



## Chancellor's Advisory Council Meeting Agenda – February 21, 2020

De Anza College, ADM 109  
11:30 a.m.-1:00 p.m.

AGENDA TOPIC	PURPOSE/DESIRED OUTCOME	DISCUSSION LEADER
1. Welcome and introductions	<i>I</i> – Allow council members and guests to identify each other by name and constituent group represented and/or role at the colleges/district.	Judy Miner
2. Approval of January 17, 2020, meeting summary ( <i>attachment 2</i> )	<i>A</i> – Provide accurate record of previous meeting.	Judy Miner
3. Proposed revision to administrative procedure (AP) recommended by the Academic and Professional Matters Committee ( <i>attachment 3</i> ) • AP 4240 Academic Renewal (Revised)	<i>I</i> – Review of procedure approved by the Academic and Professional Matters Committee and dissemination to constituents.	Mary Pape/Karen Chow
4. Proposed new board policy (BP) and administrative procedure (AP) (if approved by Academic and Professional Matters Committee on 2/19) • BP 3518 Child Abuse Reporting ( <i>attachment 4a</i> ) • AP 3518 Child Abuse Reporting ( <i>attachment 4b</i> )	<i>I</i> – Review of procedure approved by the Academic and Professional Matters Committee and dissemination to constituents.	Mary Pape/Karen Chow/Dorene Novotny
5. District Strategic Plan - Refresh feedback ( <i>attachments 5a and 5b</i> )	<i>D</i> – Share constituent group feedback regarding the refresh summary presented at the 1/17 meeting.	David Ulate
6. Call for 9/17 District Opening Day workshops and program highlights ( <i>attachment 6</i> )	<i>I/D</i> – Request of council members to submit/solicit proposals for District Opening Day workshops to the Chancellor's Office to encourage robust attendance and engaged participation from every employee group across the district.	Judy Miner
7. Enrollment management	<i>I/D</i> – Gain understanding of enrollment initiatives, provide feedback/advice, and share information with constituencies.	Judy Miner
8. District Governance Committee/Constituent Group Reports • District Budget Advisory Committee <a href="http://www.fhda.edu/about-us/participatorygovernance/C-budget-advisory-committee.html">http://www.fhda.edu/about-us/participatorygovernance/C-budget-advisory-committee.html</a> • Human Resources Advisory Committee/District/District Diversity and Equity Advisory Committee <a href="http://hr.fhda.edu/diversity/c-meeting-minutes-and-agendas.html">http://hr.fhda.edu/diversity/c-meeting-minutes-and-agendas.html</a> • Educational Technology Advisory Committee <a href="http://ets.fhda.edu/governance-committees/etac/index.html">http://ets.fhda.edu/governance-committees/etac/index.html</a> • Business Process Alignment Task Force <a href="https://www.yammer.com/fhda.edu/-/threads/inGroup?type=in_group&amp;feedId=14505859">https://www.yammer.com/fhda.edu/-/threads/inGroup?type=in_group&amp;feedId=14505859</a> • Academic Calendar Exploration and Feasibility Analysis Task Force	<i>I</i> – Broaden awareness. Provide information for council members to disseminate to constituents about work/actions of districtwide governance groups and constituent groups.	All
9. Other information and updates	<i>I</i> – Share information for council members to disseminate to constituents.	All

*I – Information, D – Discussion, A – Action*



FOOTHILL-DE ANZA  
Community College District

**Office of the Chancellor**

**CHANCELLOR'S ADVISORY COUNCIL**

**Meeting Summary**

**January 17, 2020**

Present: Becky Bartindale, Leonardo Blas, Anthony Cervantes, Susan Cheu, Karen Chow, Isaac Escoto, Christina Espinosa-Pieb, Heidi King, Gracian Lecue, Kristy Lisle, Christine Mangiameli (for Chris White), Kevin Metcalf, Shelly Michael, Judy Miner, Mike Mohebbi, Joe Moreau, Thuy Nguyen, Dorene Novotny, David Ulate, Casie Wheat (for Roland Amit)

**1. Welcome and introductions**

Chancellor Miner welcomed council members and guests and invited self-introductions.

**2. Approval of October 18, 2019, meeting summary**

The October 18, 2019, Chancellor's Advisory Council (CAC) meeting summary was approved by consensus.

**3. Proposed revision to incorporate gender neutral pronouns to council Charge, Purpose, and Ground Rules discussed at October 18, 2019, meeting**

Proposed revisions to the council's Charge, Purpose, and Ground Rules were approved by consensus.

**4. Proposed new administrative procedure (AP) recommended by the Academic and Professional Matters Committee**

AP 5010 Admissions (New)

Council members reviewed the new admissions procedure, which was approved by the Academic and Professional Matters Committee and presented to the council for information and dissemination to constituents. Anthony indicated that the procedure may need to be revised in order to reflect recent changes to adult education.

**5. Draft 2020 Legislative Priorities**

The council reviewed and approved the 2020 Legislative Principles by consensus. Judy advised that the proposed principles would be presented to the Board of Trustees for adoption at the February 3, 2020, meeting. Christine suggested that the district advocate for a change in the way allied health programs are funded given that the programs are very important to the state but also expensive to run. Judy advised that the most effective strategy has been to advocate for increases in overall funding.

**6. Governor's Proposed 2020-21 Budget**

Susan provided an overview of Governor Gavin Newsom's 2020-21 Budget Proposal and indicated that she would send council members a copy of the analysis prepared by the Association of California Community College Administrators, Association of Chief Business Officials, California Community Colleges Chancellor's Office (CCCCO), and Community College League of California following the meeting. She stated that the budget proposal preserves hold harmless funding and makes no changes to the Student Centered Funding Formula but does consolidate various categorical programs, including the California Virtual Campus-Online Education Initiative (CVC-OEI). Joe noted that the CCCCCO has assured CVC-OEI that the consolidation would not affect funding.

**7. District Strategic Plan refresh update**

David reviewed the District Strategic Plan refresh summary, explaining that the line items were derived from the colleges' educational master plan updates and responses to the survey he sent to the council last quarter. He further clarified that the items in green are ones where there does not seem to be a perfect relationship between the college and district plans and the items in orange are not currently represented in the district plan. David asked council members to review the summary prior to the next meeting and send suggestions to him by email.

**8. District Technology Plan assessment**

Joe shared the District Technology Plan assessment for 2018-19, noting that 10 objectives had been completed, 14 were in progress, two were not started, one was withdrawn, and one was postponed for lack of resources. He explained in response to council questions that approximately 40 percent of employees have completed security training, and Educational Technology Services is seeing fewer people falling for phishing scams. He advised that ETS is evaluating a new training product that includes a phishing simulator, which has been shown to be effective but is controversial. Heidi suggested that managers be asked to encourage employees to schedule time for training, so employees don't feel that they have to ask for permission.

Joe also updated the council regarding the roll out of managed print services. With regard to student printing, Leonardo asked if the student governments could help subsidize printing for students. Susan suggested that the student body presidents work with the college finance vice presidents, Bret Watson and Pam Grey, on a strategy to lower costs.

**9. Enrollment management**

Thuy reported that Foothill's nonresident enrollment has seen a significant drop while resident enrollment is fairly flat. She noted that both dual and online enrollments have been growing and apprenticeships are doing well.

Christina advised that De Anza's enrollment is showing a slight decrease but could be close to flat once late start courses are counted. She noted that the college is hitting its productivity target and canceled fewer courses this quarter than in the past.

The council discussed strategies for awarding certificates and degrees under the Student Centered Funding Formula and a new tool created by David Ulate that will help the colleges set goals for meeting the funding formula's metrics.

**10. District Governance Committee/Constituent Group Reports**

District Budget Advisory Committee [http://www.fhda.edu/\\_about-us/\\_participatorygovernance/C-budget-advisory-committee.html](http://www.fhda.edu/_about-us/_participatorygovernance/C-budget-advisory-committee.html)

Susan advised that the District Budget Advisory Committee met in November to review the First Quarter Report and will meet on January 21, 2020, to review the Second Quarter Report.

Human Resources Advisory Committee/District Diversity and Equity Advisory Committee <http://hr.fhda.edu/diversity/c-meeting-minutes-and-agendas.html>

Dorene reported that equal employment opportunity training records will soon be posted on the Human Resources diversity/equity/accommodation webpage on the district's website and that Pat Hyland, who is working for the district on a temporary basis, is working to add training dates to the calendar.

Educational Technology Advisory Committee <http://ets.fhda.edu/governance-committees/etac/index.html>

Joe advised that the Educational Technology Advisory Committee (ETAC) is focusing on district compliance with accessibility rules, explaining that the Los Angeles Community College District just settled a significant lawsuit concerning accessibility. He advised that ETAC will bring recommendations forward to Chancellor's Advisory Council.

**Associated Students of Foothill College**

Leonardo reported that international students have complained to him that Foothill-De Anza's insurance rates are higher than those at other districts. Susan asked that Leonardo send her information so the district's Purchasing, Contracts, and Risk Management director can conduct an analysis.

**9. Other Information and Updates**

Discussion of this item was postponed to the next meeting.

The meeting adjourned at 1:01 p.m.



Book	Administrative Procedures
Section	Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)
Title	Academic Renewal Regulations
Code	AP 4240
Status	Up For Revision
Legal	<a href="#">California Code of Regulations, Title 5, Section 55046</a>
Adopted	January 4, 1999
Last Revised	January 27, 2017
Origin	Legally required (formerly AP 5060) - revision related to AB 705 implementation - eliminate a failing grade to be removed from probation - APM approval 1/15/20
Office	College Presidents

Under the authority of Title 5 section 55046 of the California Code of Regulations, a student may petition to have substandard academic work (D+, D, D-, F, NC, or NP) disregarded from their cumulative grade point average when such work does not reflect their current demonstrated ability.

A student who wishes to qualify for a degree, certificate or transfer may petition to disregard up to three consecutive quarters, plus a summer session, for a maximum of 45 quarter units, of work completed at Foothill College or De Anza College.

Academic renewal actions are irreversible.

Academic renewal does not guarantee that other colleges will accept this action. Acceptance of academic renewal is at the discretion of the receiving institution. Once a degree has been awarded at either Foothill College or De Anza College, courses taken prior to the awarding of the degree or Certificate of Achievement cannot be excluded.

Approval of the request is subject to the following conditions:

1. ~~Two years~~ **At least three quarters** must have elapsed since the last quarter to be disregarded was completed.
2. Since the last quarter **to be disregarded**, the student must have completed at least:
  - 15 units with a 3.0 GPA, or
  - 30 units with a 2.5 GPA, or
  - 45 units with a 2.0 GPA

Work completed at other accredited institutions, **including upper division coursework**, may be considered.

- 4 ~~3~~. A student may **be granted** ~~petition only once~~ for academic renewal **only once**.

**4. A substandard grade(s) in any course(s) that has/have been deactivated may be disregarded from the student's cumulative GPA and may be granted an exception to the minimum requirements for academic renewal.**

- ~~3~~ ~~5~~. The college will disregard **from unit requirements/totals and GPA** courses selected by the student, ~~with respect to unit requirements and GPA.~~

§ 6. The student transcript shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

**7. Information regarding the academic renewal option will be posted prominently on the college websites, catalogs, and in appropriate student services areas.**

Students must consult a counselor before petitioning for academic renewal. After obtaining the counselor’s signature, the completed Petition for Academic Renewal form is submitted to the Admissions and Records Office.

[See Board Policy 4240 Academic Renewal](#)

Reviewed 1/4/99  
Amended and renumbered 1/27/17(formerly AP 5060)



**FOOTHILL-DE ANZA**  
**Community College District**

Book	Board Policy
Section	Chapter 3 - General Institution
Title	Child Abuse Reporting
Code	BP 3518
Status	New
Legal	<a href="#">Family Code Sections 7820-7827</a> <a href="#">Family Code Sections 7890 and 7892</a> <a href="#">Penal Code Sections 261 and 264.1</a> <a href="#">Penal Code Sections 285, 286, 288, 288a, 289</a> <a href="#">Penal Code Section 647a</a> <a href="#">Penal Code Sections 273a and 273d</a> <a href="#">Penal Code Sections 11164-11174.3</a> <a href="#">Welfare and Institutions Code Section 300</a> <a href="#">Welfare and Institutions Code Section 318</a> <a href="#">Welfare and Institutions Code Section 601</a>
Origin	CCLC template - Legally advised

**The Chancellor shall establish procedures related to the responsibility of employees, within the scope of employment or in their professional capacity, to report suspected abuse and neglect of children.**



Book	Administrative Procedures
Section	Chapter 3 - General Institution
Title	Child Abuse Reporting
Code	AP 3518
Status	New
Legal	<a href="#">Family Code Sections 7802, 7807, 7808</a> <a href="#">Family Code Sections 7820-7829</a> <a href="#">Family Code Sections 7890 and 7892</a> <a href="#">Penal Code Sections 261 and 264.1</a> <a href="#">Penal Code Sections 273a and 273d</a> <a href="#">Penal Code Sections 285, 286, 288, 288a, 289</a> <a href="#">Penal Code Section 647a</a> <a href="#">Penal Code Sections 11164-11174.3</a> <a href="#">Welfare and Institutions Code Section 300</a> <a href="#">Welfare and Institutions Code Section 318</a> <a href="#">Welfare and Institutions Code Section 601</a>
Origin	Legally advised - APM review 6/9/17 (CCLC template), 10/16/19 (D. Novotny revision - Referred to senates for feedback/approval.

**The District recognizes the responsibility of its staff to report to the appropriate agency when there is a reasonable suspicion that an abuse or neglect of a child may have occurred. Mandated reporters include all employees who, within the scope of their employment, have contact with minor students on a regular and continuous basis; this includes faculty, administrators and classified staff. Volunteers are not mandated reporters, but are encouraged to report suspected abuse or neglect of a child.**

**DEFINITIONS:**

**Child abuse is defined as physical abuse, neglect, sexual abuse and/or emotional maltreatment. This procedure addresses the sexual assault, sexual exploitation, and/or sexual abuse of a child; the willful cruelty or unjustifiable punishment of a child; incidents of corporal punishment or injury against a child; abuse in out-of-home care; and the severe and/or general neglect of a child (definitions contained in Penal Code Section 11165).**

**“Reasonable suspicion” occurs when “it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position drawing when appropriate on his/her training and experience, to suspect child abuse” (Penal Code Section 11166(a)).**

**A child protective agency is a police or sheriff’s department, a county probation department, or a county welfare department. The District Police Department is considered a child protective agency (Penal Code Section 11165.9).**



### IMMUNITY:

Any person not mandated by law to report suspected child abuse has immunity unless the report is proven to be false and the person reporting knows it is false, or the report is made with reckless disregard of the truth or falsity of the incident (Penal Code Section 11172(a)). Reporting is an individual responsibility. An employee making a report cannot be required to disclose his/her identity to the employer (Penal Code Section 11166(h)). However, a person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a \$1,000 fine (Penal Code Section 11172(e)).

No mandated reporter who reports a known or suspected instance of child abuse shall be civilly or criminally liable for any report required or authorized by the Penal Code. Any person other than a child care custodian reporting a known or suspected instance of child abuse shall not incur any liability as a result of making any report of child abuse, unless it can be proven that a false report was made and the person knew that report was false. (Penal Code Section 11172(a)).

### REPORTING AND FOLLOW UP:

Mandated reporters must report immediately any reasonable suspicion of child abuse to District Police or a local child protective agency (Department of Family and Children Services Child Abuse and Neglect Center - San Jose Area 408-299-2071/Palo Alto Area 650-493-1186) and follow up with a written report within 36 hours. The written report may be mailed or submitted by facsimile or electronic transmission.

Child abuse reporting forms are available from the District Police Department.

When a college or district administrator releases a minor student to a police officer for the purpose of removing the student from the campus, the administrator shall take immediate steps to notify the parent or guardian regarding the release of the student to the officer, and regarding the place to which the student is reportedly being taken (Education Code Section 87044). This procedure shall apply except when a student has been taken into custody as a victim of suspected child abuse, as defined in Penal Code Section 11165 or pursuant to Welfare and Institutions Code Section 305. In those cases, the administrator shall provide the police officer with the address and telephone number of the student's parent or guardian.

Non-accidental physical injury is considered to be a health and safety emergency; and parental consent is not required for release of student information under the Family Education Rights and Privacy Act, or the California Student Records Act (Education Code Sections 76200 et seq.).

Information relevant to the incident of child abuse may be given to an investigator from a child protective agency or police officer who is investigating the known or suspected cause of child abuse (Penal Code Section 11167(b)).

### NOTICE TO EMPLOYEES:

The District shall provide all employees with a statement informing the employee that they may be a mandated reporter and the definition of positions included as mandated reporters. The District will inform the employee of their reporting obligations under Penal Code Section 11166 and of their confidentiality rights under subdivision (d) of Penal Code Section 11167. The District shall provide a copy of Penal Code Sections 11165.7, 11166, and 11167 to the employee. Prior to commencing their employment and as a prerequisite to that employment, employee shall sign and return the statement to the District. The signed statements shall be retained by the District Office of Human Resources in the employee's official personnel file (Penal Code Section 11166.5).

The District will distribute this procedure to all employees and will provide Mandated Reporter information and training on an annual basis



**FOOTHILL-DE ANZA**  
**Community College District**

# **DISTRICT STRATEGIC PLAN**

## **2017-2023**

**Approved by the Foothill-De Anza Community College  
District Board of Trustees**

**March 6, 2017**



# DISTRICT STRATEGIC PLAN

## 2017-2023

---

### **Introduction**

The purpose of the Foothill-De Anza (FHDA) Community College District Strategic Plan is to develop district-based strategies that work to support the mission of the district. To accomplish this, the plan identifies seven district strategic priorities, the college and district goals that support those priorities, and then the specific district strategies that will work to support those goals. Each strategy will have one or more associated metrics as a way to assess progress.

### **FHDA Mission Statement**

The mission of the Foothill–De Anza Community College District is student success. We are driven by an equity agenda and guided by core values of excellence, inclusion, and sustainability. Every member of our district contributes to a dynamic learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students. We are committed to providing an accessible, quality undergraduate education dedicated to developing a broadly educated and socially responsible community that supports an equitable and just future for California.

Key mission statement terms:

(Mission) <u>Student Success</u>	(Driven by) <u>Equity</u>	(Guided by) <u>Excellence</u>
(Guided by) <u>Inclusion</u>	(Guided by) <u>Sustainability</u>	(Contributes to) <u>Dynamic learning environment</u>
(Fosters) <u>Student engagement</u>	(Fosters) <u>Equal opportunity</u>	(Fosters) <u>Innovation</u>
(Meeting) <u>Educational goals</u>	(Meeting) <u>Career goals</u>	(Who we serve) <u>Diversity</u>
(Committed to providing) <u>Accessible education</u>	(Committed to providing) <u>Quality education</u>	(Developing) <u>Broadly educated community</u>
(Developing) <u>Socially responsible community</u>		

**Strategic Priority #1: Educational Achievement**

Key mission statement terms relative to strategic priority #1:

(Mission) <u>Student Success</u>	(Driven by) <u>Equity</u>	(Guided by) <u>Excellence</u>
(Contributes to) <u>Dynamic learning environment</u>	(Fosters) <u>Student engagement</u>	(Meeting) <u>Educational goals</u>
(Committed to providing) <u>Quality education</u>	(Developing) <u>Broadly educated community</u>	(Developing) <u>Socially responsible community</u>

Student success is the primary focus of the Foothill-De Anza Community College District. Student success is viewed through an equity lens to ensure the district continues to strive for excellence for all. It is important for students to be engaged in their educational experience and meet their educational goals, resulting in a broadly educated and socially responsible community.

Goals:

CG 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).

CG 1.2: Decrease in achievement gap.

CG 1.3: Increase participation in community and civic engagement within and outside the college.

District Strategies:

DS 1.1: Develop a data rich environment that increases end user ability to utilize/engage student success data and develop strategies to decrease inequities in outcomes.

Metric 1.1a: Complete the development of customized data reporting tools – higher education profiles, inquiry tool, and Argos reporting.

Metric 1.1b: Conduct a minimum of two training workshops annually on the use of data resources—one during the district opening day and one (or more) in the academic year.

Metric 1.1c: Generate statistics reporting tools for Canvas course management system to allow for identification of target communities for early alert outreach.

DS 1.2: Increase support from the foundation that increases engagement by the community and supports efforts to reduce achievement gaps.

Metric 1.2a: Raise three million to renovate and expand STEM Success Center.

Metric 1.2b: Raise an additional \$150 thousand to support programs such as VIDA, LEAD, and APALI.

**Strategic Priority #2: District community**

Key mission statement terms relative to strategic priority #2:

(Driven by) <u>Equity</u>	(Guided by) <u>Inclusion</u>	(Guided by) <u>Sustainability</u>
(Fosters) <u>Student engagement</u>	(Fosters) <u>Equal opportunity</u>	(Who we serve) <u>Diversity</u>
(Committed to providing) <u>Accessible education</u>		

Success for all students is central to the work of FHDA. As part of our equity efforts, it is important for the District to ensure we are accessible to and inclusive of all members of our diverse community, which also includes employees of the district. In order to sustain a dynamic learning environment that is innovative and focused on students, we must continually address the needs of employees, and work to employ a workforce that is reflective of our district community.

Goals:

CG 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.

CG 2.2: Increase community partnerships that promote lifelong learning opportunities and develop K-12, adult ed., & four-year degree pathways.

DG 2.1: Improve diversity of qualified applicant pools leading to increased diversity of employees supporting the rich diversity of our student body.

District Strategies:

DS 2.1: Increase financial support for students.

Metric 2.1a: FHDA Foundation will raise \$500 thousand in additional scholarship, book vouchers, and emergency funds.

DS 2.2: Identify potential impediments to enrollment access and develop district strategies to address them.

Metric 2.2a: Conduct an evaluation around enrollment trends and issues of access.

Metric 2.2b: Develop a district enrollment management plan.

DS 2.3: Develop and implement strategies such as targeting recruitment sources and job fairs to reduce disparity between student and employee non-white demographics.

Metric 2.3a: Increase applicant pool demographics of non-white v. white full-time faculty as compared to 2012-2015 averages.

Metric 2.3b: Increase employee demographics of non-white v. white new hire faculty as compared to 2012-2015 averages.

DS 2.4: Implement Equal Opportunity (EO) Plan initiatives regarding hiring committees

Metric 2.4a: All members of recruitment search committees will receive training on the topic of unconscious bias.

Metric 2.4b: All administrators and managers leading recruitment search committees will receive training on the topic of the role and responsibilities of an EO Rep on search committees.

Key: CG = College Goal  
DG = District Goal  
DS = District Strategy

**Strategic Priority #3: Learning & Support Services**

Key mission statement terms relative to strategic priority #3:

(Mission) <u>Student Success</u>	(Driven by) <u>Equity</u>	(Guided by) <u>Inclusion</u>
(Contributes to) <u>Dynamic learning environment</u>	(Fosters) <u>Equal opportunity</u>	(Fosters) <u>Innovation</u>
(Meeting) <u>Educational goals</u>	(Meeting) <u>Career goals</u>	(Who we serve) <u>Diversity</u>
(Committed to providing) <u>Accessible education</u>		

The learning and support services provided by the District greatly impact the ability of our community to achieve the mission of student success. To create a dynamic learning environment that is accessible and inclusive to all our diverse students, we need to be innovative in how we help students meet their educational and career goals.

Goals:

CG 3.1: Enhancing support for online growth and quality that address the digital divide.

CG 3.2: Continuous improvement of student services and other high-impact practices that increase student success.

District Strategies:

DS 3.1: Through the Online Education Initiative, develop online resources to increase student participation and achievement in online education.

Metric 3.1a: Adopt online counseling and academic tutoring services.

Metric 3.1b: Fully implement the Canvas course management system at both colleges.

DS 3.2: Support the development of additional technology-based student service resources.

Metric 3.2a: Integrate SARS, DegreeWorks, and other student support data and reporting systems with traditional student success reporting practices.

DS 3.3: Adopt and enforce Universal Design standards for all digital and online instructional content

Metric 3.3a: Increase number of Canvas course sites that meet minimum accessibility requirements.

**Strategic Priority #4: Career goals**

Key mission statement terms relative to strategic priority #4:

(Mission) <u>Student Success</u>	(Fosters) <u>Innovation</u>	(Meeting) <u>Career goals</u>
(Who we serve) <u>Diversity</u>	(Developing) <u>Broadly educated community</u>	(Developing) <u>Socially responsible community</u>

Student success can mean many things. For many at the community college, success comes in the form of professional development to advance one's career, earning a Career Technology Education (CTE) certificate or degree, and/or completing an academic pathway that leads to a four-year degree in the professional field of their choice. Consequently, FHDA places a priority in understanding the professional needs of its community as well as support in achieving their professional goals.

Goals:

CG 4.1: Partner with business and industry within the region to prepare students for the workforce.

CG 4.2: Increase employment rates for CTE participants.

District Strategies:

DS 4.1: Increase support for student internships.

Metric 4.1a: FHDA Foundation will raise \$50 thousand for additional support to existing internships as well as development of new student internships.

DS 4.2: Increase communication of the breadth of CTE programs across both campuses.

Metric 4.2a: Develop CTE infographics for CTE programs.

DS 4.3: Leverage the Chancellor's networks in business and industry to obtain workforce preparation resources for the colleges.

Metric 4.3a: A minimum of ten employers will establish or expand support for workforce preparation in the form of internships, scholarships, equipment, expertise, or other means.

**Strategic Priority #5: Learning facilities**

Key mission statement terms relative to strategic priority #5:

(Mission) <u>Student Success</u>	(Guided by) <u>Sustainability</u>	(Contributes to) <u>Dynamic learning environment</u>
(Fosters) <u>Student engagement</u>	(Fosters) <u>Innovation</u>	(Who we serve) <u>Diversity</u>

Central to student success is the district facilities used to provide the learning environment. FHDA has placed an emphasis on creating a learning environment and learning spaces that focus on being environmentally friendly as well as fostering student engagement. We want to reduce our carbon footprint so that future generations can enjoy the educational opportunities afforded them at FHDA; and manage campus space in a way that is inviting to students and motivates them to engage in their educational experience.

Goals:

CG 5.1: Expand college practices and initiatives to support environmental stewardship.

CG 5.2: Management of space to encourage dialogue and engagement.

District Strategies:

DS 5.1: Reduce college/district reliance on purchased utilities.

Metric 5.1a: Electricity storage technology reduces peak period electricity consumption.

Metric 5.1b: Installation of electric fuel cells.

DS 5.2: Implement district facilities master plan strategies regarding classroom and campus spaces.

Metric 5.2a: Increased number of smart classrooms and meetings rooms with videoconferencing capabilities.

Metric 5.2b: Foothill – Increase number of physical spaces on campus designated for online students to meet and network.

Metric 5.2c: De Anza – Evaluate the viability of centralizing all of student services within the A Quad area and Registration & Student Services Building.



**Strategic Priority #6: Fiscal responsibility**

Key mission statement terms relative to strategic priority #6:

(Mission) <u>Student Success</u>	(Guided by) <u>Sustainability</u>	(Contributes to) <u>Dynamic learning environment</u>
(Fosters) <u>Innovation</u>	(Committed to providing) <u>Accessible education</u>	

Fiscal responsibility has long been a priority for FHDA. It is fundamental to our ability to provide an education that is both accessible and innovative. Given the recent era of economic fluctuations, fiscal responsibility has become a more central point to the learning environment we are able to create, both with respect to the number of employees as well as the programs we are able to fiscally support. This is why fiscal responsibility continues to be a strategic priority for FHDA.

Goals:

CG 6.1: Maintain competitive salaries and benefits.

CG 6.2: Increase advocacy at the state level, increase grants and private donations to secure stable and sustainable funding, and manage college resources strategically.

DG 6.1: Responsible stewardship of available financial resources

District Strategies:

DS 6.1: Support enrollment growth at the colleges.

Metric 6.1a: Review enrollment trends and its impact on district and college budgeting.

Metric 6.1b: Review revenue and spending forecasts and make adjustments to maintain fiscal stability

DS 6.2: Strive to reach and maintain a balanced budget and prudent reserve.

Metric 6.2a: Ongoing revenues match ongoing expenses.

Metric 6.2b: No structural deficit as of 2019/20

Metric 6.2c: Identify a stability fund level above the five percent state minimum reserve.

DS 6.3: Provide high level of grant support and oversight.

Metric 6.3a: All grants received are in compliance with relevant laws and regulations.

Metric 6.3b: Review all grant applications for fiscal and operational impact on general fund resources.

DS 6.4: Increase financial support from external sources.

Metric 6.4a: FHDA Foundation increasing overall fundraising by \$500 thousand, annually.

**Strategic Priority #7: Governance**

Key mission statement terms relative to strategic priority #7:

(Mission) <u>Student Success</u>	(Driven by) <u>Equity</u>	(Fosters) <u>Equal opportunity</u>
(Fosters) <u>Innovation</u>	(Who we serve) <u>Diversity</u>	(Committed to providing) <u>Accessible education</u>

Success for all students is more effective when all groups involved participate in the planning and governance of district processes and practices. When voices from all parts of the college and district are heard, including student voices, this greatly enables the district to be innovative and provide all students an education that is accessible, innovative, and relevant to their needs.

Goals:

CG 7.1: Broaden employee participation in leadership and professional development activities that engages them with the college and the community.

CG 7.2: Promote consistent and clear communication in order to create a more informed, cohesive, and engaged community.

DG 7.3: Increase collegiality, partnership, and sense of community with the two colleges and central services.

District Strategies:

DS 7.1: Continually evaluate the district governance process.

Metric 7.1a: Conduct a district governance evaluation survey every two years.

DS 7.2: Provide opportunities for constituency feedback at all district governance meetings.

Metric 7.2a: All district governance committees will allocate time in their meeting for constituency feedback. This will be demonstrated in meeting minutes.

DS 7.3: Increase number of partner based workgroups and initiatives at the district that involve participation from colleges and central services.

Metric 7.3a: Develop districtwide enrollment management group.

DS 7.4: Increase communication from the district to the colleges regarding governance.

Metric 7.4a: Publish all meeting minutes to the website.

Metric 7.4b: Create a period communique from the district office that summarizes/highlights district governance topics.

DS 7.5: Provide employees with training about shared governance in the onboarding process.

Metric 7.5a: Develop documentation that describes district shared governance that can be used in the new employee onboarding process.

Metric 7.5b: Include a review of district shared governance as a part of the first meeting of the year for all district governance committees.

	<b>College</b>	<b>Source Document</b>	<b>Metric</b>	<b>District Strategic Plan Reference</b>
1	De Anza	EMP Update 2016/17, 2017/18	The basic skills English course sequence completion rate will achieve 77%.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
2	De Anza	EMP Update 2016/17, 2017/18	The basic skills Math sequence completion rate will achieve 57%	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
3	De Anza	EMP Update 2016/17, 2017/18	The basic skills ESL sequence completion rate will achieve 50%	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
4	De Anza	EMP Update 2016/17, 2017/18	Six percent of students with a goal of transfer or degree will have enrolled in at least one course having a community/civic engagement component each fall.	College Goal 1.3: Increase participation in community and civic engagement within and outside the college.
5	De Anza	EMP Update 2016/17, 2017/18	Sixty seven percent of students who were enrolled in a career technical education program will be employed full-time one year after leaving De Anza.	College Goal 4.2: Increase employment rates for CTE participants.
6	De Anza	EMP Update 2016/17, 2017/18	De Anza will have a 58% completion rate for the Career Technical Education Completion Rate.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
7	De Anza	EMP Update 2016/17, 2017/18	Target groups will persist at a rate within 5% of all other groups.	College Goal 1.2: Decrease in Achievement Gap.
8	De Anza	EMP Update 2016/17, 2017/18, 2018/19	There will be no more than a 5 percentage point difference between the annual Course Completion Rate for target groups and all other groups.	College Goal 1.2: Decrease in Achievement Gap.
9	De Anza	EMP Update 2016/17, 2017/18	Salaries and benefits as a percentage of unrestricted general fun expenditures, excluding other outgoing expenditures will remain stable at 97%.	College Goal 6.1(?): Maintain competitive salaries and benefits.
10	De Anza	EMP Update 2016/17, 2017/18	The annual FTES enrollment will increase to 18,500	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
11	De Anza	EMP Update 2016/17, 2017/18	Fall enrollment of students residing in geographical locations with historically low participation rates will increase to 47%.	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
12	De Anza	EMP Update 2018/19	Fall enrollment of students residing in geographical locations with historically college-going rates will increase to 47%.	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
13	De Anza	EMP Update 2016/17, 2017/18	The college will attain Fully-Accredited-No Action in fall 2017 from the accrediting commission.	<i>We are supporting this by, among other things, aligning the district strategic plan with college Education Master Plans.</i>
14	De Anza	EMP Update 2016/17, 2017/18	The college will attain an overall Persistence Rate of 75%.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
15	De Anza	EMP Update 2016/17, 2017/18	The college will achieve a rate of 71% or the highest score within the peer group on the Overall Scorecard Completion Rate.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).

16	De Anza	EMP Update 2016/17, 2017/18	The college will achieve a rate of 89% or the highest score within the peer group on the Scorecard Completion Rate for Prepared students.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
17	De Anza	EMP Update 2016/17, 2017/18	The college will achieve a rate of 62% or the highest score within the peer group on the Scorecard Completion Rate for Unprepared students.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
18	De Anza	EMP Update 2016/17, 2017/18	The college will achieve a rate of 77% for the Annual Course Completion Rate.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
19	De Anza	EMP Update 2018/19	The college will achieve a rate of 77% for annual successful course completion.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
20	De Anza	EMP Update 2016/17	The college will achieve a rate of 75% for the Annual Course Completion Rate for online courses.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
21	De Anza	EMP Update 2016/17, 2017/18	The college will achieve a rate of 60% for the Annual Course Completion Rate by Subject for the lowest achieving subject areas.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
22	De Anza	EMP Update 2016/17, 2017/18	The number of associate degrees awarded will increase to 2,100.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
23	De Anza	EMP Update 2018/19	The number of associate degrees (A.A., A.S. and ADT) awarded will increase to 2,063.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
24	De Anza	EMP Update 2018/19	The number of associate degrees (A.A. or A.S.) awarded will increase to 1,544.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
25	De Anza	EMP Update 2016/17, 2017/18	The number of students who transfer to a four-year institution will increase to 2,800.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
26	De Anza	EMP Update 2016/17, 2018/19	The number of students who transfer to any four-year institution will increase to 3,289.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
27	De Anza	EMP Update 2018/19	The number of students who transfer to a UC or CSU will increase to 2,377.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
28	De Anza	EMP Update 2017/18	The number of certificates awarded will increase to 675.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
29	De Anza	EMP Update 2018/19	The number of certificates awarded will increase to 637.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).

30	De Anza	EMP Update 2018/19	52% of students who apply to the college will enroll.	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
31	De Anza	EMP Update 2018/19	The number of student who attained the Vision goal Completion Definition will increase to 1,935.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
32	De Anza	EMP Update 2018/19	The college will achieve a rate of 18% for transfer-level math and English completion in the first year.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
33	De Anza	EMP Update 2018/19	The college will attain an overall retention rate of 75% from fall to winter.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
34	De Anza	EMP Update 2018/19	The average units earned per completed associate degree will decrease to 122.	Add "credits to completion" to College Goal 1.1.
35	De Anza	EMP Update 2018/19	39% of students who were enrolled in a career technical education program will obtain a living wage.	College Goal 4.2(?): Increase employment rates for CTE participants.
36	De Anza	EMP Update 2018/19	The percent of students who stated that after leaving De Anza College they plan to frequently/almost always work with others to promote social or political change will increase to 36%.	College Goal 1.3: Increase participation in community and civic engagement within and outside the college.
37	De Anza	EMP Update 2018/19	The percent of respondents who stated that their experience at De Anza College somewhat/to a great extent contributed to their ability to work with others to make a difference on campus or in their community will increase to 56%.	College Goal 1.3(?): Increase participation in community and civic engagement within and outside the college.
38	Foothill	Annual College Strategic Objectives 2016/17	To increase Foothill Collee's total FTES enrollment by more than 1.5%...	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
39	Foothill	Annual College Strategic Objectives 2016/17	Increase the percentage of Latino students, from 22.3% currently to 25% by June 30, 2017...	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
40	Foothill	Annual College Strategic Objectives 2016/17	Implementation of the Student Equity Plan...aimed at reducing the achievement gap for our disproportionately impacted students.	College Goal 1.2: Decrease in Achievement Gap.
41	Foothill	Annual College Strategic Objectives 2016/17	Board of Trustees approval of Self Study report by June 2017	<i>We are supporting this by, among other things, aligning the district strategic plan with college Education Master Plans.</i>
42	Foothill	Annual College Strategic Objectives 2017/18	Develop an integrated plan...to close equity gaps while increasing enrollments at the same time.	College Goal 1.2: Decrease in Achievement Gap; College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
43	Foothill	Annual College Strategic Objectives 2017/18	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.	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.

44	Foothill	Annual College Strategic Objectives 2017/18	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.	College Goal 1.3(?): Increase participation in community and civic engagement within and outside the college.
45	Foothill	Annual College Strategic Objectives 2017/18	Plan and implement a a review to restructure governance as identified in Quality Focused Essay.	SP #7: Stronger district governance supports college governance.
46	Foothill	Annual College Strategic Objectives 2018/19	Equity plan: Revise equity plan...to close equity gaps.	College Goal 1.2: Decrease in Achievement Gap.
47	Foothill	Annual College Strategic Objectives 2018/19	Enrollment growth...	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
48	Foothill	Annual College Strategic Objectives 2018/19	Infuse Service Leadership into the college instructional and student services structure, identify leadership skills student/institutional learning outcomes, and develop metrics to measure effectiveness.	College Goal 1.3(?): Increase participation in community and civic engagement within and outside the college.
49	Foothill	Annual College Strategic Objectives 2018/19	Implement and evaluate effectiveness of new governance as committed in accreditation Quality Focused Essay.	SP #7: Stronger district governance supports college governance.
50		Online feedback	Aid with the destigmatization of basic needs programs by increasing their visibility on their respective campus	Add a goal to SP #3: Learning & Support Services
51		Online feedback	Commit to alleviate the housing crisis by working towards affordable housing solutions for students and staff	Add a goal to SP #3: Learning & Support Services



FOOTHILL-DE ANZA  
Community College District

**CALL FOR**  
**DISTRICT OPENING DAY WORKSHOP PROPOSALS**  
**Thursday, September 17, 2020**  
**Foothill College**

District Opening Day will be held Thursday, September 17, 2020, at Foothill College. The Chancellor's Office is seeking proposals for **two-hour applied equity workshops** that will provide participants with tools that can be employed in their daily work as well as **one-hour general workshops** covering topics such as tenure committee and technology training. We are especially interested in including workshops that would be relevant to a districtwide audience and members of all employee groups, and we encourage you to craft an inclusive workshop description to encourage diverse attendance.

**Proposal submission:**

To submit a proposal, please send the following information to Paula Norsell in the Chancellor's Office at [norsellpaula@fhda.edu](mailto:norsellpaula@fhda.edu) by **May 8**:

1. Workshop title
2. Name(s) of presenter(s)
3. Brief description of the workshop for the District Opening Day announcement/flyer
4. Preferred room size and arrangement (e.g. 40 seats theater style, computer lab, tables for group work)
5. Technology requirements
6. Time required for workshop (i.e. one hour or two hours)