also encouraged to be creative in determining ho to communicate their message. Many more students apply for the Research Symposium than are accepted; however, they also develop skills as a result of the process. I also engage students in brainstorming activities related to career decision making activities such as practicing informational interviews, brainstorming potential internship opportunities, and career exploration.	5/7/2018 7:42 PM
3	All CTE programs have to teach these competencies as part of the curriculum to have prepared graduates.	4/30/2018 7:48 PM

**Q15 Please indicate the key competencies students developed through their CTE activities (Select up to three):**

Answered: 5 Skipped: 22

## Foothill College Service Leadership Initiative



ANSWER CHOICES

RESPONSES

## Foothill College Service Leadership Initiative

Collaboration/Teamwork	60.00%	3
Communication	40.00%	2
Organization	40.00%	2
Strategic Thinking	40.00%	2
Growth Mindset	20.00%	1
Planning	20.00%	1
Time Management	20.00%	1
Unsure	20.00%	1
Advocacy	0.00%	0
Civic-Mindedness	0.00%	0
Coaching/Mentoring	0.00%	0
Conflict Resolution/Transformation	0.00%	0
Emotional Intelligence	0.00%	0
Empathy	0.00%	0
Inclusivity/Inclusive Action	0.00%	0
Leadership	0.00%	0
Networking	0.00%	0
Systems Thinking	0.00%	0
Other (please specify)	0.00%	0
Total Respondents: 5		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

## Q16 How do you define civic engagement?

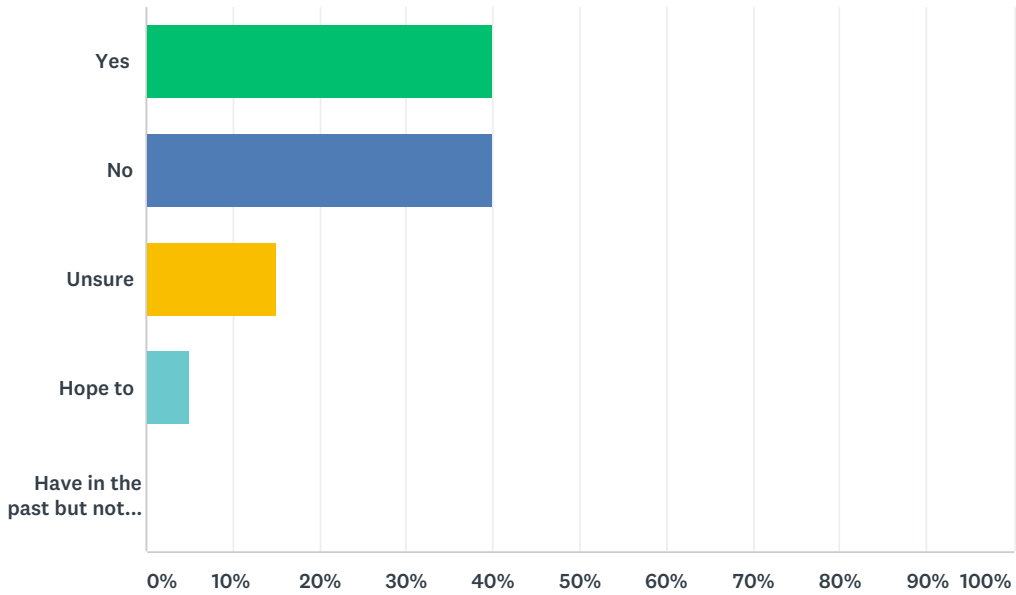
Answered: 12 Skipped: 15

#	RESPONSES	DATE
1	This is very similar to service learning, as it focuses on being involved in the community and working to improve conditions; however, this can happen without being affiliated with a classroom or institution.	5/16/2018 9:52 AM
2	Active participation in socio-political issues to make a change, such as voting, canvassing or organizing grassroots effort. Being aware/reading of socio-political issues is not active engagement.	5/15/2018 12:27 PM
3	To be actively engaged in a collective impact effort to define problems and identify solutions to improve the quality of life for all communities to thrive.	5/10/2018 12:18 PM
4	I would define civic engagement as the process of recognizing the importance of one's role in the community and utilizing whatever skills and resources one has to impart the changes one observes are necessary, whether they are social, political, spiritual or moral.	5/7/2018 7:45 PM
5	Students being involved in politics and policies that affect them and their community.	5/6/2018 11:33 AM
6	Students have been helping to understand equity on Foothill campus. Last year students were involved in an initiative to further investigate equity on campus.	5/4/2018 1:53 PM
7	Getting involved with the larger community off campus-all ages, incomes, the full range of diversity-as well as on campus.	5/4/2018 11:26 AM
8	Not different at all from what I stated for service leadership	5/3/2018 8:56 PM
9	It is getting involved in a positive manner with civic activities, politics, local needs, etc.	5/3/2018 7:36 PM
10	Wanting to understand community needs by learning about them, critically analyzing the situation and then, if determined worthy, finding ways to advocate on their behalf.	5/1/2018 1:25 PM
11	no idea	4/30/2018 10:37 PM
12	Civic engagement works to make a difference in the civic life of the community.	4/30/2018 6:38 PM



## Q17 Have you implemented any civic engagement activities in your work that directly impacts students or student workers?

Answered: 20 Skipped: 7



ANSWER CHOICES	RESPONSES	
Yes	40.00%	8
No	40.00%	8
Unsure	15.00%	3
Hope to	5.00%	1
Have in the past but not currently	0.00%	0
<b>TOTAL</b>		<b>20</b>

## Q18 Please describe the civic engagement activities you provided to students.

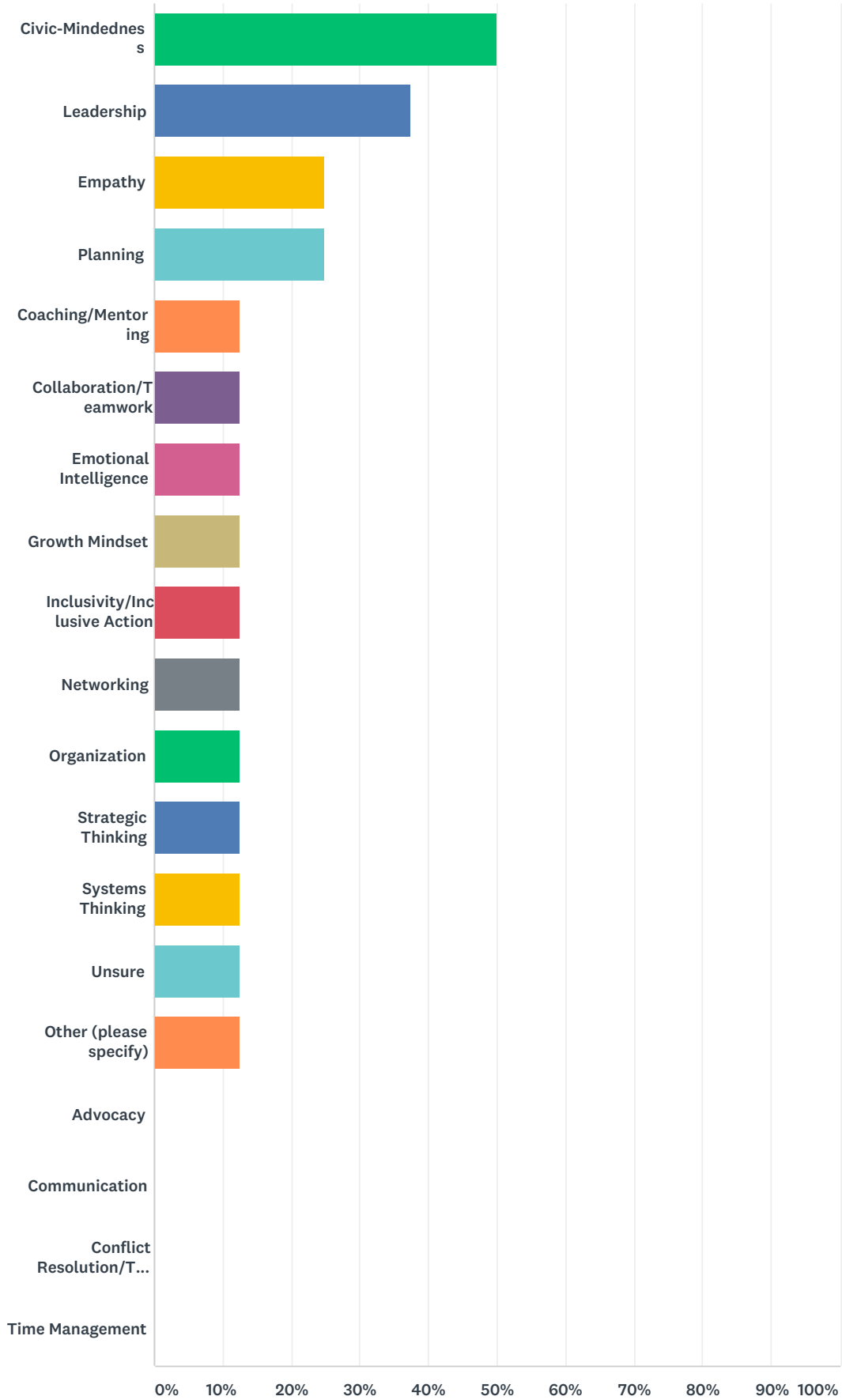
Answered: 7 Skipped: 20

#	RESPONSES	DATE
1	Volunteering at Second Harvest was a full circle activity as it was until recently the organization that stocked our food pantry on campus. Also mentoring serves an important role in our campus community.	5/17/2018 8:00 PM
2	In addition to the service learning project that I do, I'm also involved with clubs and heritage months that support civic engagement.	5/16/2018 9:53 AM
3	FEI has included students to be part of local discussions, county collaboratives, etc. to examine a range of issues, challenges and be part of generating solutions to improve systems.	5/10/2018 12:23 PM
4	I really do not a specific activity to report here; however, I did have the following message imprinted in large letters on the wall as you enter our office: Be the Change You Want to See in the World. We emphasize this in our orientation sessions with students-encouraging them to identify something they care about and make a difference by then doing it.	5/7/2018 7:47 PM
5	We are performing for the aged and infirm population at nursing homes, retirement homes, etc. It is an ideal and safe opportunity for my students to engage in a segment of the population they would otherwise rarely connect with. Still we are performing on campus once a year for our local college community.	5/4/2018 11:28 AM
6	What I already answered for service learning and leadership development.	5/3/2018 8:57 PM
7	The Dreamer Mural at Foothill College	4/30/2018 6:38 PM

**Q19 Please indicate the key competencies students developed through their civic engagement experience (Select up to three).**

Answered: 8 Skipped: 19

# Foothill College Service Leadership Initiative



ANSWER CHOICES

RESPONSES

## Foothill College Service Leadership Initiative

Civic-Mindedness	50.00%	4
Leadership	37.50%	3
Empathy	25.00%	2
Planning	25.00%	2
Coaching/Mentoring	12.50%	1
Collaboration/Teamwork	12.50%	1
Emotional Intelligence	12.50%	1
Growth Mindset	12.50%	1
Inclusivity/Inclusive Action	12.50%	1
Networking	12.50%	1
Organization	12.50%	1
Strategic Thinking	12.50%	1
Systems Thinking	12.50%	1
Unsure	12.50%	1
Other (please specify)	12.50%	1
Advocacy	0.00%	0
Communication	0.00%	0
Conflict Resolution/Transformation	0.00%	0
Time Management	0.00%	0
Total Respondents: 8		

#	OTHER (PLEASE SPECIFY)	DATE
1	see prior answers	5/3/2018 8:57 PM

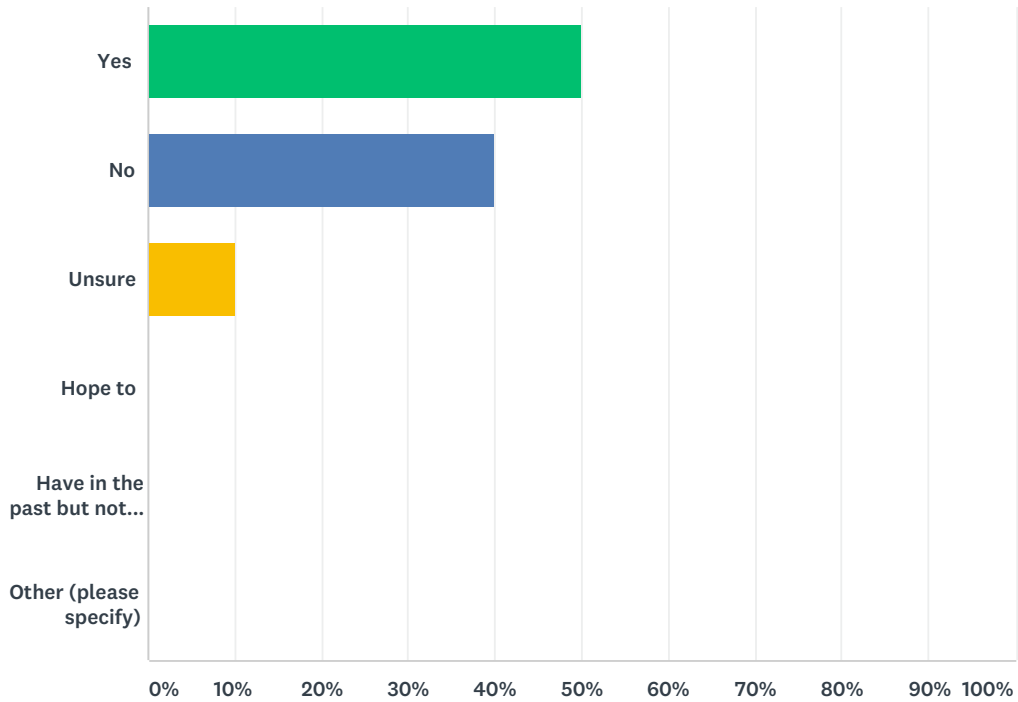
## Q20 How do you define scholarship, research, and publication as they relate to students and student learning?

Answered: 12 Skipped: 15

#	RESPONSES	DATE
1	Scholarship, research, and publication is about finding the causes of different phenomena. In other words, it works to build and test theories.	5/16/2018 9:56 AM
2	Any activity that raises awareness, identifies and proposes solutions to an issue.	5/15/2018 12:29 PM
3	FEI, in partnership with Stanford Graduate School of Education, implements a research-practice collaboration that allows us to build knowledge and capacity to inform decision-making at FEI based on high quality data analysis and evaluation. Through the lens of a participatory action research approach, we have co-designed a multi-year comprehensive evaluation study for FEI's program improvement that includes the input and perspectives of students. In order to make targeted adaptations to shape program effectiveness, the evaluation work aims at collecting quantitative and qualitative data to document FEI's impact and provide insights on how youth-family-community partnerships improve educational pathways and wellbeing of underresourced and culturally diverse communities. The work and impact of FEI has appeared in publications to help inform practices and policy.	5/10/2018 12:31 PM
4	I would define this as students going over and above the minimum course requirements to stretch themselves intellectually. This can be done through taking honors courses, conducting research, submitting one's research for publication, and sharing one's research with others.	5/7/2018 7:49 PM
5	Not sure...maybe helping them find scholarship so that they have the financial support. Providing students opportunities to do their own research and publish what they have learned in student newspapers or journals?	5/6/2018 11:34 AM
6	This is something we mostly do - they are doing scientific anthropology research both here in CA and internationally in Belize, Ecuador and now Ireland as well - working on archaeology and anthro projects led by scholars doing work on the past and present. They design and write about their own subprojects within the larger framework.	5/4/2018 1:55 PM
7	Anything that works in student learning even studying choices. Researching material-history, what has been done in the past, and writing up results. Recording via photos and DVD is a form of publication.	5/4/2018 11:35 AM
8	? I don't define these any different for students or student learning	5/3/2018 8:59 PM
9	It is taking the educational theories learned in class and applying them to personal research or real-world situation to further enhance both the student's and the greater education/knowledge on a topic.	5/3/2018 7:38 PM
10	Gaining knowledge, performing a deep dive and then sharing what you've learned.	5/1/2018 1:27 PM
11	A lot of one-on-one work! Very valuable to students but not cost effective in a productivity focused college culture	4/30/2018 10:38 PM
12	The academic study, preparation and creation of a new piece of art to expand cultural knowledge an awareness.	4/30/2018 6:43 PM

## Q21 Have you implemented any scholarship, research, and publication opportunities in your work with students or student workers?

Answered: 20 Skipped: 7



ANSWER CHOICES	RESPONSES	
Yes	50.00%	10
No	40.00%	8
Unsure	10.00%	2
Hope to	0.00%	0
Have in the past but not currently	0.00%	0
Other (please specify)	0.00%	0
<b>TOTAL</b>		<b>20</b>

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

## Q22 Please describe the scholarship, research, and publication opportunities you provided to students.

Answered: 8 Skipped: 19

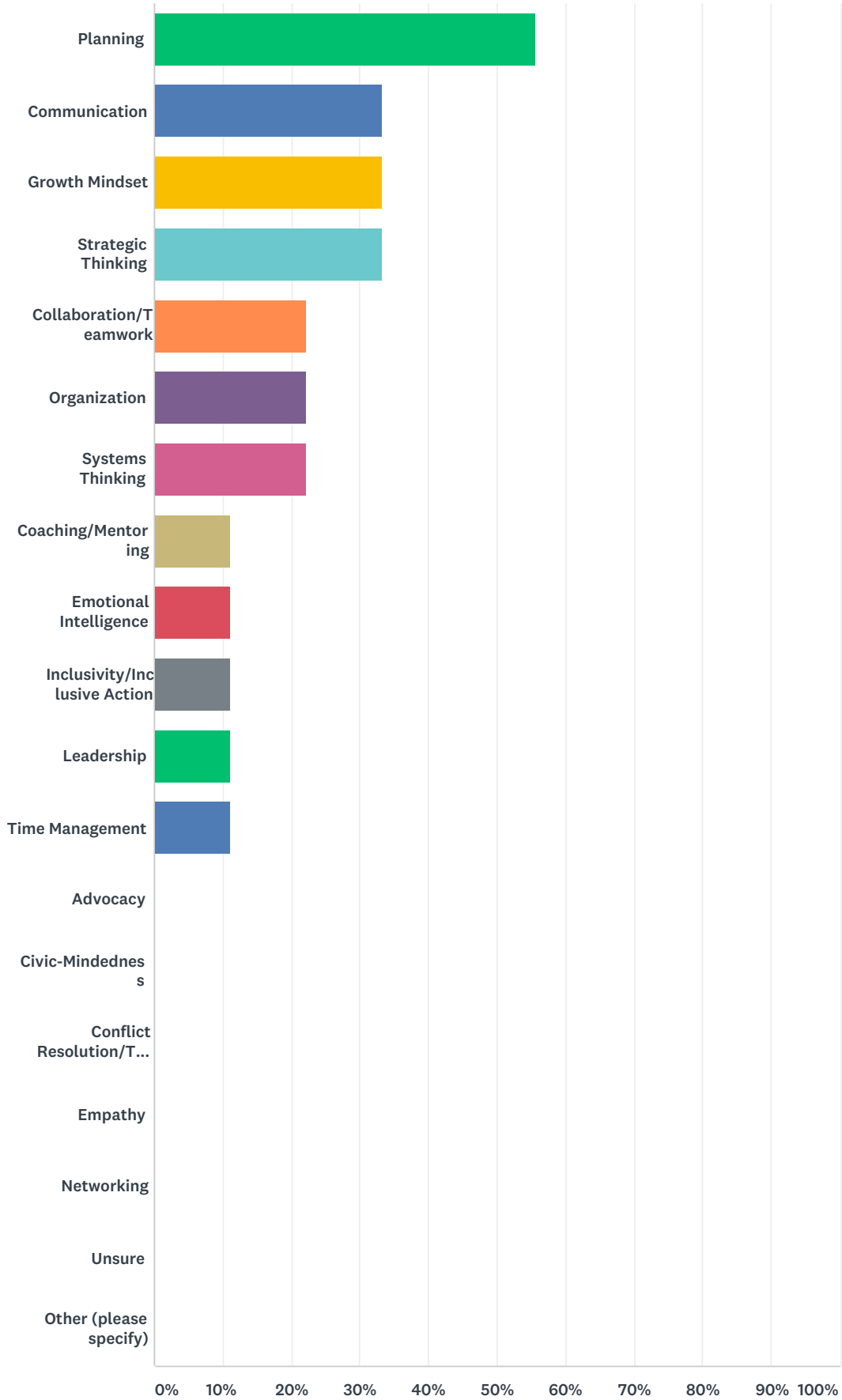
#	RESPONSES	DATE
1	I offered to mentor students for the Foothill Research Symposium - and a group took me up on the offer.	5/17/2018 8:00 PM
2	I am currently working with a student who is doing an independent study on hip-hop, and applying ideas from the Frankfurt School. I'm also supporting students presenting the the upcoming research symposium.	5/16/2018 9:57 AM
3	Students have helped collect data, worked with FEI evaluators, and appeared in videos and informed publication activities such as: Book Chapter, University of Virginia, Center for Advanced Study of Teaching and Learning, on kindergarten transitions and children's long-term development based upon the innovative and successful Stretch to Kindergarten program: Book Title: Kindergarten Transitions And Readiness; The FEI Story: <a href="https://youtu.be/R34GJlu6BQQ">https://youtu.be/R34GJlu6BQQ</a> National Public Radio (NPR) Point of View (POV) StoryCorps: <a href="https://storycorps.me/?s=DontTellAnyonePOV&amp;post_type=interviews">https://storycorps.me/?s=DontTellAnyonePOV&amp;post_type=interviews</a>	5/10/2018 12:37 PM
4	As recently stated, I am actively engaged in helping students identify their research possibilities, write a research abstract, write and submit a conference proposal, and preparing research presentations for various research symposiums. We offered training on writing an abstract and provided many opportunities for students to rehearse their presentations while receiving peer feedback. We provided the resources for students to attend the annual community college honors research symposium. We have also had one or more students publish their research in the Western Regional Honors Council literary magazine Scribendi. This year, we are encouraging all honors students to submit their research to Think You, the Community College Honors Journal.	5/7/2018 7:54 PM
5	Each student has to a Student Independent Pilot Project (SIPP) while in the field, they build and carry out their own research, it is on anything of interest and can lead to further research in the future. We have had at least 10 students go on to PhD programs around the country in anthro. Example projects - pottery, graveside rituals, graffiti, etc.	5/4/2018 1:56 PM
6	In selecting music, costumes and dances, students do some research into their numerous choices before making a final decision what will be included and appropriate to the audience age and experience. Students learn it isn't about what they like most, but what the audience will most like. As for publication-photo selection is as close to publication as we get.	5/4/2018 11:36 AM
7	*Anthropology field schools - students actively participate in the research project, led by distinguished scholars. We provide opportunities for students to develop and implement a "SIPP" - Student Independent Pilot Project - where they propose the topic (research questions) and methods (of course with faculty mentoring), and then carry out the research independently or in small groups (with faculty mentoring), and write up their results in a final paper in publication mode. We often incorporate this work into faculty/director publications, conference presentations, etc., and students are cited and/or invited to present. *I have original research (fieldwork based) assignments in all my classes that have an enrollment under 30. Some of these students have been able to present at local conferences, and many have reworked their projects as senior theses when they transfer to 4-year schools, and even on into graduate school. Can't do it if I have more than 30 students in a class.	5/3/2018 9:04 PM
8	I was the faculty advisor for the Dreamer Mural at Foothill College. I worked with the academic study of art and mural making. I worked with students to plan and prepare for the mural. We also expanded the participants and Foothill College community with the production of a mural.	4/30/2018 6:45 PM



**Q23 Please indicate the key competencies students developed through their scholarship, research, and publication activities (Select up to three).**

Answered: 9 Skipped: 18

# Foothill College Service Leadership Initiative



ANSWER CHOICES

RESPONSES

## Foothill College Service Leadership Initiative

Planning	55.56%	5
Communication	33.33%	3
Growth Mindset	33.33%	3
Strategic Thinking	33.33%	3
Collaboration/Teamwork	22.22%	2
Organization	22.22%	2
Systems Thinking	22.22%	2
Coaching/Mentoring	11.11%	1
Emotional Intelligence	11.11%	1
Inclusivity/Inclusive Action	11.11%	1
Leadership	11.11%	1
Time Management	11.11%	1
Advocacy	0.00%	0
Civic-Mindedness	0.00%	0
Conflict Resolution/Transformation	0.00%	0
Empathy	0.00%	0
Networking	0.00%	0
Unsure	0.00%	0
Other (please specify)	0.00%	0
Total Respondents: 9		

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

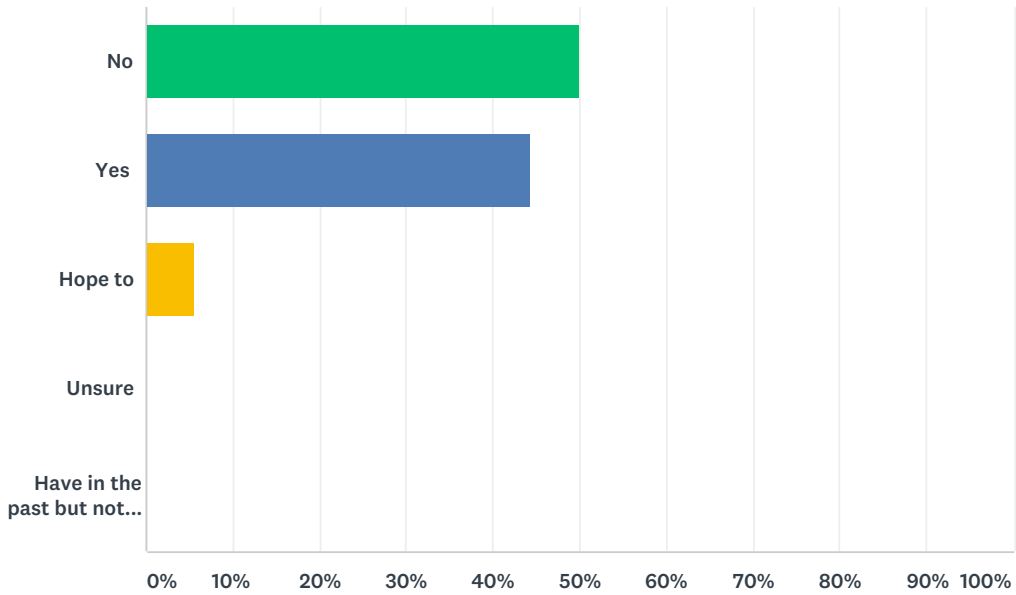
## Q24 How do you define community service?

Answered: 14 Skipped: 13

#	RESPONSES	DATE
1	Doing anything to benefit a group you are involved with - it can be anything from baby sitting to working at a more traditional NGO or Community Based Organization. As long as the outcome of the effort helps more than just yourself.	5/17/2018 8:02 PM
2	Very similar to civic engagement. Perhaps there are slightly different nuances, but there is not much difference, other than "community service" is what a judge gives to a criminal.	5/16/2018 9:59 AM
3	Any volunteer time to support a community effort.	5/15/2018 12:30 PM
4	Community service is giving back to your community.	5/10/2018 12:39 PM
5	I think the term community service refers to providing support in the form of some service to one's community without compensation and for the intrinsic value of serving others.	5/7/2018 7:59 PM
6	volunteering to help the community, the needy	5/6/2018 11:34 AM
7	Working in the community to effect positive change, growth.	5/4/2018 1:56 PM
8	Sharing skillsets within a group of people to benefit a community through a special project	5/4/2018 12:31 PM
9	Anything that benefits the college or larger community. Could be environment, people, animals, plants, buildings, etc. but there is a benefit to someone or something larger than the student's self interest.	5/4/2018 11:39 AM
10	In general or for our students? For our students - same definition as service learning.	5/3/2018 9:05 PM
11	Doing work that provides a service to the 'client' and ideally gives the participants a good experience with an area they are interested in and can help to develop understanding of the community being served.	5/3/2018 7:39 PM
12	Helping, in anyway you can, those within your internal and external communities.	5/1/2018 1:27 PM
13	In service to the community	4/30/2018 10:39 PM
14	Community service is voluntary service to help people in the community.	4/30/2018 6:46 PM

## Q25 Have you implemented any community service activities in your work that directly impacts students or student workers?

Answered: 18 Skipped: 9



ANSWER CHOICES	RESPONSES	
No	50.00%	9
Yes	44.44%	8
Hope to	5.56%	1
Unsure	0.00%	0
Have in the past but not currently	0.00%	0
<b>TOTAL</b>		<b>18</b>

## Q26 Please give a description of the community service you provided to students.

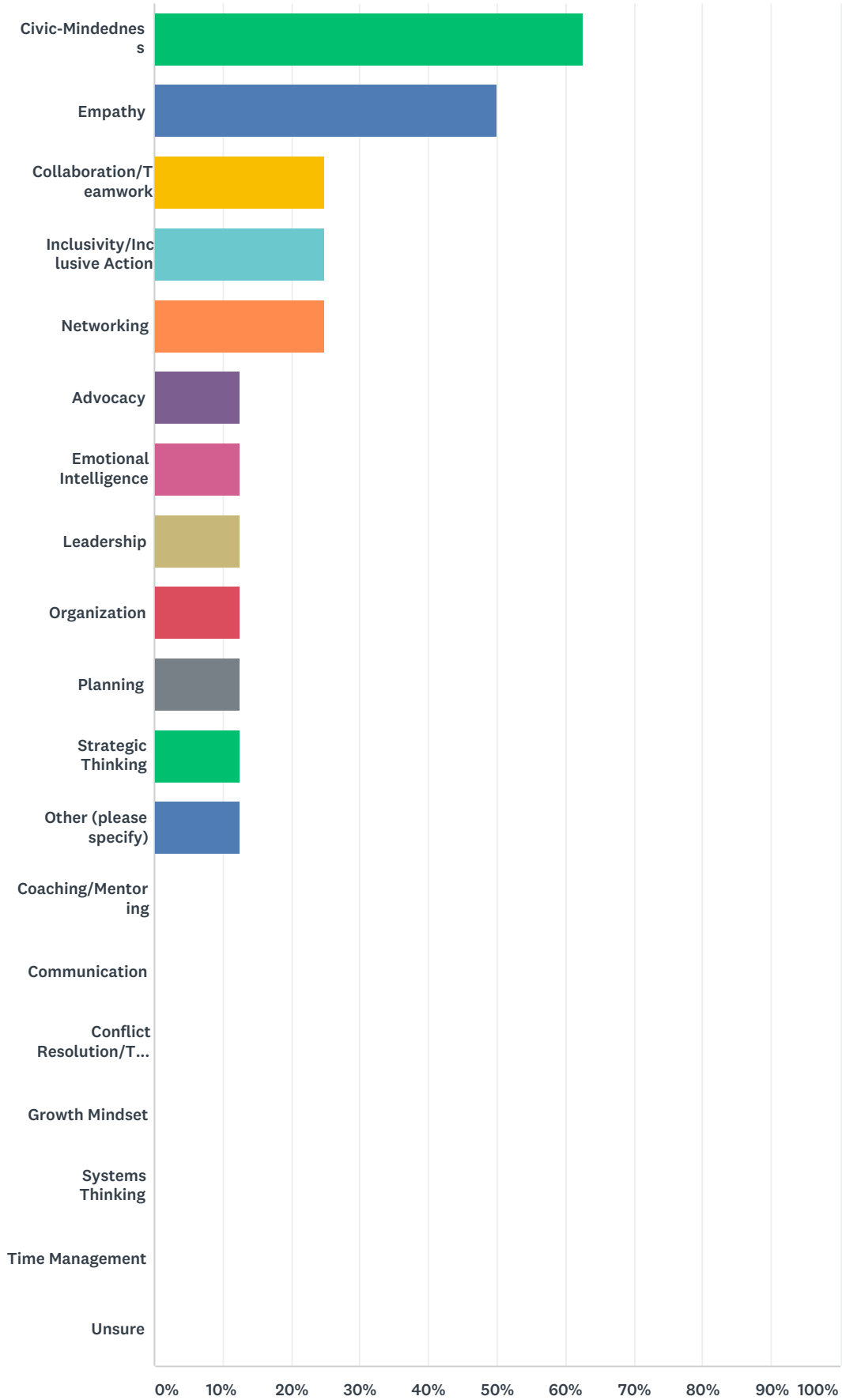
Answered: 7 Skipped: 20

#	RESPONSES	DATE
1	See service leadership and civic engagement.	5/16/2018 9:59 AM
2	Community service is a part of all the previous descriptions/ definitions if you define community as an entity where we all belong and are connected in some way.	5/10/2018 12:43 PM
3	I am unclear about this question. Have I personally provide community service to my students? Or have I provided opportunities for my students to engage in community service? Community service is not a major component of the honors program; however, our students have participated in activities such as helping work the garden plots for non-profit Veggielution at Emma Prusch Park in San Jose, writing hundreds of thank you notes to FHDA Foundation donors who provide monies for scholarships and other resources, and serving at information tables during College events.	5/7/2018 8:03 PM
4	Students working with local populations to develop programs, such as in local schools or in community centers around the world.	5/4/2018 1:57 PM
5	The students are going to an off campus venue to meet the elderly and infirm, to provide a dance show, and talk and greet them after the show to find out about their lives and interests.	5/4/2018 11:40 AM
6	See my answer for service learning.	5/3/2018 9:05 PM
7	I participated and volunteered in the planning and organization of the Los Altos Chalk Mural project.	4/30/2018 6:48 PM

**Q27 Please indicate the key competencies students developed through their community service experience (Select up to three).**

Answered: 8 Skipped: 19

# Foothill College Service Leadership Initiative



ANSWER CHOICES

RESPONSES



## Foothill College Service Leadership Initiative

Civic-Mindedness	62.50%	5
Empathy	50.00%	4
Collaboration/Teamwork	25.00%	2
Inclusivity/Inclusive Action	25.00%	2
Networking	25.00%	2
Advocacy	12.50%	1
Emotional Intelligence	12.50%	1
Leadership	12.50%	1
Organization	12.50%	1
Planning	12.50%	1
Strategic Thinking	12.50%	1
Other (please specify)	12.50%	1
Coaching/Mentoring	0.00%	0
Communication	0.00%	0
Conflict Resolution/Transformation	0.00%	0
Growth Mindset	0.00%	0
Systems Thinking	0.00%	0
Time Management	0.00%	0
Unsure	0.00%	0
Total Respondents: 8		

#	OTHER (PLEASE SPECIFY)	DATE
1	see service learning answer	5/3/2018 9:05 PM

## Q28 How do you define equity?

Answered: 14 Skipped: 13

#	RESPONSES	DATE
1	Here's a quote from Karl Marx: "From each according to the ability, to each according to their needs." That is equity.	5/16/2018 10:02 AM
2	When systems, policies, processes and practices are in place to ensure individuals are set up for success.	5/15/2018 12:41 PM
3	Equity is not equal. Equity does not mean sameness. We don't all start off at the same place. The distance some of us have to travel is farther than others. In order to get to the goal of Equity for All, we must focus on those that will get us to All – to support structures and institutions that ensure opportunities, voice, access, a place at the table for underserved, under represented, vulnerable and marginalized communities.	5/10/2018 1:04 PM
4	Equity involves breaking down barriers to success. Equity involves all students have the opportunity to achieve similar outcomes.	5/9/2018 3:54 PM
5	I would describe equity as creating resources and opportunities for historically underrepresented students that levels the playing field for the students and increases their likelihood of success.	5/7/2018 8:10 PM
6	Giving students access to be on the same level to succeed.	5/6/2018 11:35 AM
7	Everyone is given an equal opportunity, level the playing field.	5/4/2018 1:59 PM
8	Providing the access to education to a all students of varying social-economic levels and backgrounds regardless of age, gender, ethnicity, or physical capabilities.	5/4/2018 12:35 PM
9	Everyone is included equally-no one is left out whether they have transportation issues, disabilities, special medical or social needs, all have something to contribute to this project.	5/4/2018 11:51 AM
10	Oh boy. How long did you say this survey would take to complete???!!! I think it's important to distinguish equity in terms of outcomes vs. process, and I'd love to see our college move in this direction. For outcomes, we can see equity when the disparities by demographics (cultural, socio-economic, gender, physical and mental differences, geographic location, etc.) begin to level out. For process, we can see equity when we begin to truly value and incorporate models of inclusion and multiculturalism in its very broadest sense in everything that we do.	5/3/2018 9:15 PM
11	It is a balancing of resources to allow students to have a closer to fair chance at success. It's not about everyone getting the same resource or chance, but a gradated level of service/resource so in the end they all have an equivalent chance at success.	5/3/2018 7:44 PM
12	Making way for a level playing field for all those around you.	5/1/2018 1:28 PM
13	Equal opportunity with consideration of circumstances	4/30/2018 10:39 PM
14	Fairness may be a definition for equity. Equity is not equality or diversity. Equity is about getting what wha we need to success or survive.	4/30/2018 6:55 PM

## Q29 How do you see equity informing your work in each of the areas of service leadership as outlined above (service learning, leadership development, 21st Century Competencies in CTE, civic engagement, scholarship, research, and publication, and community service)?

Answered: 11 Skipped: 16

#	RESPONSES	DATE
1	I do as much as I can to meet the needs of students who are from backgrounds that have had an inferior education. Because of the inequities in society and in our education system, not all students are prepared for college equally. It's my job to help correct those inequities, and I do it in many ways.	5/16/2018 10:02 AM
2	Equity seems to be integrated into these areas of service leadership since needs of a group are identified and resources/solutions are being identified to address the need. But it needs to be thoughtful, intentional, planned, and systemic.	5/15/2018 12:41 PM
3	Equity is fully embedded in all aspects of FEI's work. Equity is our driver, our heart, our soul.	5/10/2018 1:04 PM
4	Having opportunities to learn about leadership while supporting their communities is an important equity effort as it gives all students more assets to be successful.	5/9/2018 3:54 PM
5	Equity is paramount in my work. I just completed a year in Judy Minor's Equity for Excellent Project. Through that, I developed a program I called THRIVE (The Honors Road: Inclusive, Validating and Empowering). I worked with Institutional research to identify historically represented and first generation college students and reached out to them to offer additional support and encouragement. In addition, we offered to collaborate with EOPS, UMOJA, PUENTE, and Mellon Scholars. The UCLA TAP program is specifically designed to target underrepresented students; therefore, we do a significant amount of outreach to support transfer for these students. Approaching every project through the equity lens is a goal of mine. It impacts the projects we promote, the types of resources we offer, the services we suggest and the way we reach out to students. Laura Rendon's Validation Theory has definitely had an impact on my approach to serving students.	5/7/2018 8:10 PM
6	Very important because we want all diverse students to be able to participate and be successful	5/6/2018 11:35 AM
7	Equity is at the core of an anthropology mindset, it is what we teach from day one. All cultures are unique and equal in everyone's minds. An understanding of how and WHY people do things in particular ways is so very critical for reaching equity across the board, and here at Foothill especially.	5/4/2018 1:59 PM
8	I truly believe in, practice and impart to my students the paragraph we all sign before being hired in our state, that we will not discriminate against anyone for race, religion, socio-economic, sexual orientation, cultural differences, gender, etc. etc. When we go to these sites to perform, the students see a larger diversity than even on our campus, and we treat everyone with the same respect and care.	5/4/2018 11:51 AM
9	It's just about in everything.	5/3/2018 9:15 PM
10	It is both adjusting the resources to students/staff so that everyone has an equivalent chance to participate and grow from these opportunities and adjusting the actual service requested/provided to be commensurate with the needs. I'm sure there are many who want to participate, but cannot due to other priorities and I am sure there are areas where the same type of service is needed at differing intensity levels.	5/3/2018 7:44 PM
11	Equity is the foundation and the driving force behind service learning, leadership development, 21st Century Competencies in CTE, civic engagement, scholarship, research, and publication and community service. Equity and empathy are hand in hand.	4/30/2018 6:55 PM

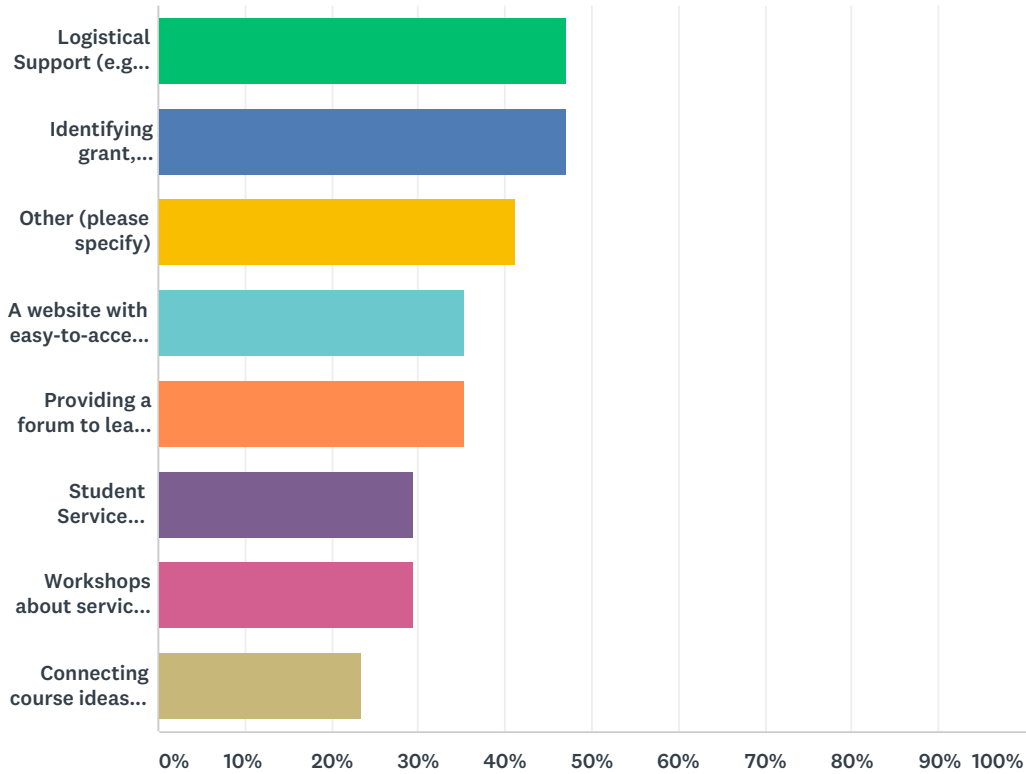
## Q30 Based on your understanding of service leadership, what are the key competencie(s), of a student who is a service leader?

Answered: 17 Skipped: 10

#	RESPONSES	DATE
1	Compassion, Organization, willingness to create change.	5/17/2018 8:04 PM
2	A student leader is, first and foremost, empathetic. They have the ability to model their empathy through their actions. They apply whatever areas in which they are talented to serving others.	5/16/2018 10:06 AM
3	Not sure	5/15/2018 12:42 PM
4	Key competencies of a student who is a service leaders are: growth mindset; curiosity; empathy; vulnerability; responsiveness; responsible, collaborative and team player; courageous.	5/10/2018 1:05 PM
5	1. Vision and leadership skills (being able to understand the needs of others, recruiting key players to support the project) 2. Inspiring others via good communication (listening, speaking and writing), knowledge, and a positive attitude 3. Analytical thinking skills: being able to challenge the status quo as needed but also being able to negotiate as needed (requires some political savvy) 4. Having empathy and concern for others 5. Walking the walk: being an effective role model (requires honesty, ethics, time management, and self-control) 6. Facilitation skills (knowing how to inspire others, delegate tasks, acknowledge others' contributions, supporting the growth of others, communicate effectively)	5/7/2018 8:23 PM
6	Be trained in leadership and have social understanding	5/6/2018 11:38 AM
7	A student who sees their time here at Foothill as something more than simply taking classes. Someone who has grown into a different mindset here at Foothill, someone who 'gets it' so to speak and can be a service leader now as part their daily practice.	5/4/2018 2:01 PM
8	Ability to plan, communicate, assess the needs of a community, implement a project, have emotional intelligence to work with a variety of people, and have follow through.	5/4/2018 12:54 PM
9	All of the areas we have discussed. One need not be an extravert-though I think it helps enormously, but must be first comfortable in who they are and what they stand for. They must be willing to speak up and out when they see/hear/experience things that are wrong. Then they are able to take the initiative and gather others to do the same, to fight for what they believe is right and make changes in the world for a greater good.	5/4/2018 12:31 PM
10	Already answered?	5/3/2018 9:20 PM
11	Has the time to do it. Has the support to do it. Has the actual ability to do it. Has the passion/desire to do it. Almost everything else, competency wise, is part of the growth experience it provides and is not necessarily needed to get involved.	5/3/2018 7:47 PM
12	One who: cares is thoughtful is a great listener understands there is more to the world than just themselves has the time to help believes in and makes the commitment to helping others understands things won't always work out as they had hoped yet continues to move forward -- regardless	5/1/2018 1:34 PM
13	don't know	4/30/2018 10:46 PM
14	The key competencies for service leadership are a growth mindset and empathy. I watch this develop when I worked with Foothill College alumni's on the dreamer murals. These two alumni's first practiced empathy when they communicated with the dreamer students. They also practiced a growth mindset when they both decided to follow their dreamers to transfer into art school. They both had barriers before leading the dreamer mural. After the mural they seemed more empowered, focussed and directed.	4/30/2018 7:03 PM
15	Communication, Empathy, Organization	4/30/2018 6:11 PM
16	empathy, inclusivity, civic-mindedness	4/30/2018 6:08 PM
17	N/A	4/26/2018 7:49 PM

### Q31 How can Foothill College assist you in meeting your service leadership goals? Check all that apply, using the space provided to add your explanations.

Answered: 17 Skipped: 10



ANSWER CHOICES	RESPONSES	
Logistical Support (e.g., building relationships with community partners, exploring project ideas, etc.)	47.06%	8
Identifying grant, publication, and conference opportunities	47.06%	8
Other (please specify)	41.18%	7
A website with easy-to-access resources	35.29%	6
Providing a forum to learn about service leadership practices happening on campus	35.29%	6
Student Service Leadership Assessments/Assessment support	29.41%	5
Workshops about service leadership opportunities, theory, and practice	29.41%	5
Connecting course ideas, concepts, and skills developed with service leadership	23.53%	4
Total Respondents: 17		

#	OTHER (PLEASE SPECIFY)	DATE
1	I have absolutely no faith in Foothill College pursuing this.	5/16/2018 10:06 AM
2	To help identify and support student employment positions at FEI to build capacity to implement the multiple service leadership opportunities.	5/10/2018 1:05 PM

## Foothill College Service Leadership Initiative

3	The time to do all of this when we all are going through so many changes. Not sure if this is the priority I would agree to when we are dealing with budget crisis, guided pathways and AB 705. I would prefer to wait. Too many competing demands and not enough time and resources to do the work. Leads to burn out for everyone. This is a huge endeavor if we want to make it successful	5/6/2018 11:38 AM
4	FINDING FUNDING (grants maybe?) to: *subsidize enrollment requirements so that we are working with class sizes no greater than 25-30 in classes that are designated as having a service leadership component (and of course helping support the curriculum development to designate these classes in this manner). *Provide faculty with reassign time to develop these activities and programs (doing something for the first time is very, very time-consuming! *Provide support to faculty running field schools/campus abroad programs that are exclusively dedicated to service leadership activities	5/3/2018 9:20 PM
5	I am the ED of the foundation and want myself and my team to help in anyway possible to move this effort forward. Therefore, allowing us to be part of the effort truly helps. Thank you.	5/1/2018 1:34 PM
6	Provide support for low enrollment internship and service learning classes. It is not possible to provide service learning and internship opportunities for very large (40-50 student) classes.	4/30/2018 10:46 PM
7	ideas about how to do service leadership for those who aren't faculty	4/30/2018 6:08 PM

## Q32 Is there anything else you would like to tell us about your experiences with or ideas about service leadership at Foothill?

Answered: 8 Skipped: 19

#	RESPONSES	DATE
1	Service leadership is something I do. However, as soon as it costs any money, Foothill College will abandon this course of action. This is all window-dressing.	5/16/2018 10:06 AM
2	Excited that service leadership is being integrated in the culture of the college as a core value!	5/10/2018 1:05 PM
3	There are some inherent challenges to engaging students in service leadership when such a large number of students and faculty are primarily online and/or commuting from a distance. I feel torn about offering courses for students to receive credit for service learning because that could diminish the intrinsic value of the experience, yet it might just be the way to pull a student in initially. I'm glad this is being discussed. I hope the conversation extends to a wider audience.	5/7/2018 8:23 PM
4	The initiative is based on a new concept of thinking and thus is challenging to fully understand and unclear on how to implement. It calls for deep understanding leadership, depth of education, and significant time that may not be readily available to students or staff who have other primary goals. There is a persist push for service leadership without a clear understanding of the super objective or benefits to the organization. The benefits to the community are clearer and important, and as a learning experience, it's good for students but I wonder how it ties into academic study and further development of hard skills.	5/4/2018 12:54 PM
5	"Sadly, I don't see our colleges practicing this with their present policies and two tier system of employment. Part-Time faculty are not treated as equals though they have the same experience, qualifications and education. We have many part time faculty (who after all are the majority of all higher ed faculty in our state), who demonstrate more leadership ability, more moral and ethical responsibility than some full time faculty and many staff personnel. This is a great untapped area of leadership right here on our campus, but these faculty are hugely ignored. Simply stated, we do not have equity in employment and are very far in this state from equity in salaries, job security, benefits and working conditions. Until this changes-and I feel it must and will, we have NO EQUITY on our campuses. Faculty-ALL faculty- deserve the same treatment, same protections and same respect. That goes for students too. It has not happened in the 30 years I have taught on this campus-but I work daily in many venues and organizations to effect this important change. This is Community Service and Service Leadership! Students know and see what is going on. They learn by example-not just books and lectures. What example does Foothill College provide the larger community? This would be the ultimate Community Service. It starts with the people in power acknowledging they have been part of an abusive system, and collaboratively start talking and more importantly making the changes to bring about true employment and treatment equity. Everyone benefits in a community when those with the least are brought up to true equality. I am reminded of Salesforce CEO Marc Benioff, who on "60 Minutes" talked about his reckoning with the gender pay gap. It cost him 3 million dollars a year more to treat all his employees equitably and he did it "because it is the only right thing to do." His moral convictions are higher than all those at Foothill/De Anza who are well aware of the situation, but staunchly fight against it, sweep it under the rug, and look the other way. You want change for the better in our community? I do too. Start with your own employees right here on campus. It will reverberate around the state and nation-and true equity will be present in our community." Won't you be the one to set an example?	5/4/2018 12:31 PM
6	Happy to talk to more if you ask! I bet you know who I am! :)	5/3/2018 9:20 PM

## Foothill College Service Leadership Initiative

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- |   |   |                    |
|---|---|--------------------|
| 7 | <p>It is a really great idea but seems very counter to the present focus on high enrollment and productivity. Service learning, service leadership and internships all require a great deal of one-on-one individualized attention to students. This is simply not possible to do with 40-50 students in a class. In internship classes that I have run with 15 students (in past years when this was acceptable) I have invested way more time than I have in full lecture classes of 50. It is disappointing that the college seems to want to support internships and service learning, but will not support the high touch teaching necessary to make them successful. These experiences are extremely valuable to students, but cannot be scaled up to make the numbers work for college-mandated productivity goals. If the college wants to see service learning implemented on a large scale then it needs to address this conflict. I know that this is not what you want to hear, so you can just ignore my feedback!</p> | 4/30/2018 10:46 PM |
| 8 | <p>We need to have a network that stays in contact with Foothill College alumni's. This website would have a list of alumni's that work in the service leadership or community. Foothill College students could connect with alumni on community projects. Alumni could give presentations or even work on service leadership projects at Foothill College.</p>   | 4/30/2018 7:03 PM  |
-



## Q33 First Name:

Answered: 8 Skipped: 19

#	RESPONSES	DATE
1	Miloni	5/17/2018 8:04 PM
2	Betsy	5/10/2018 1:05 PM
3	Bernie	5/7/2018 8:23 PM
4	Samuel	5/4/2018 2:01 PM
5	Donna	5/4/2018 12:32 PM
6	Kathryn	5/3/2018 9:20 PM
7	Tess	5/1/2018 1:34 PM
8	Hilary	4/30/2018 7:03 PM

## Q34 Last Name:

Answered: 8 Skipped: 19

#	RESPONSES	DATE
1	Gandhi	5/17/2018 8:04 PM
2	Nikolchev	5/10/2018 1:05 PM
3	Day	5/7/2018 8:23 PM
4	Connell	5/4/2018 2:01 PM
5	Frankel	5/4/2018 12:32 PM
6	Maurer	5/3/2018 9:20 PM
7	Chandler	5/1/2018 1:34 PM
8	Gomes	4/30/2018 7:03 PM

## Q35 Department:

Answered: 8 Skipped: 19

#	RESPONSES	DATE
1	International Programs	5/17/2018 8:04 PM
2	FEI	5/10/2018 1:05 PM
3	Articulation/Honors	5/7/2018 8:23 PM
4	Anthropology	5/4/2018 2:01 PM
5	Kinesiology-Dance	5/4/2018 12:32 PM
6	Anthropology & Global Studies	5/3/2018 9:20 PM
7	FHDA Foundation	5/1/2018 1:34 PM
8	Art	4/30/2018 7:03 PM

# Appendix B. Full Notes from Campus Visit

## FOOTHILL COLLEGE – FOCUS GROUP ANALYSIS

A total of eight people participated in the focus group session. Purposive sampling methods were employed to identify and recruit the participants. The participants included, a combination of faculty who represented the sciences and humanities and staff who represented student affairs, student organization advisors, and a research affiliated office. The focus group session was facilitated by two members of the Prosper and Partners team. The session was held in May 2018 at Foothill College. The focus group session was guided by eight exploratory questions and one exit question to allow participants to share additional thoughts without guidance.

The specific questions asked during the focus group session included:

### **Exploration Questions:**

1. What is the history of service leadership at Foothill?
2. What is your definition of service leadership?
3. What does equity look like at Foothill?
4. What is the community's perception of Foothill?
5. What do you think Foothill College will need to do in order to successfully implement the Service Leadership Initiative?
6. What are the current barriers to implementing the initiative with fidelity?
7. What are the current assets to help Foothills College overcome those barriers?
8. What is the current student and faculty buy-in for the Service Leadership Initiative?

### **Exit Question:**

1. Is there anything else you would like to say about ways the Foothill College can best implement the Service Leadership Initiative?

## **Overview and Methodology**

The overarching goal of the focus group was to examine what is currently happening as it relates to service leadership. Moreover, the focus group session was designed to learn more about the participants perspective on service leadership and to identify the current assets that exist on the campus. The guiding research question for the study was, what does it mean to move the service learning initiative forward?

The analysis began with transcription of the focus group recording. The transcription provided a written record of the group discussion. The transcription captured comprehensive responses to the questions as well as some incomplete sentences and odd phrasing due to cross talk during the session. The Prosper and Partners team identified thematic patterns in responses and created categories. Afterward, the team sorted responses in these categories using the research question

and exploratory questions as a guide. Next, the team began to develop codes and themes that emerged from the analysis. The final set of codes were developed using a team approach to manage subjectivity and ensure efficient management of personal judgement.

The following discussion is guided by nine primary headings. The nine primary headings include, history of service leadership at Foothill College, understanding of service leadership, equity at Foothill College, community perception, required action to successfully implement to service leadership initiative, barriers to implementation, current assets, faculty buy-in, and student buy-in. The primary headings are supported by subheadings and direct quotes from the focus group transcript. In addition, the discussion includes a section on limitations of the study, and recommendations.

## **HISTORY OF SERVICE LEADERSHIP AT Foothill COLLEGE**

Participants provided a brief historical overview of service leadership at Foothill College. The information shared by the participants included specific service leadership activities and trends over time. Specifically, one participant noted, "it [service leadership] blossomed and grew over the course of maybe 10 or 12 years." The activities and trends noted included, past traditional courses, external conference involvement, classified employment position for service leadership, community service course, opportunities to engage faculty, certificate of achievement, and service related trips.

### **Past Traditional Courses**

*...up until maybe five or six years ago...it included a traditional leadership course taught by the faculty member that works with student government and student life and student activities and then coupled with experiences, leadership experiences that students engage in as part of the clubs, activities, student government, and was very leadership focused.*

*And we had a community service course. So it was created as just a one unit social science community service course students got credit for.*

*...the leadership courses are currently offered and the, the, the one unit community service course was ... just revised and improved. And so, so those are happening, but we call those standalone classes.*

*So students take them [leadership courses], they get credit, but it's not connected to a degree or certificate, which it makes it harder to fail.*

### **External Conference Involvement**

*And then there was a conference that we all went to in the nineties and student leaders also went, called the cool conference and it was a campus outreach opportunity league for service. Uh, it was very bad. It was on the east coast, um, and students got really excited about community service and building a program.*

*And she came to a few conferences after that to help develop, um, service learning for faculty in ways that they could incorporate it into their syllabus.*

### **Classified Employment Position for Service Leadership**

*...classified position to run a volunteer center on campus and, and that person was with us and held a variety of hats actually...*

### **Opportunities to Engage Faculty**

*And so that was happening kind of in conjunction with but on the side as a way to energize faculty. And there were some professional development days around that.*

### **Certificate of Achievement**

*And so, um, from that also was the certificate of achievement in leadership and service, which is a series of leadership classes and um, community service experiences that students were able to get a certificate on their transcripts that certificate is no longer offered an applicable,*

*... it's [servant leadership] kind of embedded into our program and curriculum and within our courses already. So it's developed within, within the curriculum already.*

### **Service Trips**

*And then the other I guess side of that is there are some, some club type trips ...we take students that are interested in this sort of service trip. ...there's certainly a lot of lessons to be learned there and a lot of leadership development...*

## **UNDERSTANDING OF SERVICE LEADERSHIP**

A number of participants offered a general understanding and/or synonym to describe service leadership. In many instances, the participants shared motivations and value of service leadership. However, they expressed a need to learning related to service leadership, “*everyone is on different points of understanding what it is, even in what the value is. And that's even if the people who are excited and supportive...*” The responses included service leadership for the betterment of others, service leadership to address social problems, service leadership alignment with other service related activities, and outside of classroom opportunities. The participants demonstrated a need to learn more about service leadership in order to understand and define service leadership.

### **Service Leadership for the Betterment of Others**

*To me it seems like it's a, a project that has a service component, right? So there's some kind of community service type, um, activity. Um, and you can define community however large or small, right? But it's something that's for the betterment of others too, but the leadership and how it's different from just the learning component is that the students are really taking the lead, like important meaning communicating for the project that I do.*

### **Service Leadership to Address Social Problems**

*I think it's giving the students that agency to go out and do things that they want to do and to the problems they want to fix, as a, as opposed to having to tell them what to do ...*

### **Service Leadership Alignment with Other Service Activities**

*...service leadership is community service, service learning, leadership training, experiential leadership, um, you know, planning, um, participation, civic engagement, political advocacy, all of those things. Um, and I think it's service first, whether it's I'm serving the campus in some way.*

### **Outside of Classroom Learning Opportunities**

*the opportunities for students to go out and do something outside of the classroom.*

## **EQUITY AT Foothill COLLEGE**

The participants shared insightful thoughts and expressions to uncover what equity looks like at Foothill College. The participants revealed a need to change practices such as addressing student needs by meeting them where they are and allowing students to construct their own goals without judgment or discouragement. In addition, a number of participants strongly expressed the term “equity” as a buzzword without meaning nor direction. Also, the participants openly admitted to not having the capacity nor working knowledge to define equity. Lastly, there were expressions that revealed faculty and staff feelings of fear of lack of trust toward their students.

### **Addressing Student Needs by Meeting them Where They Are**

*helping each student based on their own needs for where they, as far as they can go and help them to achieve their goals.*

### **Allowing Students to Construct Their Own Goals Without Judgement**

*The administration here, not just the administrators but like the staff, the faculty as well. Don't trust our students... And that's where I think that the service leadership could be very important is that if it does include the aspect, it's not just the service part, but it's the leadership in the sense that students do reach out and say, I want to do this [student goals] and now I'm going to go do it. That would include a shift in attitude from everyone here to start trusting students that they know what they want to do and people help them do what they want to do. And that would be amazing.*

*You know, hearing Oh, the student wants to be, wants to be an engineer and then saying, oh, but I saw his math grades and I told them, you know, really you should consider something else because that's not going to work out for you. Why do you too, who made you paying? And I will tell students what they can and can't do. Like, ah, and so, you know, and they were feeling good about themselves that they help the students and I was like, help them to do what? To not trust themselves?*

### **The Term “Equity” Used as a Buzzword**

*... I've been here since September and I hear equity a lot. I hear that. I hear Equity Lens...*

*I'm hoping that it will again open our hearts and minds to the fact that when we're teaching and working with the students, they're human, they're human and I'm hopefully being able to open this opportunity for all of us to engage in more conversations that really bring more validity to serve as leader as well because we can talk about equity when you talk about service and leadership went into, I think we kind of meet, um, meet the needs of being able to trust ourselves and our students. Um, a lot of this will continue to just kind of be hot air circulated.*

### **Lack of Capacity to Define Equity**

*I know what the term equity means when I like go to the dictionary and I know ... my definition of what equity means...when we're talking about this and where I see life, from transparency, I don't really know what equity is.*

*Yeah I think none of us have the definition at all. Not too many of us have a resource that's common amongst staff, faculty and administrators where we can refer to in terms of what, what is equity on our campus? To be honest, it has been a buzz word I think since I'm somewhat new as well, um, since I've been here as well.*

*I like to say a little bit about the equity. Um, I do feel like it's kind of a term that is being overused and overinflated right now with not much substance to it. Like what the hell does it mean? What are we doing with it? I just can't get my fingers around it. And I think for people who've been here for a fairly long time, you see these kinds of ebbs and flows... I do kind of have trouble with equity. It's like I, it's like a balloon floating away that I can't quite grab. I don't quite know what it is, I don't know quite what we're doing with it. There's a very strong emphasis on new hires being diverse and, and representing the population and the student population. Um, which is good thing, but that's not necessarily equity. The kind of two separate issues.*

### **Faculty and Staff Lack of Trust and Fear of Students**

*I have been there for a short amount of time and I hear conversations where I'm like, why did you trust them [students]? Why are you scared of them [students]?*

## **COMMUNITY PERCEPTION**

The study included an exploratory question to assess the communities' perception of Foothill College. Community is defined as \_\_\_\_\_. Some of the participants believe there are faculty who are incorporating service without the learning component. However, one participant noted, there is a commitment and acknowledged value to service leadership throughout the campus. In addition, participants shared sentiments that highlighted both positive and negative perceptions of Foothill College. Lastly, the community is perceived as supportive of the college but unaware of the resources and exceptional initiatives that are available.

### **Incorporating Service without the Learning Component**

*It's so wonderful. I sometimes some people were like, oh, have train service leadership in my class, we're going to do. And then they told me about it and I'm like, that's great. That's great. You know, keep, keep doing what you're doing. But I'm pretty sure it's just service without the learning or leadership, but I want to encourage them still they're doing like the canned food drive as part of their class in science, but it's science, but it hasn't, it's not, it's not learning.*

### **Commitment and Acknowledged Value to Service Leadership**

*I said yes [referring to willingness to participate in the focus group] probably because it count.*



*I think it's absolutely important that we speak about how we take our students out into the community and what that means...*

### **Positive Perception Among Students Who Plan to Transfer to A Four-Year College or University**

*... I find that students choose foothill because the word on the street is that if you want to transfer to a UC or tried that, you come here. So we have a very good street reputation, which of course I'm not in the same circles that my students are in.*

### **Negative Perception That the Community College Is Perceived as Less Than a Four-Year College**

*Yeah, so, so I mean on the one hand we're viewed as a community college, which all that baggage that comes with it, which also the faculty, staff, and administration seem to. I've heard people refer to it as, "only a community college," even at a community college. It's some kind of acknowledgement that we're different than a regular college in terms of our quality.*

### **Supportive Community but Unaware of the Initiatives Occurring at Foothill**

*The community I think is pretty supportive of the college in terms of it does have a good reputation and they've been supportive in terms of bond related issues, so local community, but I don't think ... there is much like publication of marketing. So it's like what we're doing isn't getting out there ... widely in terms of the general public realizing that there were some amazing initiatives that are going on here ...*

*And you know, my program actually is now we have a Bachelor of Science program. We are the only one in the district and only one of 15 and the state that has a bachelor of Science degree at the Community College. So, um, but I, you know, I, even though there's been some publicity, my hunch is that still, if you sent out a survey, there would be like a high level of people being unaware of that fact.*

## **REQUIRED ACTION TO SUCCESSFULLY IMPLEMENT THE SERVICE LEADERSHIP INITIATIVE**

The participants identified multiple action steps that Foothill will need to address to successfully implement the service leadership initiative. Participants listed the need to adopt an interdisciplinary approach to service leadership; create intentional opportunities for students to apply service leadership; construct a service leadership initiative that is student driven; educate faculty on the intent and value of service learning; implement organizational structure and systems to support the initiative; allocate appropriate funding, resources, and creative benefits to encourage faculty involvement; and faculty will need to be open to being inconvenienced during the planning and implementation phase.

### **Adopt an Interdisciplinary Approach to Service Leadership**

*That would be a critical component is to think about how to make it very interdisciplinary so that it could be a potluck kind of sort and very accessible.*

*... are very excited about the initiative and I think students that um, if it were embedded in the curriculum... -*

### **Create Intentional Opportunities for Students to Apply Service Leadership**

*I would say it gives students and also an opportunity to tap into their humanity and actually utilize whatever they're learning in their classes, whether it be engineering, mathematics, social sciences, what have you. And take the initiative for how does this apply to me being human and working within a community.*

*There is something else in there with all of these experiences. Reflection is so important to have an opportunity to either share it out or write about it or, and maybe it shows up in their essays when they apply. And in many cases it does. Or maybe they're sharing it in an interview. It comes out later. But I think here, while it's fresh, we need to, in all of these components, have a reflection so that there is a learning. If it's service learning, then where's the learning it has?*

### **Construct a Service Leadership Initiative that is Student Driven**

*It has the potential to be very student driven and that it really enriches their education and I think all of these things are, are really true and probably one of the important things is not to overload the leadership word in some ways that every student in any class or any club or organization related to it can have a piece of their contribution and it's part of their development as a leader.*

### **Educate Faculty on The Intent and Value of Service Learning**

*Um, but I think that it's important to remember that what service leadership is, is not well understood by everyone. And like I said, with my little anecdote before, this person was very excited, they started doing service leadership in their class and I'm like, I'm pretty sure that's just service and not service leadership.*

### **Implement Organizational Structure and Systems to Support the Initiative**

*It's gonna be hard without a really good structure and acknowledging that everyone is on their journey of understanding of what the demon is.*

### **Allocate Appropriate Funding, Resources, and Creative Benefits to Encourage Faculty Involvement**

*...some of the programs that were already in place around this initiative were eliminated in the last round of budget cuts. Does that make sense to you? So we had a classified position, we had released time, we had support for faculty to incorporate service learning through their curriculum and those things were eliminated and never came back.*

*And then you have to have a champion. You know, you have to have somebody who is committed and charismatic and capable and all of those things in order to launch it. And of course it has to be paid, but then you're also bumping up against that, what you're going to lay off all things the other people and then you're starting this optional service learning kind of thing and they're going to hire a person for this. I mean that would outrage.*

*So yeah, there has to be, there has to be vision, there has to be some structure definitions around it that anybody could understand.*

## **Faculty will Need to be Open to being Inconvenienced During the Planning and Implementation Phase**

*I think there has to be inconvenienced toward authenticity, whether or not we're, we may get paid more, we may or may not have all of these different things that shouldn't happen, but I think the reality of it is because we are in this budget cut and all these different financial issues that swell around. Um, but I think really at the heart of it, and it might sound really elementary are small, but I think authenticity and we were going to be inconvenienced by this initiative.*

## **BARRIERS TO IMPLEMENTATION**

Barriers to implementation can potentially be extrapolated from other headings in addition what is noted in this portion of the discussion. The participants noted the need to explain the vision and plan for service leadership, the difficulty to align service leadership with the curriculum and garnering student buy-in, and the difficult to engage and recruit students to participate in service leadership. However, some participants expressed observations of students high levels of interests in service leadership and excitement for the initiative. Furthermore, participants noted that the implementation of the initiative may encounter resistance for various reasons as well as concerns for budgetary implications.

### **Explaining the Vision and Plan for Service Leadership**

*So it's a very broad term and that's why I think that the initiative is, uh, is um, uh, daunting for some because it encompasses so many aspects, which is exciting.*

### **Difficulty Aligning with Curriculum and Garnering Student Buy-in**

*And so while some students who get into it, they're super jazzed, um, I do have students every quarter that they're like, this isn't engineering, we're doing engineering in this context... it's not easiest for the instructors.*

### **Difficulty Connecting with and Recruiting Students**

*Um, we have from a non-instructional faculty, it's definitely hard to find that structure and to make connections with those students that aren't our students in our class.*

### **Overcoming Resistance**

*And then one other thing I was thinking about, one of the reasons I think that you're going to find pushback from the faculty, um, and one of the reasons I went to prospective students is with because if it comes as a requirement or an incentive or some ways it's a top down thing, then it's actually, it's funny if you think about service leadership, but the point is that students get to go identify what they want to do, right? If you're telling us, oh, hey, I want you as faculty to go do this thing, it's like, wait a minute, don't, wouldn't it be better if I chose to go do that greatly? And I mean there's one way you could say, Oh, you get to choose which project you want it. Right? And then that's my students, right? But, um, but it is interesting that I think that the, the service leadership that we see on campus right now is probably more effective than service learning would be under some*

*kind of required or incentivized model simply because it's the service leadership that's occurred through people, through us searching out and say, hey, I want to go do this and then making it happen. So I mean, and I don't know what kind of incentive restructure we're talking about. So maybe being more would happen.*

*This is not the right time for us to. I mean with, given the history, it's not necessarily the right time to establish this type of initiative. And I think something has to give either we go for it and we go for it pretty much full force where we will be inconvenienced. I'm kind of pull back and maybe there's some other ideas that we give more we gave more attention to that could tell us, help us along our road to rebuilding ourselves here.*

### **Budget Concerns**

*And we still have very much so these same educational gaps with our, us, our stereotypical groups on campus. Um, and our trust is definitely missing a mood swing of faculty, specifically, specifically faculty and, and staff between staff. I mean basically we're scared of our students in a lot of different ways that's been quoted. So with that being said, the service leadership projects that we're doing, and I'm adding this in just personally.*

## **CURRENT ASSETS**

Throughout the discussion, participants revealed a number of current assets the institution can access to support implementation of the service leadership initiative. The assets are the current service leadership initiatives that are offered in student affairs and academic departments. Specifically, there are student organizations, annual student trips, and a certificate course as existing assets that can serve as a resource. Moreover, there is an extensive history of academic courses that include a service leadership component.

### **Current Service Leadership Initiatives**

*I do service leadership projects for my class and I have been for years on campus.*

*currently implementing service leadership initiatives..., so we do all kinds of, I do a couple of different service type things both with medical, dental for kids in Central America...*

### **Currently Offering a Certificate of Achievement for Service Leadership:**

*So it's [service leadership] developed within, within the curriculum already.*

*that's [reflection) definitely a part of class and program.*

### **Student Organizations Existing Activities:**

*I teach economics. So yes. Um, well just, I, I have a club and we do some things and I guess it deserve to tell the story.*

*And then the other I guess side of that is there are some, some club type trips ...each year and we take students that are interested in this sort of service trip. But really the development of this very huge undertaking is really a student driven activity and that's pretty impressive to put together*

*something like that. I mean, it's a huge amount of fundraising and communicating with non-profit group that we work with to arrange it and you know, permissions and donations and just lots of stuff.*

*So I've taken students, I take students to ...[international location] and um, as we visited poor school and so we have the students do is we would meet weekly and they developed, um, projects that they could implement in the school and they were very appreciative and um, and so that, that trip was the first time I really tried hard to do something like this identity and just impacting the students was this tremendous, you know, the students.*

*But really the development of this very huge undertaking is really a student driven activity and that's pretty impressive to put together something like that. I mean, it's a huge amount of fundraising and communicating with nonprofit groups that we work with to arrange it and you know, permissions and donations and just lots of stuff*

### **Extensive History of Academic Courses Incorporating a Service Leadership Component**

*I'm teaching an intro class...that's had a service leadership component for a total of like 30 times. Um. No, no, actually 20, 20.*

*I've done a lot of like community and service projects for many, many years on campus and I know that this is something that is talked about since she first came.*

## **FACULTY BUY-IN**

Participants addressed buy-in from the faculty along with a “shift” in the focus on service leadership in comparison to prior leaders. Furthermore, the participants noted expression of both skepticism and enthusiasm for service leadership among the faculty. Also, one participant suggested that the college focus more on what is going well instead of starting something new such as service leadership.

### **President Who Supports Service Leadership**

*So it's a huge shift that we now have a president that embraces and celebrates and wants to see this as our signature.*

### **Faculty Skeptical of Service Leadership Initiative**

*And so I've done a lot of research on things that they found that are effective and so I apologize if I have any, any, um, ideas of like, hey, is this worth it when we could be putting our efforts on this other thing that's been proven to be really effective when it anyway. And so, I mean, I lost service leadership. ... Because getting everyone on board for that might be a harder struggle and maybe something else that would have a larger budget climate.*

### **Faculty Continued Involvement Despite Limited Financial Support from the College**

*And so currently we still have the leadership process, we start with community service, we don't have the person that had been there .... And so that's, that happened and people that cared about it continued it irrespective of budget cuts because much of what we had was, and I say decimated because it was in about 2011. The classified position was eliminated, person retired. And I think her release time is taken away shortly thereafter. Certificate wasn't supported by the college, although it was supported at the state level. So the college, this is all, I'm sorry...*

### **Faculty Enthusiasm for Service Leadership**

*I would guess that there's some people, a small core of people would be enthusiastic perhaps because they're already doing it or they're strongly interested in doing it so they see that there might be support for doing it, but I would say a larger part are either apathetic or slightly angry because they kind of feel like there's bigger fish to fry and I'm.*

*And other faculty coordinators. There's a lot of things, very passionate. The instructors here that want to do things. So there was a structure and these you have to follow a certain whatever you want, but I think there's a lot of people that would actually jump on board.*

*I was gonna say if you're asking about faculty buy in, I think that yeah. So it'd be, you know, those that are excited about it, you know, maybe 50 percent or something.*

*Um, so, I think it leads to a much more holistic education and, and, uh, really helps empower students to, to develop skills that could really help them later in their careers or life.*

### **Focus on What We Do Well**

*If I can have one more. Oh, you already close your laptop. What? My lesson is, my suggestion based on my research that I've found, if we were to lean into our strengths of transfer and help students to achieve the goals that they state, are their goals that we'll do a big part to start to trust students and that would help us to do what we do well so that would, these budget cuts. We weather the storm and continue to do what we do well. So I would say lean into the transfer. Focus on high quality education, which we're already doing on immensely well and trust our students that when they come here and say that they want this degree, that's what we help them do and we should ask them what do they want, whether it's a bachelor's or master's or whatever, and help them get there and not just require them to just state something that they can get here.*

## **STUDENT BUY-IN**

Student buy-in was another area of interest in addition to faculty buy-in. The participants noted student buy-in that was organized using multiple sub headings. The sub-headings include positive student buy-in such as, student personal motivations to grow developmentally and an excitement about the service leadership initiative. On the other hand, areas that impede student buy-in are students limited interests in service leadership which require creative marketing, competing interests such as student organizations and extracurricular art related opportunities, and a lack of knowledge about service leadership opportunities on campus.

### **Student Personal Motivations to Grow Developmentally**

*One of the main reasons why students come to Foothill so that they don't just learn about academics, they come in to enrich themselves...*

### **Excitement About the Service Leadership Initiative**

*I think students that are already engaged are very excited about the initiative and I think students that um, if it were embedded in the curriculum, they would be excited about participating because it works for their lives. I think students who have had the opportunity.*

### **Student Limited Interests in Service Leadership Which Require Creative Marketing**

*I have to market like, like a sales person to fill the classes.*

### **Competing Interests such as Student Organizations and Extracurricular Art Related Opportunities**

*Well, just all over it. That's just really quickly. I think they'll take our lead to. Right. Because I also was a student here, so I experienced this campus when it was a little bit more vibrant. There's a lot more or I think just for students to do and get involved in artistically, um, more club involvement. It was just a little bit more accessible I feel like for students to really be interested in, in being on campus. So I think as we're kind of getting our, like you said, we're kind of starting kind of getting our momentum. I feel like they could take our lead if we get. So just sorry about that.*

### **Lack of Knowledge About Service Leadership Opportunities on the Campus**

*Sometimes they don't just, they don't know any better so they don't get engaged.*

## **LIMITATIONS OF THE STUDY**

1. The exploratory questions did not include as assessment of staff buy-in. Although, the study examined student and faculty buy-in.
2. Participants were recruited using purposive sampling which may limit the perspectives across participants which in turn may have an impact on findings and recommendations.
3. The focus group session did not include any students.

## **RECOMMENDATIONS**

- Conduct a comprehensive environmental scan to identify existing service leadership activities throughout the campus.
- Conduct data collection activities such as surveys and focus group sessions to ascertain students interests in service leadership and uncover strategies to design a student driven service leadership initiative.
- Allocate adequate funding to efficiently support a student-driven service leadership initiative.
- Identify and/or hire an assigned individual to guide the planning and implementation of the service leadership initiative.
- Provide faculty and staff training to fully understand service leadership with skills training on application methods.
- Offer in-depth and ongoing professional development to strengthen faculty and staff understanding of equity and strategies to implement equitable practices throughout the campus.
- Develop an outreach and marketing plan to inform community members of the resources, activities, and services offered by the college.

# Appendix C. Key Literature and Resources

## *Online Experiential Learning/Engagement*

### **Digital Service Learning Listserv**

- o <https://groups.google.com/forum/#!forum/digital-service-learning>

### **Digital Service Learning Ideas Document**

- o <https://docs.google.com/spreadsheets/d/1IA0tP-P5rMhoimXY1VhjYO6WsXN2SPic-Ee0J12UZms/edit?usp=sharing>

### **Readings & Resources**

- o Constructing Experiential Learning for Online Courses: The Birth of E-Service  
<https://er.educause.edu/~media/files/article-downloads/eqm04110.pdf>
- o Delivery Strategies In Service Learning Projects Online - case and examples  
<https://files.eric.ed.gov/fulltext/EJ1141925.pdf>
- o Merlot Virtual Teaching Resources for SL  
<https://www.merlot.org>
- o Online Volunteer Resources  
<http://www.idealists.org/info/Volunteer/Online>
- o Service-Learning in Online Courses  
<https://cdce.wordpress.com/service-learning-in-online-courses/>
- o S-L online practical considerations  
<http://www.slideshare.net/mncampuscompact/sl-online-practical-considerations>
- o VMirtual Volunteering  
<http://www.createthegood.org/articles/virtualvolunteering>
- o What Is Crowdsourcing & How Is It Used: <http://www.makeuseof.com/tag/visual-explanation-crowdsourcing-infographic/>

### **Opportunities for Digital Service Learning and Volunteering**

- o Amara: <https://amara.org/en/> [Catchafire Online Volunteer Matching Service](https://www.catchafire.org/)  
<https://www.catchafire.org/>



- Crowdsourcing Projects Listing: [https://en.wikipedia.org/wiki/List\\_of\\_crowdsourcing\\_projects](https://en.wikipedia.org/wiki/List_of_crowdsourcing_projects)
- DoSomething.org - ideas and opportunities for virtual SL <https://www.dosomething.org/us>
- Khan Academy: <https://www.khanacademy.org/contribute>
- Librivox: <http://www.librivox.org>
- SkillsForChange: <http://www.skillsforchange.com/>
- Smithsonian: <https://transcription.si.edu/about>
- United Nations - Online Volunteering: <https://www.onlinevolunteering.org/en>  
Their extensive list is here: <https://www.onlinevolunteering.org/en/opportunities?page=3>
- Virtual Volunteer Match: <https://www.volunteermatch.org/search/virtual>
- Wikipedia: <http://www.wikipedia.org>
- YouTube <http://www.youtube.com>
- Zooniverse: <https://www.zooniverse.org/>

Stefaniak, J., Maddrell, J., Earnshaw, Y., & Hale, P. (2018). The Evolution of Designing E-Service-Learning Projects: A Look at the Development of Instructional Designers. *International Journal of Designs for Learning*, 9(1), 122-134. <https://scholarworks.iu.edu/journals/index.php/ijdl/article/view/23298>

Abstract: This design case will discuss how design strategies evolved through the development and implementation of two e-service-learning project cohorts. The article provides a detailed account of how Designers for Learning launched its first e-service-learning instructional design project to address adult basic education needs. Information and design feedback gathered at the end of project informed design decisions and changes to the process for a second iteration. The authors discuss the rationale for design decisions made throughout the course of these two cohorts as well as recommendations for mentoring and coaching novice instructional designers through a service-learning project.

Shah, R. W., Troester, J. M. S., Brooke, R., Gatti, L., Thomas, S. L., & Masterson, J. (2018). Fostering eABCD: Asset-Based Community Development in Digital Service-Learning. *Journal of Higher Education Outreach and Engagement*, 22(2), 189-222. <http://openjournals.libs.uga.edu/index.php/jheoe/article/view/2054/1080>

Abstract: The continuing expansion of digital service-learning is bringing emergent dynamics to the field of community engagement, including the challenge of fostering asset-based views of community partners in online spaces. “Online disinhibition” (Suler, 2004) can prompt harsh critique or insensitive language that would not have occurred during face-to-face relationships. Traditionally, the field of community engagement has drawn on asset-based community development (Kretzmann & McKnight, 1993), which calls for relationship-driven, asset-based, and internally focused partnerships, to encourage ethical and positive interactions with community members. However, this theory was not initially intended for digital, text-based interactions. This article explores how aspects of asset-based community development might be enacted in online partnerships, in electronic asset-based community development (eABCD). A case study of a digital writing partnership between college students and rural youth is used to illustrate how students can be supported in asset-based, relationship-driven, and internally focused interactions in online service-learning collaborations.

### *Institutionalization*

The Engaged Campus: Toward a Comprehensive Approach to Public Engagement (available at: <https://www.csusm.edu/community/facultyengagement/resources/documents/furco-theengagedcampus-2011.pdf>)

Deepening the Institutionalization of Service-Learning: The Added Value of Assessing the Social Return of Investment (available at: <https://files.eric.ed.gov/fulltext/EJ1092925.pdf>)

Community Engagement and Institutional Culture (available at: [http://nerche.org/images/stories/Community\\_Engagement\\_and\\_Institutional\\_Culture\\_in\\_HE.pdf](http://nerche.org/images/stories/Community_Engagement_and_Institutional_Culture_in_HE.pdf))

A Crucible Moment: College Learning & Democracy's Future- A Call to Action and Report from The National Task Force on Civic Learning and Democratic Engagement (available at: <https://www.aacu.org/crucible>)

Teaching with High Impact Within a Splintered Culture (available at: <https://www.aacu.org/publications-research/periodicals/teaching-high-impact-within-splintered-culture>)

*Benchmarking, Evaluation, and Assessment- High-Impact Practices, Equity, Access, and Success*

Briefing Paper: Auditing, Benchmarking and Evaluating Public Engagement (available at: <http://nerche.org/images/stories/EvaluatingPublicEngagement.pdf>)

Best Practices for Assessing HIPs (available at: <https://www.aacu.org/sites/default/files/files/hips/AACU2017HIPsInstitute-1-BestPracticesForAssessingHIPs.pdf>)

Assessing Underserved Students' Engagement in High-Impact Practices (available at: [https://leapconnections.aacu.org/system/files/assessinghipsmcnairfinley\\_0.pdf](https://leapconnections.aacu.org/system/files/assessinghipsmcnairfinley_0.pdf))

Using Assessment in High Impact Practices to Break Down Academic Silos for 21st Century Learning (available at: [http://assessmentinstitute.iupui.edu/overview/institute-files/2016-institute/monday-2016/gibsonrankin\\_2016.pdf](http://assessmentinstitute.iupui.edu/overview/institute-files/2016-institute/monday-2016/gibsonrankin_2016.pdf))

Falling Short? College Learning and Career Success (available at: <https://www.aacu.org/leap/public-opinion-research/2015-survey-results>)

Outcomes of High-Impact Educational Practices: A Literature Review (available at: <https://www.aacu.org/publications-research/periodicals/outcomes-high-impact-educational-practices-literature-review>)

Best Practices for Supporting College Access and Success (available at: <https://www.aacu.org/publications-research/periodicals/best-practices-supporting-college-access-and-success>)

Committing to Equity and Inclusive Excellence (available at: <https://secure.aacu.org/imis/ItemDetail?iProductCode=GMSCEQ>)

STEP UP & LEAD for Equity: What Higher Education Can Do to Reverse Our Deepening Divides (available at: <https://secure.aacu.org/imis/ItemDetail?iProductCode=GMSSU>)

Project Management Institute. 2017. *The Standard for Program Management- Fourth Edition*. Newton Square, PA: Author

## Appendix D. Guided Pathways

What are Guided Pathways?\*

The Pathways Model is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.

Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable colleges to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education

Key Elements of Guided Pathways

1. *Clarify paths to student end goals:* simplify students' choices with default program maps developed by faculty and advisors that show clear pathway to completion and establish pathways with transfer institutions.
2. *Help students choose and enter a pathway:* bridge K12 to higher education by assuring early remediation in the final year of high school and redesign traditional remediation as an “on-ramp” to a program of study.
3. *Help students stay on path:* Support students through a strong advising process and embed academic and non-academic supports.
4. *Ensure that students are learning:* Establish program-level learning outcomes aligned with the requirements for success in employment and further education in a given field and Ensure incorporation of effective teaching practice.

What are California Community Colleges Guided Pathways\*\*?

Guided pathways reform is a student-centered approach that can dramatically increase the number of students earning community college credentials, while closing equity gaps. Rather than work with a subset of students, guided pathways

are a college-wide undertaking that provides a framework for integrating California-based initiatives such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program, and California College Promise.

Important Resources:

- Guided Pathways Overview: <https://www.aacc.nche.edu/wp-content/uploads/2017/10/PathwaysModelDescription1021.pdf>
- Guided Pathways Planning, Implementation, and Evaluation: <https://www.aacc.nche.edu/wp-content/uploads/2017/09/PathwaysGraphic462017.pdf>
- Pathways Institute Resources: <https://www.aacc.nche.edu/programs/aacc-pathways-project/pathways-institutes-resources/>
- \*\*California Guided Pathways Overview: <https://www.caguidedpathways.org/>
- California Community Colleges Guided Pathways: <http://cccgp.cccco.edu/>
- California Community College Guided Pathways Electronic Toolkit: <http://cccgp.cccco.edu/Guided-Pathways-Electronic-Toolkit>

\*This overview is excerpted from a longer unpublished document developed by the Community College Research Center (CCRC) and the AACC Pathways Project.