- Applicat on process requires students to f rst complete an Open CCC account and then log into that Open CCC account to apply to the college. Students were unaware of the 2-step process and would think they had applied to the college af er creat ng an Open CCC account.
- Enrollment steps on the college website were unclear, required too many unnecessary clicks to get to desired webpages, and in some cases, links were direct ng students to incorrect websites.

- The previous welcome email was cold and uninvis

‹

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

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

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

Confusing Application Process

The application is a two-step process: the first step is for students to complete an Open CCC application and receive their CCC account ID and information. Then, students use the information to log into that account to apply to Foothill College. Students assume that after completing the first application they have successfully enrolled at the college and wait for information to register to their classes. Plus, the enrollment steps on the college website were unclear.
(slide 23
https://docs.google.com/presentation/d/1BW_ZWsOZkdjzteAA7vvulqzNQdJwcxvVhpO6Wfohg9Mc/edit#slide=id.gd98497e034_0_172)

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

Solution 1:
Now, there's information about the two-step application on the Foothill College website.

Issue 2: Communication in the Registration Process.

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

1.1.3 (Less than 50% Complete) What needs to be done to remove this/these barriers?
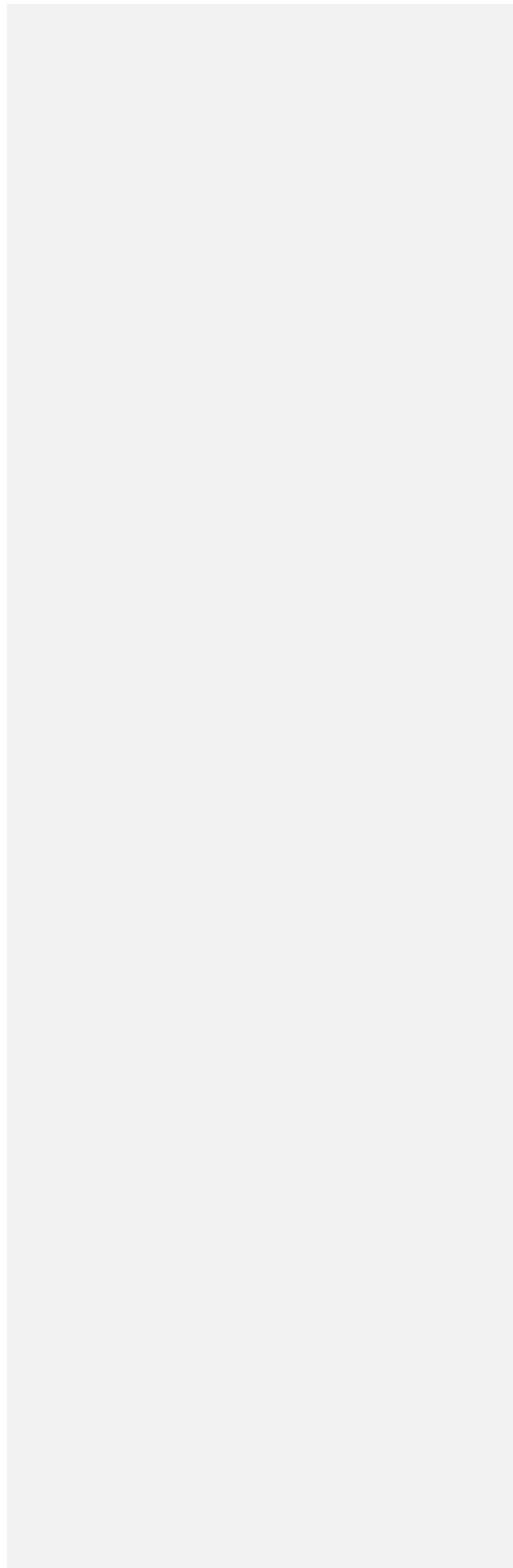
- Campus Smart shop turned into Welcome Center managed by students and staff. It is in a central location on campus, where it can be easily seen, and students can stop by to ask questions, get directions, grab a snack if needed, etc
- Center still needs to hire permanent Coordinator/Supervisor. Staff needs cross training on all onboarding steps as well as training on all of the student services available to Foothill College students

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

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

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

- To help offset some of the confusion with the transition, the college will need to create new registration videos and guides for students that will be available via Canvas and the college website.
- Campus administration will need to continue to work with the Software company

‹   The college will need to provide training opportunit es for faculty and staf to learn how
    to use the new registrat on applicat on so that they may answer student quest ons about
   and assist them with the registrat on process.

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

‹   Dif erent stake holders on campus need to come together to talk about how they
    currently use text messaging to communicate with students.

Virtual Front Desk for Fin Aid of ce

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

Your college previously ident f ed students experiencing disproport onate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the ef orts ident f ed?
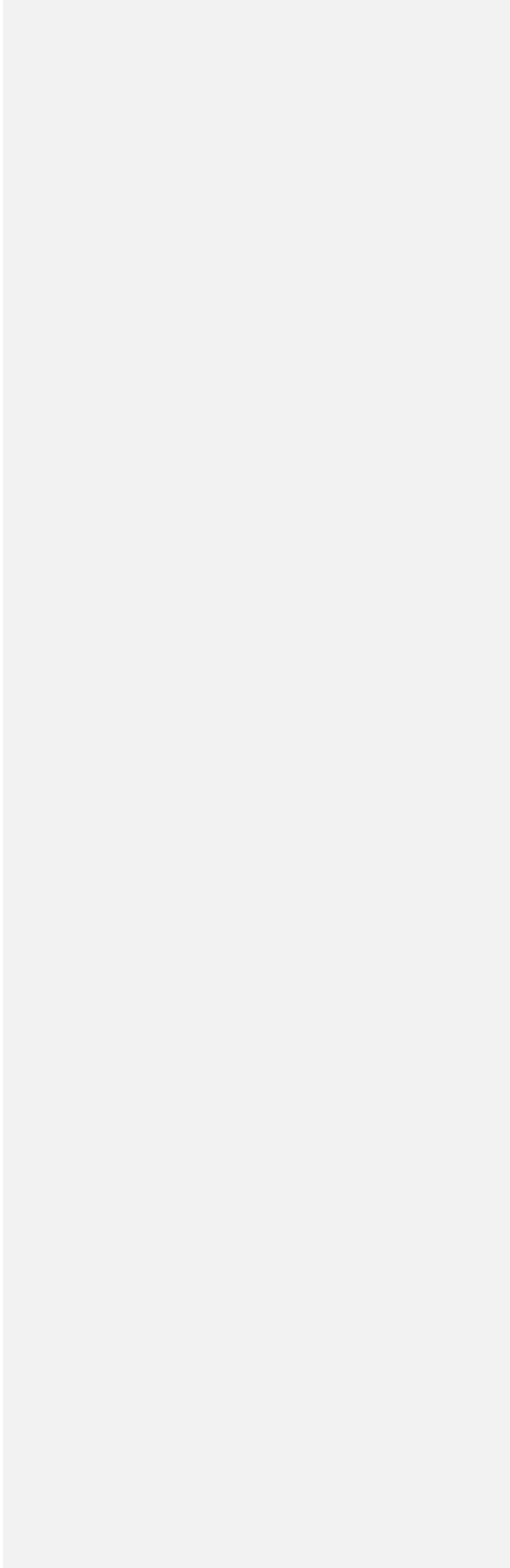
KURT, RAM, AJANI

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

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

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

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

Less than 50% complete
50% to 75% complete
More than 75% complete

2.1.1 (Less than 50% complete) What is yourj

metric). These data are found in the Launchboard data dashboard focusing on f rst-t me cohort students.]

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

We have found the underutilization of campus support resources by our

disproportionally impacted students, especially in fully online classes.

A barrier to supporting online students were some faculty members were initially

hesitant to adopt Foothill Connect, which they viewed automated some of the strategies

they used to increase course success.

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

Students are not always aware of the support services we offer so we need to expand

our marketing and communication.

> to incorporate Ram's feedback I added the word init ally since more faculty are now onboard with using FC

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

To increase retention from the primary to the secondary term, we are focusing on

increasing student utilization of campus support services by expanding the Foothill

Connect program and focusing on African American and Latinx students who are

exclusively online. Students can access an array of support services both on campus

and online, which gives them a greater sense of connection to the campus. A sense of

> Per Ram's suggest on: replaced the word "target ng" with "focusing on" (good call!)

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

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

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

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

2.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?
What efforts will be made to ensure this barrier is no longer present in the next four years?

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

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

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

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

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

Necessary transformation to reach ideal structure is Foothill Connect which will facilitate communication between faculty, students, and the Office of Retention while educating students on the services that will be most beneficial to them, as well as collecting
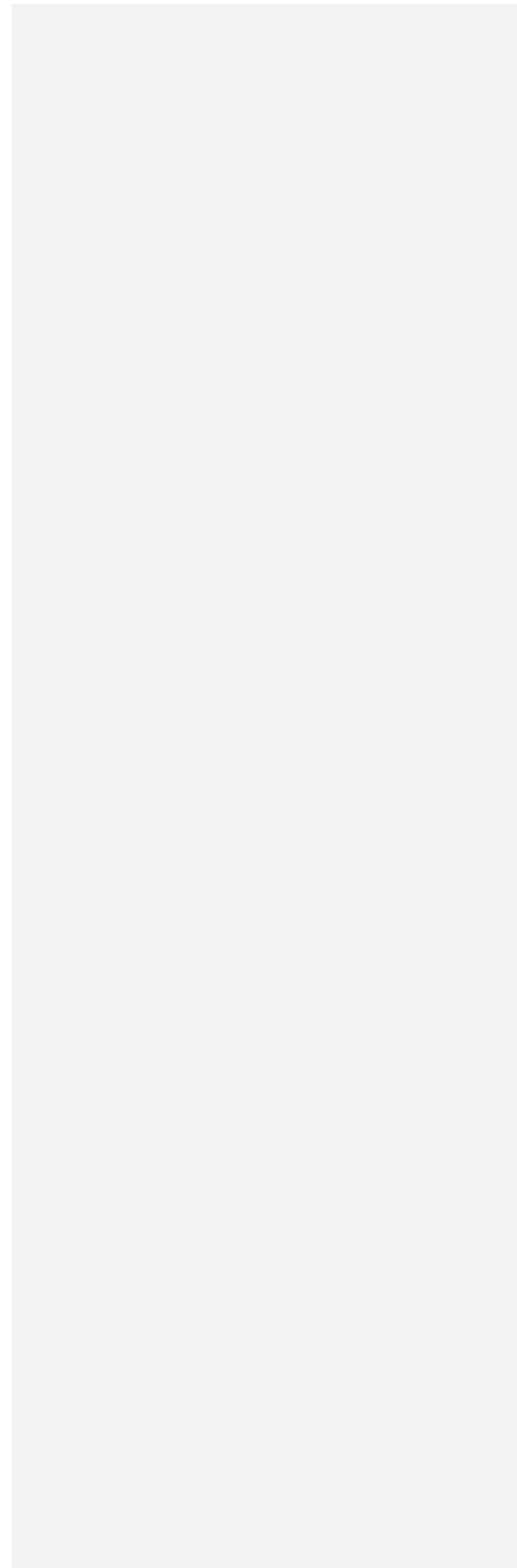
Your college previously identf ed students experiencing disproport onate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the ef orts identf ed?

English faculty engage in numerous equity-focused professional development and culturally responsive curricular projects and pedagogical approaches. The department holds regular retreats, invites part-time faculty to attend, and works with administration to compensate part-time faculty to attend. Because a significant percentage of sections are taught by part-time faculty, many of whom teach at multiple colleges, continued efforts can be made to ensure broad participation as the department assesses the

3.1.6 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-

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

Cont nuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed ef orts and metrics.
Yes
In Progress

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

The college has a data-driven program review process that is designed to center

continuous improvement. The English and Math departments engage in this process

and consider specifically outcomes in transfer-level entry courses. The departments

hold regular retreats to discuss outcomes and pedagogy. The college responds to

requirements and guidance from the CCCCO with respect to AB705 and AB1705. The

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

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

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

Characters : 0/5000

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

Characters : 0/5000

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

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

Yes
In Progress

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

Foothill College currently has a plan in place to develop and implement a continuous

improvement process related to this goal that includes the necessary transformations

detailed above.

S

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

At least one response is required for this question group.

5.1 Using a percentage, estimate your college's level of progress advancing local goals

[

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

5.1.5 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?
Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

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

We have learned that due to the fact that inevitably leadership shifts will occur, more

managers should be engaged in the GP work as to not rely on few leaders who may not

yet have institutionalized the work.

Characters : 0/5000

5.2.4 (In Progress) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:
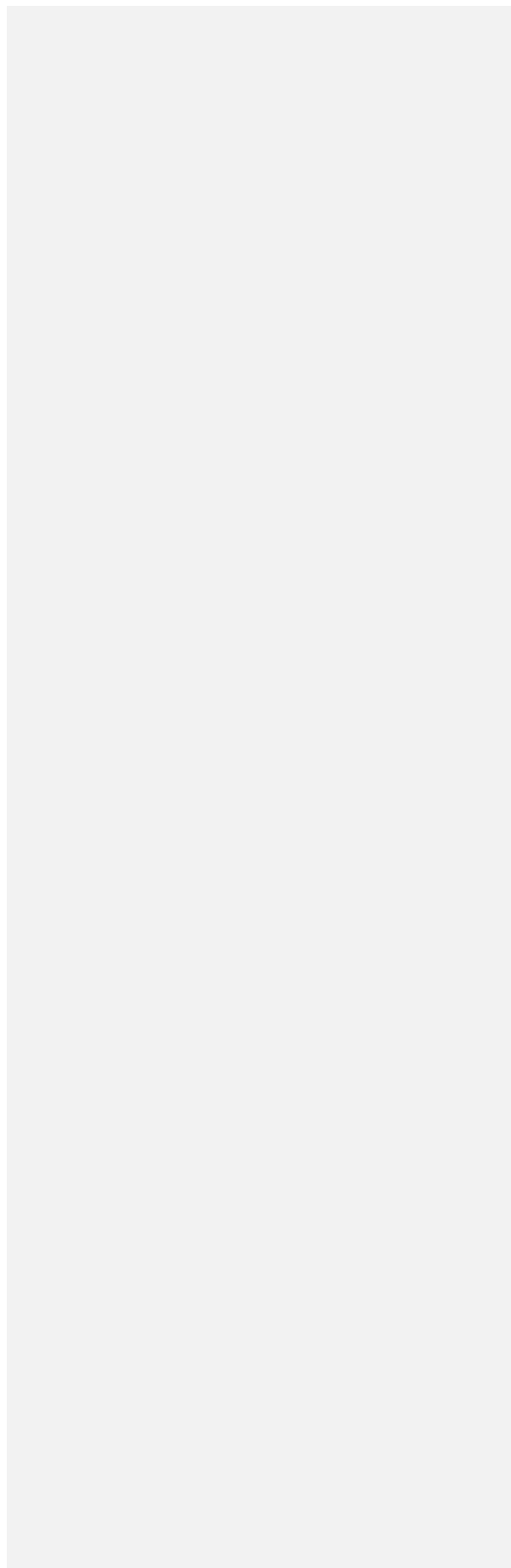
Characters : 0/5000

At least one response is required for this question group.

with Guided Pathways to achieve KPI Metrics.

Education Code for 2022-

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

At least one response is required for this question group.

7.1 Using the
with Guided Pathways to achieve KPI Metrics.

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

Fully Integrated

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

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

At least one response is required for this question group.

with Guided Pathways to achieve KPI Metrics.

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

Starting Integration
Integration in Progress
Fully Integrated

A selection is required

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

Expanded answers are acceptable. Please list, if possible.

1. Difficulty locating ZTC materials that meet faculty needs. Many faculty have not yet had the

   chance to engage in professional learning about OER so remain unsure where to locate high

   quality OER materials, an   ial   i

g

2. Getting current, accurate

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

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

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

Outcome Response

Immediate Outcome:
Mapping ZTC sections, courses and programs.

Character: 0/100

Intermediate Outcome:

At least one response is required for this question group.

Guided Pathways to achieve KPI Metrics.

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

9.1.1 (Starting Integration) What are some present challeng0057eng Integrn33 10.25 refq0.00000n0.00000n0.0/25 66.25 35c(Rlffq0.00000912 0 f

AS courses and to articulate them or provide credit, second it needs to be mapped out

in our Guided Pathways maps.

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

Consider this quest on as your planning space for integrat on of this programmat c area on your campus over the next four years.

For immediate consideration, we have designated the Sunnyvale Center counselor as

the adult education counselor. This is an easier location for this population and does not

Immediate Outcome

Articulate Medical Terminology class with FUHSD and MVLA

Character: 0/100

Intermediate Outcome

Articulate CNA programs to Allied Health programs at Foothill

Character: 0/100

Long-Term Outcome

Provide credit for prior learning or articulated credit from all adult school pathways to

Foothill College. Provide a dedicated counselor for adult education students.

Character: 0/100

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

Both Valerie Fong and Teresa Ong are on the CAEP consortium leadership board. The

consortium shares the same goals and outcomes and will evaluate them on an annual

basis. The evaluation will be shared also with the college at various levels including

-C.

Bottom of Form<mark>Teresa</mark>

At least one response is required for this question group.

Guided Pathways to achieve KPI Metrics.

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your

steps accordingly in the questions that follow. For additional review, please visit the education code link provided: Click here.

Starting Integration
Integration in Progress
Fully Integrated

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

Expanded answers are ac   g   e   g

get a job. These are not impasse points. With multiple initiatives that counselors,

faculty and staff are involved with, we just need to plan the time to kickstart these

efforts.

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

Consider this quest on as your planning space for integrat on of this programmat c area on your campus over the next four years.

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

1. Integrate events and services provided by Workforce and Counseling such as

   resume writing, job fair, internships and career coaching.

2. Ensure that counselors and faculty have opportunities to attend advisory board

   meetings and industry workshops as well industry related conferences.

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

With your college's commitment to cont nuing integrat ng this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integrat on with cont nuous improvement and evaluat on cycles.

Outcome Response

Immediate Outcome:

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

Character: 0/100

Intermediate Outcome:

Workforce uses Handshake as a platform for employers to post jobs and internships. Consider the use of Handshake for coun