!

the Educational Master
Plan on an annual basis, thus enabling the college to make progress toward implementing its
Educational Master Plan. The
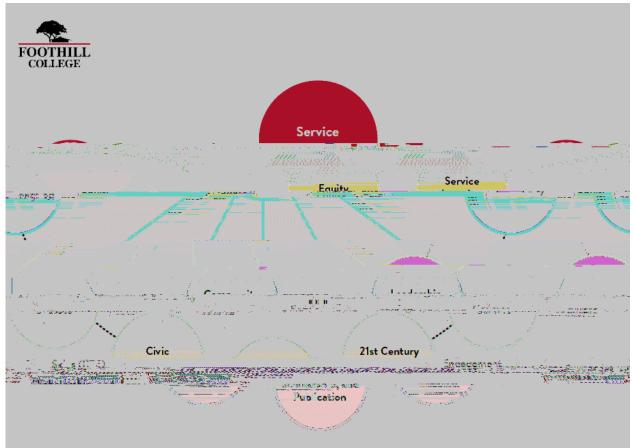
!

I. and II. Equity and Enrollment (E^2)

<u>Objective:</u>

I.   E_{quity} plan – Revise student equity plan (Equity Plan 2.0) within the integrated (equity/ basic skills/ student success support) funding template and in alignment with AB 705 (remedial education reform) and Guided Pathway framework; and integrate with enrollment strategies (access, retention, and persistence) to close equity gaps while increasing enrollments at the same – thereby, positioning the college for increased funding under the new funding formula.

II.   E_{nrollment} Growth – Position the college to achieve increases in each of the three prongs of the new funding formula while staying within the college annual budget and productivity: maintaining FTES from last year's FTES credit level with +15% increase from last year in non-credit and dual enrollment FTES; +5% of the point allocation for College Promise Grant, Pell Grant, and AB 540

!

Thus, an increase of 5% would constitute <mark>???</mark> Points.

!

I. Service Leadership

Objective: Infuse *Service Leadership* into the college instructional and student services structure, identify leadership skills student/ institutional learning outcomes, and develop metrics to measure effectiveness.

Background: *Service Leadership* constitutes seven areas:

In Academic Year 2017-18, the college celebrated its 60th Anniversary by highlighting at least 60 *Service Leadership* projects along with its first Research and Service Leadership Symposium on May 17, 2018. The #60for60 projects are highlighted https://www.foothill.edu/60yearsofservice/ .

During Academic Year 2017-18, the strategic focus was to provide a space for Service Leadership projects to grow organically and raise funds to support such interests from students, faculty, and staff.

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

!

!

hiring and advancement in the workforce. Our students also need to have a strong sense of

!

! "#$%&#'$(')*'+,-,./01'

Y!#$!%

!

need for improved communication of governance work.

In addition:

• The Educational Master Plan discussion in spring 2015 identified Governance as a strategic priority, culminating with the goal to "expand participation from all constituencies in shared governance" adopted in fall 2015.

• A series of planning / governance structure meetings were held in spring 2016 to discuss the results of a governance structure survey.

• The Accreditation Leadership Summit in fall 2016 identified governance as a possible Quality Focused Essay topic, which was later adopted as part of the self-evaluation in May 2017.

• A Governance Retreat in September 2017 discussed the need for a new governance system that fostered engagement around strategic objectives rather than operational issues.

• In 2017-18 the Governance Leadership Council began by assessing the strengths and weaknesses of the current model and the need for change.

The review of governance is included in the timeline below.

Governance Change Timeline
Proposed Governance Committee Indicators of Success
The following factors have been expressed as indicators of a successful governance system:

> All members have the opportunity to participate in committee discussion.
> Committee input is used to help shape t. t (p) 4 (e) 5 (h)45 (d) 4 (u) 9 (o) 4 (n) 4 (n) 5 (.) 5 t (n) 5 ( ) 5 t (

!

! "#$%&#'$(')*'+,-,. /01'