Foothill College Integrated Plan, 2017-19

Student Support Services (3SP), Basic Skills, Student Equity Plan

DRAFT

November 12, 2017

Executive Summary Directions:
Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The executive summary must be posted to the college website.

Executive Summary

Foothill College, located in the San Francisco Bay Area's Silicon Valley, educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. This diversity includes enrollment from students who identify as 25% Latino, 26% Asian, 4% African American, 4% Filipino, and 36% White (2014-15). One-fourth of Foothill College students identify as low income (annual income of less than $25,000), an income rate that vastly under-represents the needs and challenges faced by families in an area where the average price of a home approaches one million dollars.

Over the last several years Foothill College has intensified its effort towards equitable outcomes for all students. This effort includes changes to the mission statement to make equitable outcomes a core element of the mission:

"**We work to obtain equity in achievement of student outcomes**."

It includes an educational master plan with one of three goals focused on equitable outcomes.

"**Create a culture of equity that promotes student success,
particularly for underserved students**."

The 2017-18 Strategic Objectives continue the focus on equity:

"**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**."
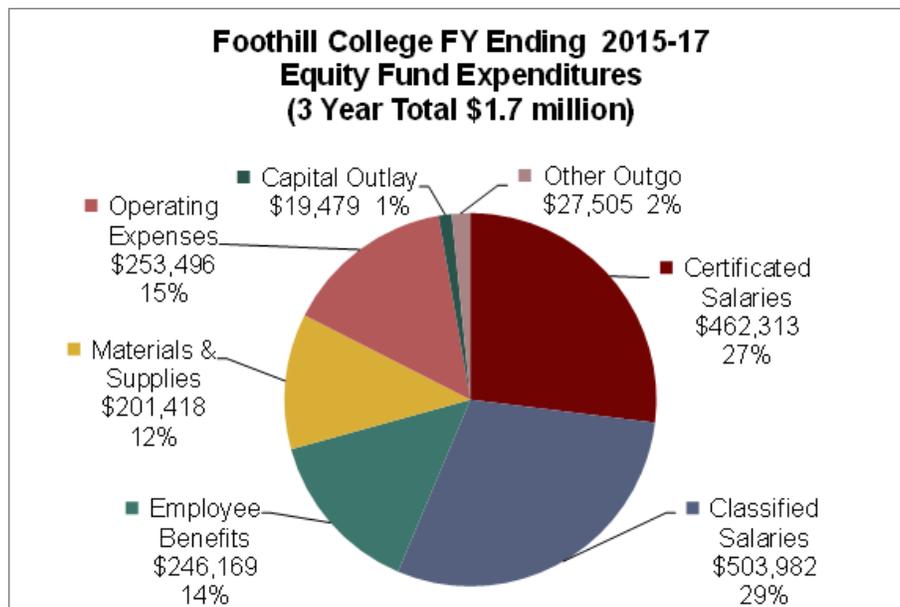
The fall 2015 equity plan outlined a number of activities aimed at moving the college closer to its stated mission and goals. These activities focused on increasing student course success rates and included the development of learning communities, early alert, and multiple measures pilots. Importantly the college has also focused attention on professional development both in terms of the facilitation of courageous conversations on different needs among groups as well as tangible suggestions on ways to support students with diverse histories and needs. Professional development has also focused on how to discuss equity and/or achievement gaps; identify one's teaching philosophy; approach syllabus redesign; and apply and practice an equity lens to student success.

The College spent a total of $1.7 million in equity funds over the last 3 fiscal years (2015-17). Fund were spent on a wide range of activities, including professional development, book voucher/loan programs, Umoja and FYE learning communities, Early Alert, Equity Research, and tutoring. A sample of activities includes:

Sample Equity Activities FY 2015-2016

- Support TLC Embedded Tutors and Pass the Torch Serving 85-100 students
- Professional Development Activities:
  Faculty Teaching and Learning Academy, Dr. Frances Kendall presentation, Women in STEM, Courageous Conversations – total attendance 1,000+
- Owls Scholars early alert has served about 800 students
- Developed FYE and Umoja learning communities - have served about 200 students
- Multiple Measures Pilot resulted in about 300 students receiving higher placements in English/Math
- Book Vouchers, Calculator/Laptop Loan programs served about 500 students
- DRC Educational Coach Interns served about 50 students
- Institutional research on student needs
- Faculty research – Chemistry, Vocational ESL, English Accelerated Pathways
- Developed new Inquiry Tool for Faculty Section Analysis Comparisons
- Developed new Program Review Data Tool

The college hired full and part time faculty and staff and contractors, and purchased materials and supplies to support the work. In addition, approximately $5 million in 3SP and $300,000 in Basic Skills funds were spent over the same period.

Foothill College FY Ending 2015-17 Equity Fund Expenditures (3 Year Total $1.7 million)

- Capital Outlay $19,479 1%
- Other Outgo $27,505 2%
- Operating Expenses $253,496 15%
- Materials & Supplies $201,418 12%
- Employee Benefits $246,169 14%
- Certificated Salaries $462,313 27%
- Classified Salaries $503,982 29%

A review if institutional metrics (outlined in the Integrated Plan) reveals that there have been some improvements across the 5 goal areas. In particular, course success rates have improved over the period but gaps in achievements remain. These gaps persist even when comparing students with similar academic skills.

As the figure below depicts, while students identifying as African American and Latino/a show gains in both face to face and online course success from fall 2014 to fall 2016, their success rates as a group are still generally more than 10 percentage points below the percentage for students identifying as Asian.

Foothill College Fall Course Success Rates
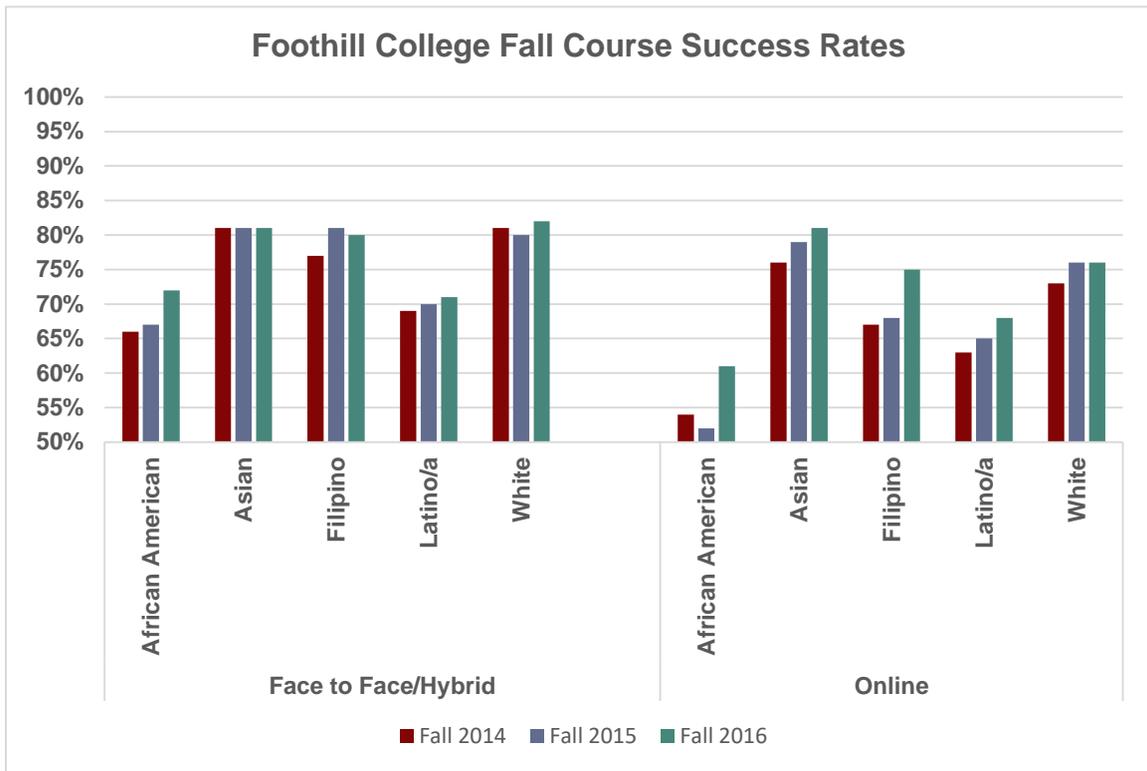
The figure below shows the detail for all the ethnic groups tracked by the college.

Fall Terms		Face to Face/Hybrid		Online	
		Total Grades	Percent	Total Grades	Percent
Fall 2014	African American	952	66%	879	54%
	Asian	5,955	81%	2,715	76%
	Filipino	1,252	77%	577	67%
	Latinx	4,968	69%	2,225	63%
	Native American	136	74%	93	48%
	Pacific Islander	248	64%	125	64%
	White	6,573	81%	3,237	73%
	Decline to State	2,052	83%	484	83%
	Total	22,136	78%	10,335	70%
Fall 2015	African American	791	67%	797	52%
	Asian	5,805	81%	2,840	79%
	Filipino	1,195	81%	680	68%
	Latinx	5,229	70%	2,321	65%
	Native American	122	79%	84	58%
	Pacific Islander	229	66%	100	59%
	White	5,987	80%	3,205	76%
	Decline to State	2,236	84%	471	84%
	Total	21,594	78%	10,498	72%
Fall 2016	African American	804	72%	701	61%
	Asian	6,009	81%	3,050	81%
	Filipino	1,205	80%	671	75%
	Latinx	5,402	71%	2,345	68%
	Native American	94	86%	81	62%
	Pacific Islander	296	68%	136	62%
	White	5,593	82%	3,029	76%
	Decline to State	1,177	86%	422	86%
	Total	20,580	79%	10,435	75%

Source: Lisa Ly

The college continues to examine how its practices might unintentionally be reinforcing societal biases. The college collectively, and faculty and staff individually, are dedicated to doing more to address the needs of students that come to the college with different strengths and histories, including finding ways to acknowledge and address the stereotypes and racism our students face.

The 2015 Equity Plan explicitly referenced the connections to the 3SP and Basic Skills Plans and activities. The plan outlined an integrated governance process and an operational team. While the operational team has not yet come to fruition, the governance process has been used to provide input into the development of if 2017-2019 integrated plan.

The Foothill College 2017-19 Integrated Plan includes activities to support the following five goals:

1. Increase access to college opportunity

2. Improve basic skills persistence

3. Expand NonCredit Courses and Certificates

4. Improve course completion

5. Improve certificate, degree or transfer completion

The following 2017-18 allocations will support the activities outlined in the Integrated Plan:

Basic Skills Initiative -	$168,665
Student Equity --	$830,000
Credit SSSP --	$3,182,632
Noncredit SSSP --	$156,109

For further information contact: Andrew LaManque, lamanqueandrew@fhda.edu

PREVIOUS ACCOMPLISHMENTS
*Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle**.*

1. Assess your college's previous program efforts:
    a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
SEP - Access: improve access to college for underrepresented student groups.	Between 2014 and 2015, Foothill continued to draw a higher proportion of males, African Americans, Latinx and low-income students to our college than compared to their representation in Santa Clara County. Additionally, we attract Filipinx students at a rate that is comparable to the County. We still need to improve access for female, Asian, veteran and students with disabilities. *Source: FHDA IRP Credit, Santa Clara County American Community Survey*
SEP - Course Completion: improve course completion for African American, Latinx and low-income students.	Between Fall 2014 and Fall 2016, Foothill has narrowed the achievement gaps (overall course completion rates) for African American (-15 to -10), Latinx (-7 to -5) and low-income (-10 to -7) students. *Source: FHDA IRP Credit.* *Note: Gaps denoted are percentage point difference compared to the college rate.*
BSI - Basic Skills Sequence Completion: improve basic skills sequence completion rates.	From 2013-14 to 2015-16, Foothill has improved basic skills sequence completion rates in <u>English</u> (56% to 57%), <u>Math</u> (43% to 48%) and <u>ESL</u> (48% to 51%). We recognize an area to increase our throughput rate is to improve the course success rate of our lowest level courses. For instance, in 2016-17, the success rate in ENGL 209 (2 levels below transfer) was 57% compared to 73% in ENGL 110 (1 level below transfer). The overall course success rate for English was 74%. Likewise, the success rate in MATH 235 (4 levels below transfer) was 59%, MATH 230/230J (3 levels below transfer) was 40% and MATH 220 (2 levels below transfer) was 66%. The overall course success rate for Math was 64%. *Source: FHDA IRP (course success rate), Scorecard cohorts 2008-09/2013-14 and 2010-11/2015-16 (sequence completion rate).* *Note: Gaps denoted are percentage point difference compared to the college rate.*

SEP – English, Math and ESL: improve sequence completion rates in <u>English</u> for African American, Filipino and low-come students; <u>Math</u> for African American, Latinx and low-income students; and <u>ESL</u> for females and Latinx students.	We have narrowed the basic skills sequence completion gaps in <u>English</u> for African American (-19 to -16), Filipinx (-13 to +2), and low-income students (-7 to -3); in <u>Math</u> for African American (-23 to -18), Latinx (-6 to -2), and low-income students (-6 to -3); and in <u>ESL</u> for females (-3 to +1). We still need to improve ESL pathway completions for Latinx (-11 to -16). *Source: Scorecard cohorts 2008-09/2013-14 and 2010-11/2015-16.* *Note: Gaps denoted are percentage point difference compared to the college rate.*
SEP - Degree/Certificate Completion: improve degree/certificate completion rates for African American, Latinx and low-income students.	From 2013-14 to 2015-16, we saw improvements to <u>degree completions</u> for Latinx (+1 to +2). While our African American (+2 to +1) and low-income (+4 to +2) students continue to earn a degree at a rate higher than the college, the gains that have been made is narrowing. So we need to make sure their completion does not fall below the college. Over the same period, our <u>certificate completion rate</u> improved from 8% to 16%; however, we still see completion gaps for African American (-5 to -10), Latinx (-4 to -6) and low-income (0 to -2) students. *Source: Scorecard cohorts 2008-09/2013-14 and 2010-11/2015-16.* *Note: Gaps denoted are percentage point difference compared to the college rate.*
SEP - Transfer Completion: improve transfer rates for African American, Latinx and low-income students.	From 2013-14 to 2015-16, we narrowed the gaps in transfer for African American (-23 to -10) and low-income (-13 to -11) students. We still need to improve transfer for Latinx (-16 to -19). *Source: Scorecard cohorts 2008-09/2013-14 and 2010-11/2015-16.* *Note: Gaps denoted are percentage point difference compared to the college rate.*

SSSP – provide core SSSP services to students. (Orientation, Initial Assessment, Education Plan, Counseling and Academic/Progress Probation)	From Fall 2015 to Fall 2016, the percentage of students who received core services dropped by 1 to 2 percentage points and is likely due to declining enrollments: <u>orientation</u> (5% to 4%); <u>initial assessment</u> (10% to 8%), <u>education plan</u> (20% to 19%) and <u>counseling</u> (23% to 22%).
	Foothill's counseling division has made a concerted effort to reach more students on academic probation and provide academic/progress probation services as evident by the increase in students served, from 281 to 536.
	Female and Asian students are more likely to utilize SSSP services than males, African Americans and Latinx. For example, in fall 2016, 25% of female utilized counseling services compared to 18% of males, and 25% of Asians sought a counselor compared to 22% African Americans and 19% of Latinx.
	Source: CCCO DataMart

Source: Lisa Ly

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

The campus commitment to supporting students has helped move the needle in some areas. There are areas of innovation and student success stories across all three areas – from new ways of supporting student education plan development, to new learning communities and new noncredit curriculum. More work needs to be done, however, on coordinating the support we provide students throughout the path to achieving their educational goals.

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Improve basic skills completion	Early Alert program for basic skills courses	Multiple measures of assessment pilot using student high school information.	Summer bridge programs in Math and English

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

The Foothill Math Summer Bridge program has been very successful in moving students out of basic skills math. Students placing in to basic skills math are invited to attend two weeks of intensive math practice. At the end students retake the placement test with more about 60% of students moving up at least one level.

FUTURE PLANS
Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics.

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Foothill College Integrated Plan Goals and Activities 2017-19

The 3SP, Student Equity, and Basic Skills integrated plan supports the Educational Master Plan goal of creating a culture of equity that promotes student success, particularly for underserved students. The Integrated Plan incorporates the Guided Pathways approach by including elements that support a students' path to obtain their educational goals. The plan includes 5 goals:

1. Increase access to college opportunity

2. Improve basic skills persistence

3. Expand NonCredit Courses and Certificates

4. Improve course completion

5. Improve certificate, degree or transfer completion

The Integrated Plan replaces the existing 3SP, Equity, and Basic Skills plans. While funding is not explicitly linked for each activity, the plan Goals can guide activities supported by these categorical allocation programs:

1. Student Equity
2. Basic Skills
3. 3SP Credit
4. 3SP NonCredit
5. Adult Education
6. Strong Workforce
7. Guided Pathways

Expenditure guidelines for 3SP, Equity, and Basic Skills remain distinct, with 3SP funding dependent on the amount of 3SP activities. The actives below will be the focus of the colleges' efforts in these areas. Not all the activities require funding, some activities are continuing from current plans and some activities are new. The next step in the planning process will be to further specify how the activities will be operationalized, including developing a timeline, responsible parties, funding, and assessments.

The emphasis for the Goals is on eliminating disproportionate impact among student groups.

1. Increase access to college opportunity

• Increase student participation in 3SP activities.	3SP
• Provide assessment and orientation services in multiple locations and modalities.	3SP
• Provide counseling support for undocumented students.	3SP
• Find new ways to reduce financial barriers for low income students.	
• Conduct institutional research on student needs and new programs.	SEP
• Offer additional dual enrollment opportunities for students.	SEP
• Support programs to promote increased diversity in STEM fields.	SEP
• Develop AB 288 Agreements to meet local needs.	BSI
• Expand programming to Adult Education students.	BSI

2. Improve basic skills persistence

• Provide increased counseling support for students at-risk for academic/progress probation.	3SP
• Provide early alert and early intervention support.	3SP
• Use multiple measures of assessment that includes high school data for course placement.	SEP
• Expand accelerated and modular curriculum models and offerings.	SEP
• Expand embedded tutoring and supplemental instruction opportunities.	BSI
• Continue to provide learning center support services for students.	BSI
• Expand the number of learning bridge (summer and throughout the year) programs.	BSI

3. Expand NonCredit Courses and Certificates

• Provide 3SP Service to students to assist with transition from noncredit to credit.	3SP
• Support learning by purchasing textbooks for Non-Credit ESL students.	SEP
• Develop new noncredit basic skills curriculum, including skills based modules.	BSI

4. Improve course completion

• Expand outreach to students on the use of electronic comprehensive educational plans.	3SP
• Implement intrusive counseling.	3SP
• Continue to provide learning community opportunities.	SEP
• Implement additional mentoring services for students.	SEP
• Expand service leadership opportunities for students.	SEP
• Increase the frequency and participation in Professional Development.	SEP

5. Improve certificate, degree or transfer completion

• Offer additional support to help all students make an informed choice of major and/or career goal	3SP
• Develop and publish clear, structured academic program maps	SEP
• Work with De Anza College and regional institutions to align placement practices and curriculum.	SEP
• Provide new ways to build community and engage students taking online courses.	SEP
• Collaborate with K-12 and 4-year partners to define new educational pathways to and from Foothill College.	SEP
• Support attendance at regional and state conferences.	BSI
• Provide on-site professional development sessions.	BSI

Goals & Metrics

Goal 1: Increase access to college opportunity
- Total FTES will increase by 1.5% (187) per year, from 12,390 in AY17 to 12,764 in AY19.
- Dual enrollment FTES will increase by 1.5% to 5% (6 to 20) per year, from 400 in AY17 to 412 or 441 in AY19.
- Fall persistence rate to spring (two terms) will increase from 46% in F16 to 49% in F18.

Goal 2: Improve basic skills persistence
- English throughput rate (through ENGL 1A) will increase from 57% in AY16 to 58% in AY18.
- Math throughput rate (through Math 105 or higher) will increase from 48% in AY16 to 50% in AY18.
- ESL throughput rate (through ESLL 26/ENGL 1A) will increase from 51% in AY16 to 53% in AY18.

Goal 3: Expand non-credit courses and certificates
- Non-credit FTES will increase by 1.5% to 8% (~6 to 32) per year, from 386 in AY17 to 398 or 450 in AY19.

Goal 4: Improve course completion
- Foothill will improve the course success rates of underrepresented populations by reducing the gap, currently -7 percentage points from the college in AY17, to no more than -5 points in AY19.
- Foothill will improve the online course success rates of underrepresented populations by reducing the gap, currently -9 percentage points from the college in AY17, to no more than -7 points in AY19.

### Goal 5: Improve degree, certificate and transfer completion
- Degree completion rates will increase from 16% in AY17 to 18% in AY18.
- Foothill will improve the certificate completion rates of underrepresented populations by reducing the gap, currently -8 percentage points from the college in AY16, to no more than -6 points in AY18.
- Foothill will improve the transfer rates of underrepresented populations by reducing the gap, currently -16 percentage points from the college in AY16, to no more than -14 points in AY18.

Source: Lisa Ly

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

As the college reviews its governance structure in 2017-18, the Student Success Collaborative (SSC) will continue to provide the vision and guidance for the College's student success plans, emphasizing program alignment, integration and coordination of the Student Success & Support Program (SSSP), Student Equity (SE), and Basic Skills Initiative (BSI) plans. The Collaborative provides a shared governance venue for input and discussion on the activities outlined to achieve plan goals. Assessments and evaluations of activities, including periodic updates on the metrics, will be provided to members. The feedback from Collaborative members will be shared with PaRC which provides input to the President on plan progress.
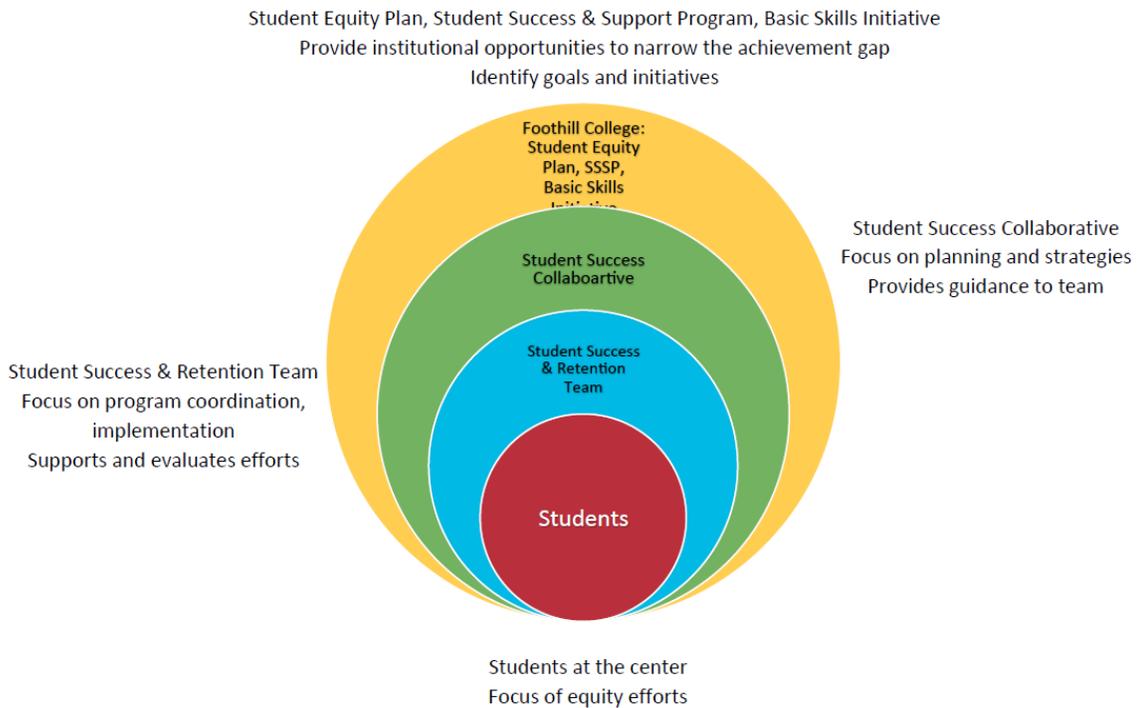
The Collaborative will continue to provide input using the Student Life Cycle model:
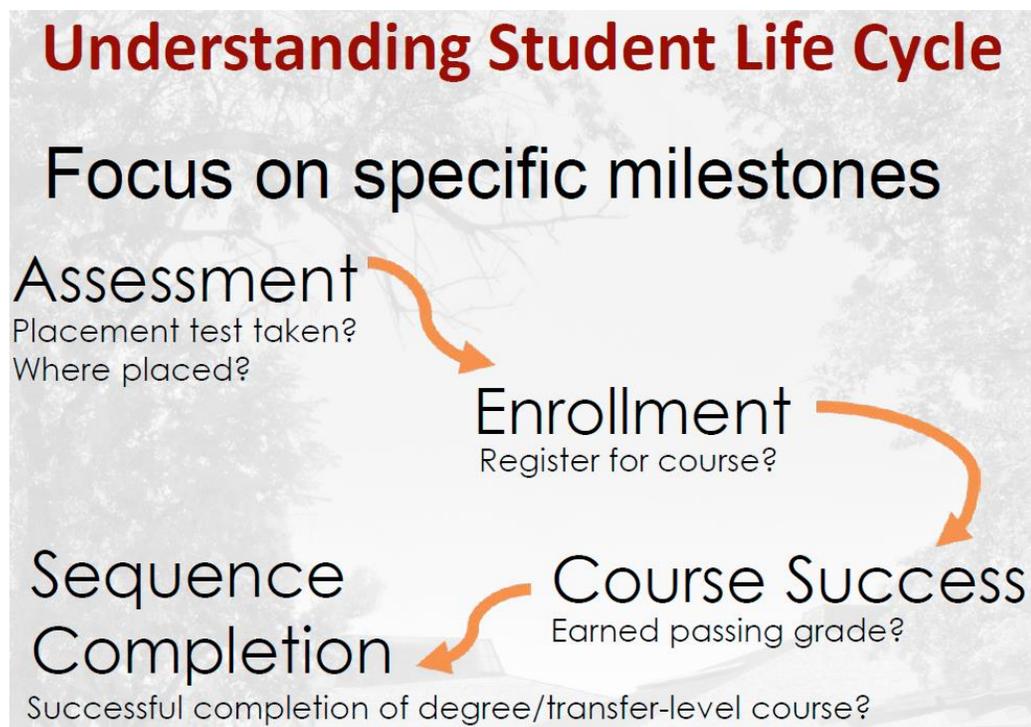
Source: Elaine Kuo, PhD

The Collaborative, together with the Student Success and Retention Team will help ensure a student focused approached to our work:

STUDENT SUCCESS COLLABORATIVE & STUDENT SUCCESS AND RETENTION TEAM

Student Equity Plan, Student Success & Support Program, Basic Skills Initiative
Provide institutional opportunities to narrow the achievement gap
Identify goals and initiatives

Source: Elaine Kuo, PhD

The Student Success and Retention Team will be led by the administrators responsible for individual activities and will provide a venue for operational insight and collaboration across divisions and departments to ensure effective implementation of activities. Administrative collaboration will also occur at the President's Cabinet.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

   Foothill College offers a range of noncredit courses which help students reach their goals in several ways. First we offer noncredit basic skills courses in areas such as ESL, math, and Language Arts which are designed to assist students in preparation for their credit courses. We also offer noncredit parenting courses to assist students in achieving their educational goals. In addition, we offer career noncredit courses in home health aide and transition to work.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

Professional development is a key strategy for achieving three of our major plan goals: improving certificate/degree/transfer completion, improving course success rates, and increasing (enrollment and) retention. We plan to leverage our full time professional development coordinator to ensure faculty and staff are equipped with pedagogical and service practices known to help increase student engagement and success. These include approaches such as culturally responsive teaching and service delivery, techniques to mitigate stereotype threat, and humanizing online classroom environments.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

Integrated Plan metrics will be included in the overall college system of metrics used to evaluate college goals. These metrics will be evaluated at least annually to assess how well our initiatives are doing in achieving college goals. Individual initiatives will also be evaluated for achievement of their outcomes or goals. The combination of broad institutional metrics and initiative evaluation will allow us to realign resources to what is working best.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

Information on the integrated plans of both colleges will be shared with the Board of Trustees. Personnel at both colleges often share their approaches and successes so that the sister college can learn from the experience. In addition, districtwide we utilize common technology resources like our student information system (Banner), EduNav, Starfish, and Canvas. Both campuses are involved in Multiple Measures discussions via the District Assessment Taskforce and are working towards standard use of high school data in placement decisions.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

The 2017-18 Integrated Plan Budget will include the following allocations:

Basic Skills Initiative -	$168,665
Student Equity --	$830,000
Credit SSSP --	$3,182,632
Noncredit SSSP --	$156,109

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more i

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries		$ 224,100	$ 913,044		$ 50,849		
2000	Classified and Other Nonacademic Salaries	$ 86,452	$ 240,700	$ 1,248,103		$ 64,890		
3000	Employee Benefits	$ 3,691	$ 116,200	$ 728,719		$ 40,370		
4000	Supplies & Materials	$ 53,515	$ 99,600	$ 60,570		$ -		
5000	Other Operating Expenses and Services	$ 24,940	$ 124,500	$ 217,923		$ -		
6000	Capital Outlay		$ 8,300	$ 14,273		$ -		
7000	Other Outgo	$ 67	$ 16,600	$ -		$ -		
	Program Totals	$ 168,665	$ 830,000	$ 3,182,632	$ 3,182,632	$ 156,109	$ 156,109	
					Match		**Match**	
					BSI, SE, & SSSP Budget Total			$ 4,337,406

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below: **SEE ABOVE**

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

The Chancellor's Office could provide assistance by a) providing analytical reports of disaggregated trend data with written analyses tailored to each college; b) technology to allow speedy approval of new curriculum (including noncredit – current wait is 6 month); and c) college specific and regional technical assistance / professional on effective practices.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:
Name ___Andrew LaManque _____
Title ___AVP Instruction _____
Email Address __lamanquenadrew@fhda.edu _____
Phone ____(650) 949-7179 _____

Alternate Point of Contact:
Name____Laureen Balducci _____
Title _____AVP Student Services _____
Email Address __balduccilaureen@fhda.edu _____
Phone _____(650) 949-7823 _____

Part III – Approval and Signature Page

College: ____Foothill College _____District:_Foothill-De Anza CCD_____

Board of Trustees Approval Date: ___January 16, 2018_____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

_____
Chancellor/President   Date   Email Address

_____
Chief Business Officer   Date   Email Address

_____
Chief Instructional Officer   Date   Email Address

_____
Chief Student Services Officer   Date   Email Address

_____
President, Academic Senate   Date   Email Address