

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 Stewa

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

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

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 60th 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)

5th 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., 21st 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.

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 acc4 1 Tf (y) Tj ET Q/TT3 1 Tf00002 12 588 768