

## 2017-18 Annual College Strategic Objectives

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

The Educational Master Plan has three goals: (Equity, Community, and Improvement and Stewardship of Resources). The three college strategic objectives that will operationalize these 3 EMP goals for academic year 2017-18 are "E<sup>2</sup>SG"

- I. **E**quity plan – Develop an integrated plan, identify goals for alignment with equity, student success, and basic skills; and focus on efforts to integrate with enrollment strategies (access, retention, and persistence) to close equity gaps while increasing enrollments at the same.
- II. **E**nrollment Growth – Achieve more than 1.5% FTES growth at 500 productivity (+/- 25) with attention to integrating equity efforts related to enrollment, CTE, Sunnyvale Education Center, and education pathway.
- III. **S**ervice Leadership – Plan and implement, college-wide Service Leadership initiative for students.
- IV. **G**overnance – Plan and implement a review to restructure governance as identified in Quality Focused Essay.

### I. Equity

**Objective:** Develop an integrated plan, identify goals for alignment with equity, student success, and basic skills; and focus on efforts to integrate with enrollment strategies (access, retention, and persistence) to close equity gaps while increasing enrollments at the same.

**Background:** The Student Equity Plan supports the College Educational Master plan goal of equity. It outlines several initiatives, including professional development, early alert, and a mentoring program aimed at reducing the achievement gap for our disproportionately impacted students.

The 2016-17 Strategic Objectives prioritizes the implementation of the Student Equity Plan and an assessment of implementation. Specific initiatives identified by the Student Equity Plan included:

- A. Creation of a Student Success and Retention Team
- B. Development of an Early Alert System
- C. Development of a Mentoring Program
- D. Provision of Professional Development
- E. Application of a robust Research Agenda

The activities as identified by the Student Equity Plan are undergoing evaluation given the directive to integrate the goals and plans of the Basic Skills Initiative, Student Success and Support Program and Student Equity Plan. As such, these three plans are engaging in an ongoing collaboration to apply an equity lens toward one Integrated Plan, which will also be submitted to the State Chancellor’s Office in December 2017. The resulting discussions have not altered the initial Student Equity Plan’s activities, but will help provide increased focus regarding the intended outcomes. The table below reflects an update of the current and continuing efforts of the college with its equity initiatives:

Initiative	2016-17 Status	2017-18 Target	Notes
Student Success Retention Team	Team members to be identified to support Student Equity Plan’s initiatives	Team members will be identified to support Integrated Plan’s initiatives and outcomes	Will be identified and tasked after completing of Integrated Plan
Early Alert System	Established and supported by two classified staff professionals; Re-branded as “Owl Scholars”	Expand students served to include all basic skills courses, which emphasis on first-time new students	Integration of Starfish system to facilitate identification
Mentoring Program	Conducted student needs survey; discussion regarding possible approaches— emphasis on student mentoring	Continue to solicit student voice and input; pilot program among sample of students with basic skills needs; exploration of (online) faculty mentorship program	Possibility that Mentoring Program will be less formal and include more event programming; ongoing funds needed to compensate student mentors
Professional Development	Hired non-instructional faculty Professional	Implementation of regular and consistent	Focus tentatively on how to discuss equity and/or

	Development Coordinator; Equity Programs office rebranded as Equity and Professional Development	programming (3x/qtr); Collaboration with Professional Development Committee	achievement gaps (program review); identify one's teaching philosophy; approach syllabus redesign; apply and practice an equity lens to student success
Research Agenda	Learning Communities (First Year Experience and Umoja) evaluation; Owl Scholars non-participant survey, Embedded Tutoring participant survey; Multiple Measures pilot; professional development activities assessment (e.g. conferences, FTLA); direct aid assessment	Hire Equity and Student Success and Support Program researchers; Collaboration among institutional research staff to develop a robust agenda	The five indicators from the Student Equity Plan will continue to be measured; other indicators will be developed to include non-cognitive and workforce perspectives

To support these initiatives, the Student Equity Plan proposed additional staffing. Funds were applied to create an Equity Programs Director (transitioning to the Equity and Inclusion Dean), Administrative Assistant I, Instructional Services Technician (STEM Center), Instructional Services Coordinator (Equity Researcher) and Professional Development Coordinator (non-instructional faculty). It is anticipated that all positions will be filled by Fall 2017.

One main indicator that continues to drive the equity work is the course completion rate. Hence, the strategic objectives will continue to prioritize effort related to student success rates and equitable rates across populations. As stated in the Student Equity Plan (and identified in the Educational Master Plan as institutional metrics), the goal is to narrow the achievement gap among disproportionately impacted student groups (low income, African American, and Latino/a) by 3-percentage points by 2020.

**Why is this objective important?** College success rates vary by group, with low income, African American, and Latino student averages below that of other groups. To address this gap, the college will need to remove barriers, provide a welcoming environment for all

students, and provide additional support to augment the strengths our students bring to the college.

*EMP Goals: Equity & Improvement and Stewardship of Resources*

## II. Enrollment

**Objective:** Achieve more than 1.5% FTES growth at 500 productivity (+/- 25) with attention to integrating equity efforts related to enrollment, CTE, Sunnyvale Education Center, and education pathway.

**Background:** There will be seven focused areas to increase enrollment (with emphasis on integrating efforts to close the achievement gap as identified in the Student Equity Plan, when applicable):

- A. Increase retention and persistence (including that of special populations such as EOPS, DRC, and other learning communities; basic skills courses; financial aid promoting completion; and STEM Center and TLC utilization);
- B. Increase online enrollment (with attention to equity retention and persistence);
- C. Increase noncredit courses that meet community needs;
- D. Increase equity-focused dual enrollment efforts such as Early College Promise;
- E. Develop Career Technical Education (with increase in FTES, job placement, and equity as dictated by state Strong Workforce Program funding);
- F. Develop an identity for Sunnyvale Center; and
- G. Implement EduNav as part of establishing education pathways identified in accreditation Quality Focused Essay.

Foothill College had identified as a strategic objective an increase in 1.5% FTES growth for academic year 2016-17. Last academic year had unusual circumstances. This objective was set before the college came to the conclusion it can no longer offer early summer which had generated more than 380 FTES during the previous year. Furthermore, the college also closed down its program at Middlefield College during the 2016 summer to transition entirely to its new site, Sunnyvale Center which required a decrease in course offerings at Middlefield. The U.S. Presidential Election may have resulted in a major decrease in international enrollments.

Nevertheless, enrollment data showed some promising areas. The Foothill College Sunnyvale Center opened on time in Fall 2016 with greater FTES enrollment growth than at Middlefield, particularly in EMT and Child Development programs. Last year, the college saw a significant increase in dual enrollment. Last year, the college also saw an increase AB 540 students, despite the national attack on undocumented students. The college also saw an increase in enrollment by almost 1% during winter quarter, despite an decrease in fall quarter – bucking the general rule that fall quarter defines winter quarter.

Furthermore, as a consequence of the elimination of early summer, the college immediately regrouped and developed a new schedule (“Second Spring”). Instruction and student services, along with marketing pulled off an amazing feat once it became clear last October that we could no longer offer early summer this year. Second Spring was able to capture more than half of the FTES and even exceeded our expectation which was about 190 FTES. What could have been a debilitating dip in enrollment, at census, Second Spring brought in about 225 FTES.

The final number for last academic year, Foothill’s enrollment was down -426 total FTES, with a -2.7% decrease in resident FTES and -7.2% decrease in non-resident (for a total -3.3% decrease).

**Why is this objective important?** As a publicly funded institution, enrollment growth is critical to achieving our mission of access, as well as to receiving sufficient funding to enable us to operate efficiently.

*EMP Goals: Equity & Improvement and Stewardship of Resources*

### III. Service Leadership

**Objective:** Plan and start implementing a new college-wide theme (brand) of Service Leadership whereby each student at Foothill will have at least one opportunity to harness his/her leadership skills through service projects within the college community, locally, statewide, nationally, or globally. Service Leadership constitutes seven areas:

- A. Service learning
- B. Leadership class
- C. “21<sup>st</sup> Century Competencies” in Career Technical Education program
- D. Civic engagement
- E. Scholarship, research, and publication
- F. Community service
- G. Equity

**Background:** The college’s Education Master Plan states, in part, as a goal: “Strengthen a sense of community and commitment to the College’s mission” through efforts to “encourage student participation in leadership and activities outside the classroom (including service/work-based learning) that engages students with the College and the community.”

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

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

- A. Service learning
- B. Leadership class
- C. “21<sup>st</sup> Century Competencies” in Career Technical Education program
- D. Civic engagement
- E. Scholarship, research, and publication
- F. Community service
- G. Equity

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

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

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

### **Why is this objective important?**

Year 2017 is the 60<sup>th</sup> anniversary of Foothill College. Throughout the years, Foothill College has earned a strong reputation for academic excellence and innovation. In California, Foothill is ranked in 2017:

#1 Best College (Niche's)

#1 Best College for online associate degrees (BestCollege.com)

#1 safest college (StateUniversity.com)

5<sup>th</sup> ranking college with the most students transferring to the UC in 2015.

Nationally, Washington Monthly's 2017 ranking placed Foothill College #3 in the country for community college education.

Yet the skills needed to succeed has become more focused on leadership, non-technical skills such as emotional intelligence, growth mindset, teamwork, critical thinking, lifelong learning, and oral and written communications. Even within the attention to and investment in career technical education programs at community colleges, employers have consistently ranked non-technical skills (i.e., 21<sup>st</sup> Century Competencies) as critical for hiring and advancement in the workforce. Our students also need to have a strong sense of community and build community as they navigate work and life.



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

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

#### IV. Governance

**Objective:** Plan and implement a review to restructure governance as identified in Quality Focused Essay.

**Background:** The Accrediting Commission for Community College and Junior College (ACCJC) states in its Quality Focused Essay guidelines that institutions are to identify two or three “action projects” for further study and action that have good potential for improving student outcomes. Foothill identified two projects (governance & educational pathway). The educational pathway is identified in the aforementioned enrollment strategic objectives which has strong equity implications.

Governance was the other project that is related to the accreditation standards and emerged from the college’s examination of its own effectiveness through a leadership summit in November and a follow-up meeting in January of last year. The following are the standards identified in the college’s accreditation QFE:

- I.B.1. The institution demonstrates a sustained, substantive and collegial **dialog** about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
- I.B.7. The institution **regularly evaluates** its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes **to assure their effectiveness in supporting academic quality and accomplishment of mission.**
- IV.A.5. Through its system of board and institutional governance, the institution ensures the **appropriate consideration of relevant perspectives**; decision making aligned with expertise and responsibility; and **timely action** on institutional plans, policies, curricular change, and other key considerations.
- IV.A.7. Leadership roles and the **institution’s governance and decision-making** policies, procedures, and processes are regularly evaluated **to assure their integrity and effectiveness.** The institution **widely communicates** the results of these evaluations and uses them as the basis for improvement.

#### **Why is this objective important?**

Improvement in governance will improve the overall effectiveness of the college, with real opportunity to enhance communication and decision-making processes. Furthermore, since governance houses deliberations of program reviews, there is a meaningful opportunity to improve programs, student learning, student equity, and budget allocation.

*EMP Goals: Community*