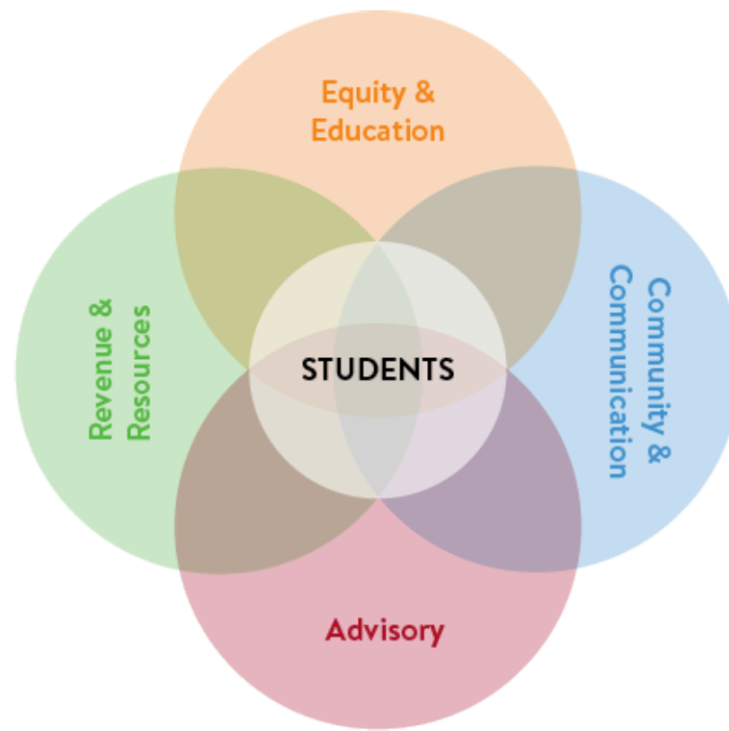# Foothill College Governance Summit

September 13, 2019

Pipe Trades Training Center

780 Commercial St, San Jose, CA 95112

"Be the change you want to see in the world."
- Mahatma Gandhi

Welcome Governance Councils & THANK YOU for your SERVICE!

FOOTHILL COLLEGE

Governance Membership

FOOTHILL COLLEGE

Equity & Education

Students:
- Arkady Leviev
- Hodan Farah
- Ananya Khanna

Faculty:
- Carolyn Holcroft
- Donna Frankel
- Cleve Freeman
- Patrick Morriss
- Karen Erickson

Classified:
- Andre Meggerson
- Lakshmi Auroprem
- Heather Garcia

Managers:
- Ram Subramaniam
- Sean Bogle

Community & Communication

Students:
- Matthew Bodo
- Azad Unlu
- Avery Rose Robinson

Faculty:
- Katherine Shaefers
- Jordan Fong
- Elaine Piparo

Classified:
- Martha Rubin
- Mrinmaie Deshpande
- Fountainetta Coleman
- Doreen Finkelstein

Managers:
- Kevin Harral
- Valerie Fong

Revenue & Resources

Students:
- Serena Phanitdasack
- Nathan Lutz
- Kalina Kuneva

Faculty:
- Eric Reed
- Bruce McLeod
- Kathy Perino
- Natalie Latteri
- Sara Cooper

Classified:
- Denise Perez
- Julie Ceballos
- Josh Pelletier

Managers:
- Kurt Hueg
- Lori Silverman

Council

Students:
- Chelsey Nguyen
- Xinyi Sissi Hu
- Jashandeep Singh Chahal
- Apurwa Baral

Faculty
- Isaac Escoto
- Sean Negus
- Amy Edwards
- Preston Ni

Classified
- Anthony Cervantes
- Mike Mohebbi
- Becky DiGregorio

Administrators
- Thuy Nguyen
- Betsy Nikolchev

2018/19 Facilitation Corps

Equity and Education

Debbie Lee, Ram Subramaniam, Chris Chavez, and Anthony Cervantes

Community and Communication

Craig Gawlick, Melia Arken, and Isaac Escoto

Revenue and Resources

Elaine Kuo and Pauline Brown

Advisory

Adrienne Hypolite and Simon Pennington

foothill.edu/gov

Mission Statement

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Founding Members of Governance

FOOTHILL COLLEGE

TIME	TOPIC
8:00 – 8:30a	Arrive & Breakfast
8:30 – 8:40a	Welcome & Agenda Overview
8:40 – 9:00a	Governance Trivia
9:00 – 9:45a	Councils' Caucus (*Facilitation Corps*)
9:45 – 10:30a	Looking Back 2018/19 Governance (*Reps from Year 1*)
10:30 – 11:30a	Report on Strategic Objectives 2018-19 (Vote: Green, Yellow, Red) • E^{2}SG
11:30 – 12:15	2018/2019 Reflection

TIME	TOPIC
12:15 – 12:30p	Introduce 2019-20 Strategic Objectives • E^{2}SP2030
12:30 – 1:15p	Lunch and Committee Caucus (*Facilitation Corps*)
1:15 – 2:15p	E^{2}SP2030 Discuss and Approve – Vote Required
2:15 – 2:45p	Councils' Reports on Plans for the Year
2:45 – 3:00p	Public Comments/Reflections/Wrap Up (*President Nguyen*)
3:00 – 3:15p	Site Tour (Voluntary)

What's in the Governance Binder?

Governance Trivia
Which Council is the Most Clued-In?

- Each Council will be a team.

- Select one representative to answer for your team.

- Representatives: using your phone, please log in to www.kahoot.it

- Council- team members, assist your representative to answer the questions.

- Winning team gets a PRIZE.

FOOTHILL COLLEGE

Councils' Caucus

- Please take some time to caucus with your council group

- Review your group roles and examine the list of proposed topics (requested recommendations) in your binder

- Please be prepared to provide feedback later today on your council's priorities for the year

- You will also be agreeing on your Opening Day Report to the whole college

FOOTHILL COLLEGE

Opening Day – Presentation by the 4 Governance Councils

- 8:40 am – 8:55 am: *Equity*
Equity & Education Council

- 8:55 am – 9:10 am: **Enrollment**
Revenue & Resources Council

- 9:10 am – 9:25 am: **Service Leadership**
Community & Communication Council

- 9:25 am – 9:40 am: **Governance**
Community & Communication Council

- 9:50 am – 10:15 am: **Strategic Objectives 2019-20**
Advisory Council

Looking Back 2018-19 . . .

2018–19 Strategic Objectives: E²SG

Equity 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, persistence, and completion) to close equity gaps.

Enrollment 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 recipients ("Supplemental Allocation"); and +5% of the point allocation for degree/certificate/transfer/living wage/transfer-level Math and English ("Student Success Allocation").

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

Governance – Implement and evaluate effectiveness of new governance as committed in accreditation Quality Focused Essay.

Equity

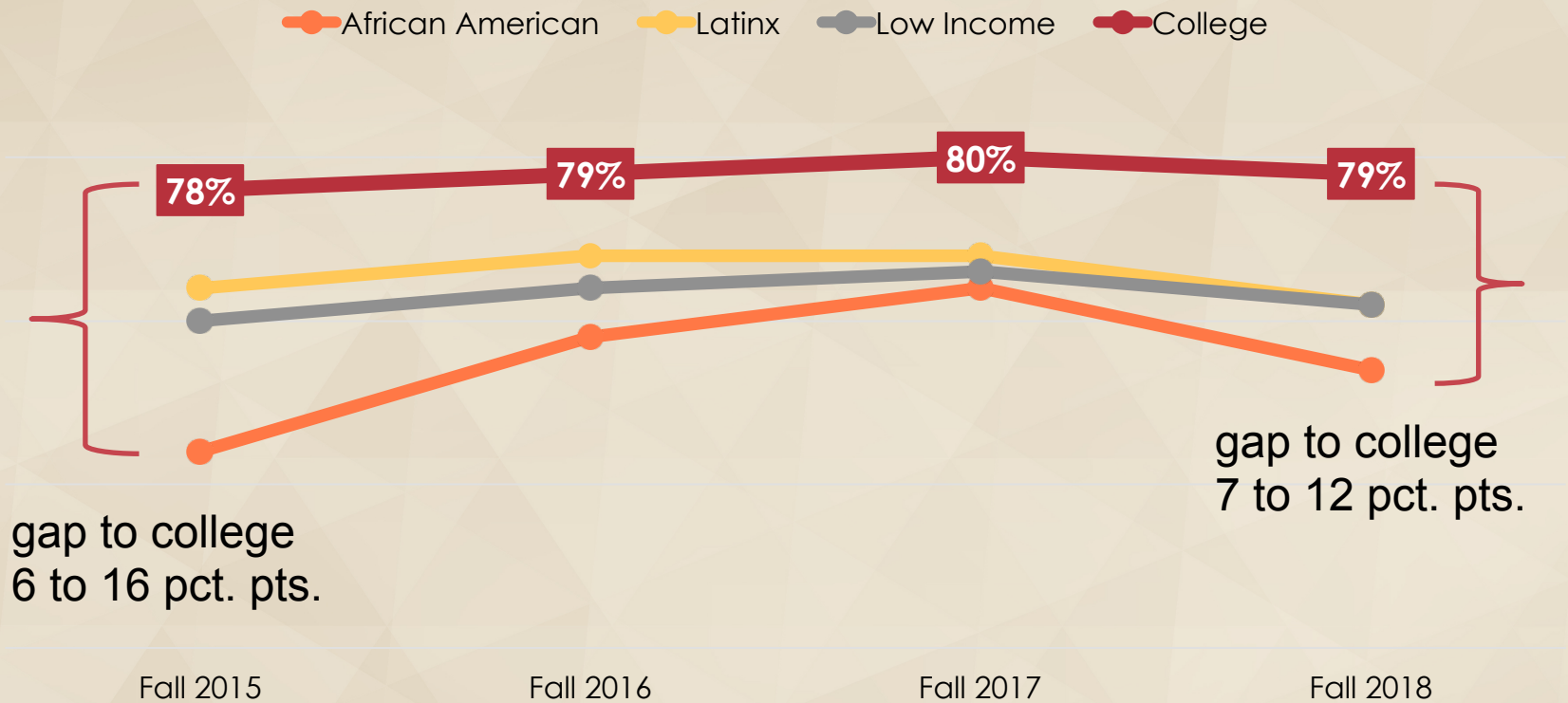| Metric	Goal	Update
Student Equity Plan 2.0	Drafting new document	**IN PROGRESS**
Student Equity Plan & AB705	Alignment	**IN PROGRESS**
Student Equity Plan & Guided Pathways	Alignment	**IN PROGRESS**
Student Equity Plan & Enrollment Initiatives	Close equity gaps	**IN PROGRESS**

FOOTHILL COLLEGE

Key Takeaways

- ## Course Success
  - Since fall 2015, the success gap of African American students to the College has improved. Face-to-face success rate continues to be higher than online. While a completion gap remains, the face-to-face and online gap has narrowed.

- ## Degree, Certificate & Transfer Completion
  - Completion gap has improved for Latinx & Low Income students; however, the same cannot be said for African American students.

FOOTHILL COLLEGE

Course Success (F2F & Online)
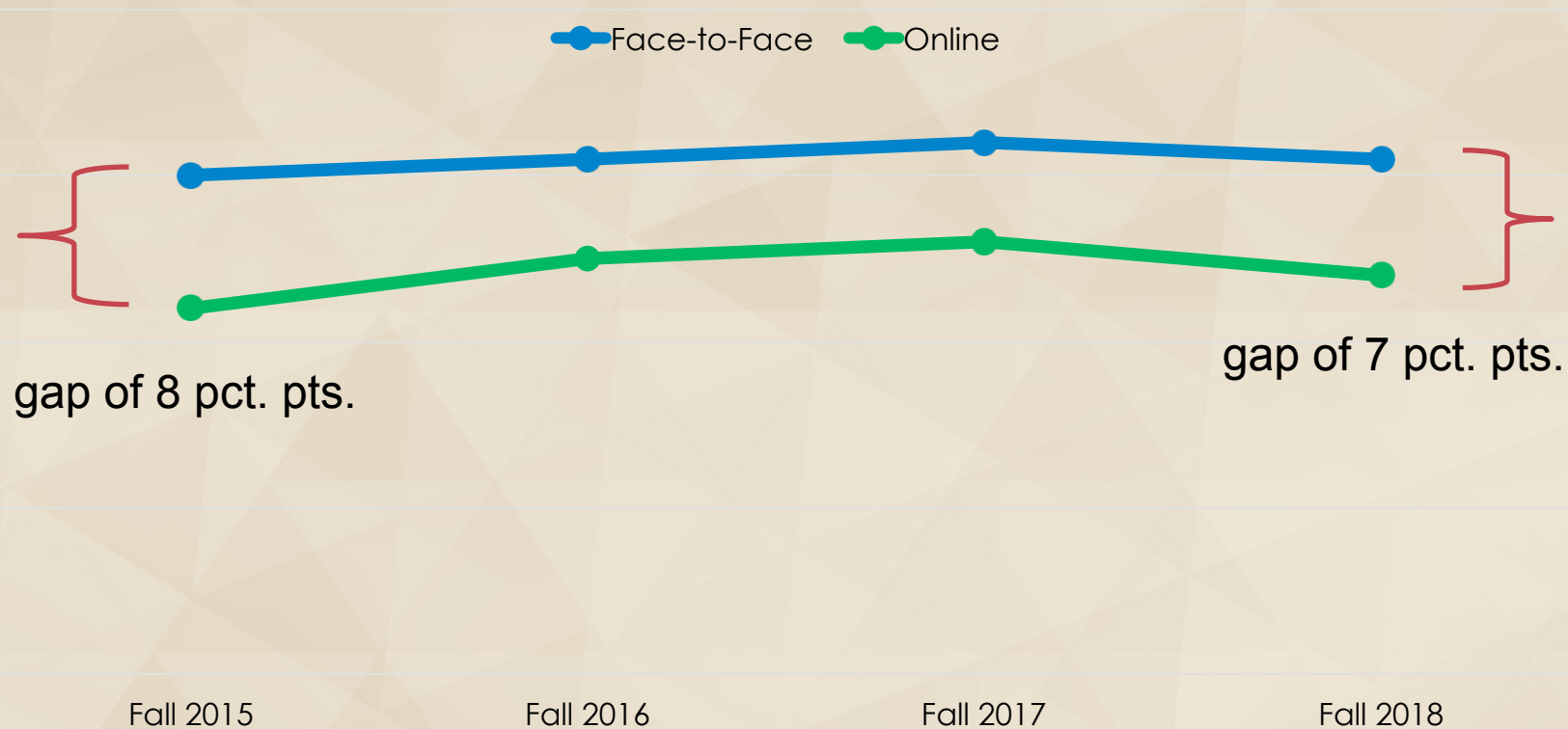
Legend: Face-to-Face · Online

gap of 8 pct. pts.

gap of 7 pct. pts.

Fall 2015   Fall 2016   Fall 2017   Fall 2018

FOOTHILL COLLEGE

Course Success

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Success Rate	Pct. Pt. Gap	Success Rate	Pct. Pt. Gap	Success Rate	Pct. Pt. Gap	Success Rate	Pct. Pt. Gap
African American	62.3%	**-16**	69.5%	**-10**	72.4%	**-8**	66.7%	**-12**
Latinx	72.1%	**-6**	74.3%	**-5**	73.5%	**-7**	71.3%	**-7**
Low Income	70.2%	**-8**	72.2%	**-7**	72.7%	**-8**	71.0%	**-8**
Foothill College	78.0%	-	79.4%	-	80.3%	-	78.6%	-

Success Rates by Modality, Fall 2015 to Fall 2018

Face-to-Face/Hybrid   80%   ➡   81%

Online   72%   ➡   74%

FOOTHILL COLLEGE

Degree/Certificate Completion

Legend: African American, Latinx, Low Income, College

22%   27%   26%   28%

gap to college
4 to 6 pct. pts.

gap to college
3 to 13 pct. pts.

Cohort
2009-10 to 2014-15

Cohort
2010-11 to 2015-16

Cohort
2011-12 to 2016-17

Cohort
2012-13 to 2017-18

Source: 2019 CCCCO Scorecard
• The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned a degree and/or certificate within 6 years
• Average N: Cohort = 1,158 | African American = 47 | Latinx = 299 | Low Income = 544
• Completion Rate and Percentage Point Gap are rounded to the nearest whole number

FOOTHILL COLLEGE

Degree & Certificate Completion

	Cohort 2009-10 to 2014-15		Cohort 2010-11 to 2015-16		Cohort 2011-12 to 2016-17		Cohort 2012-13 to 2017-18	
	Compl. Rate	Pct. Pt. Gap	Compl. Rate	Pct. Pt. Gap	Compl. Rate	Pct. Pt. Gap	Compl. Rate	Pct. Pt. Gap
African American	17%	**-6**	23%	**-4**	9%	**-17**	15%	**-13**
Latinx	18%	**-4**	21%	**-5**	21%	**-4**	25%	**-3**
Low Income	22%	-	26%	**-1**	22%	**-4**	28%	-
Foothill College	22%	-	27%	-	26%	-	28%	-

Source: 2019 CCCCO Scorecard
- The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and earned a degree and/or certificate within 6 years
- Average N: Cohort = 1,158 | African American = 47 | Latinx = 299 | Low Income = 544
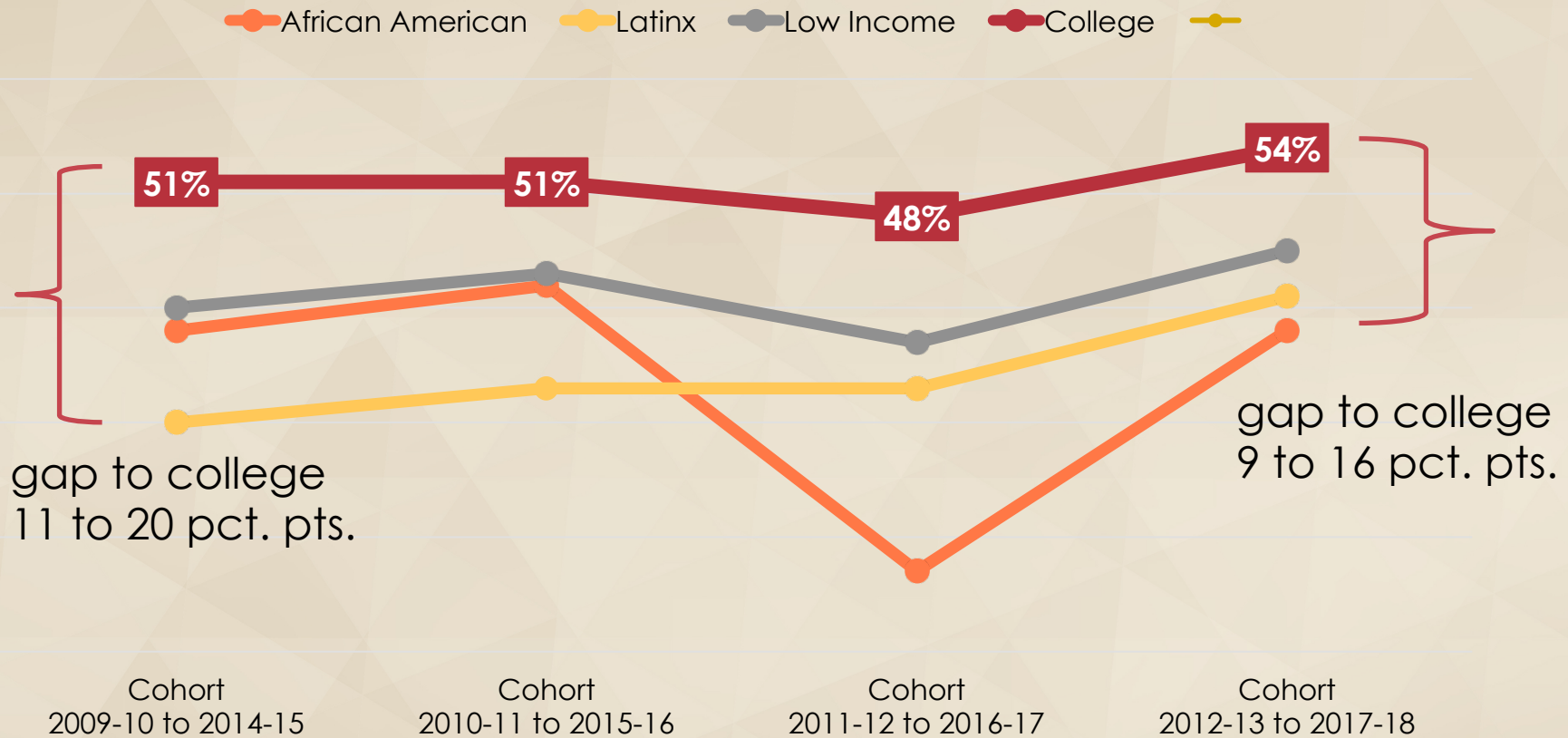- Completion Rate and Percentage Point Gap are rounded to the nearest whole number

FOOTHILL COLLEGE

Transfer Completion

Legend: African American, Latinx, Low Income, College

51%   51%   48%   54%

gap to college
11 to 20 pct. pts.

gap to college
9 to 16 pct. pts.

Cohort
2009-10 to 2014-15

Cohort
2010-11 to 2015-16

Cohort
2011-12 to 2016-17

Cohort
2012-13 to 2017-18

FOOTHILL COLLEGE

Transfer Completion

	Cohort 2009-10 to 2014-15		Cohort 2010-11 to 2015-16		Cohort 2011-12 to 2016-17		Cohort 2012-13 to 2017-18	
	Compl. Rate	Pct. Pt. Gap	Compl. Rate	Pct. Pt. Gap	Compl. Rate	Pct. Pt. Gap	Compl. Rate	Pct. Pt. Gap
African American	38%	**-13**	42%	**-9**	17%	**-31**	38%	**-16**
Latinx	30%	**-20**	33%	**-19**	33%	**-15**	41%	**-13**
Low Income	40%	**-11**	43%	**-9**	37%	**-11**	45%	**-9**
Foothill College	51%	-	51%	-	48%	-	54%	-

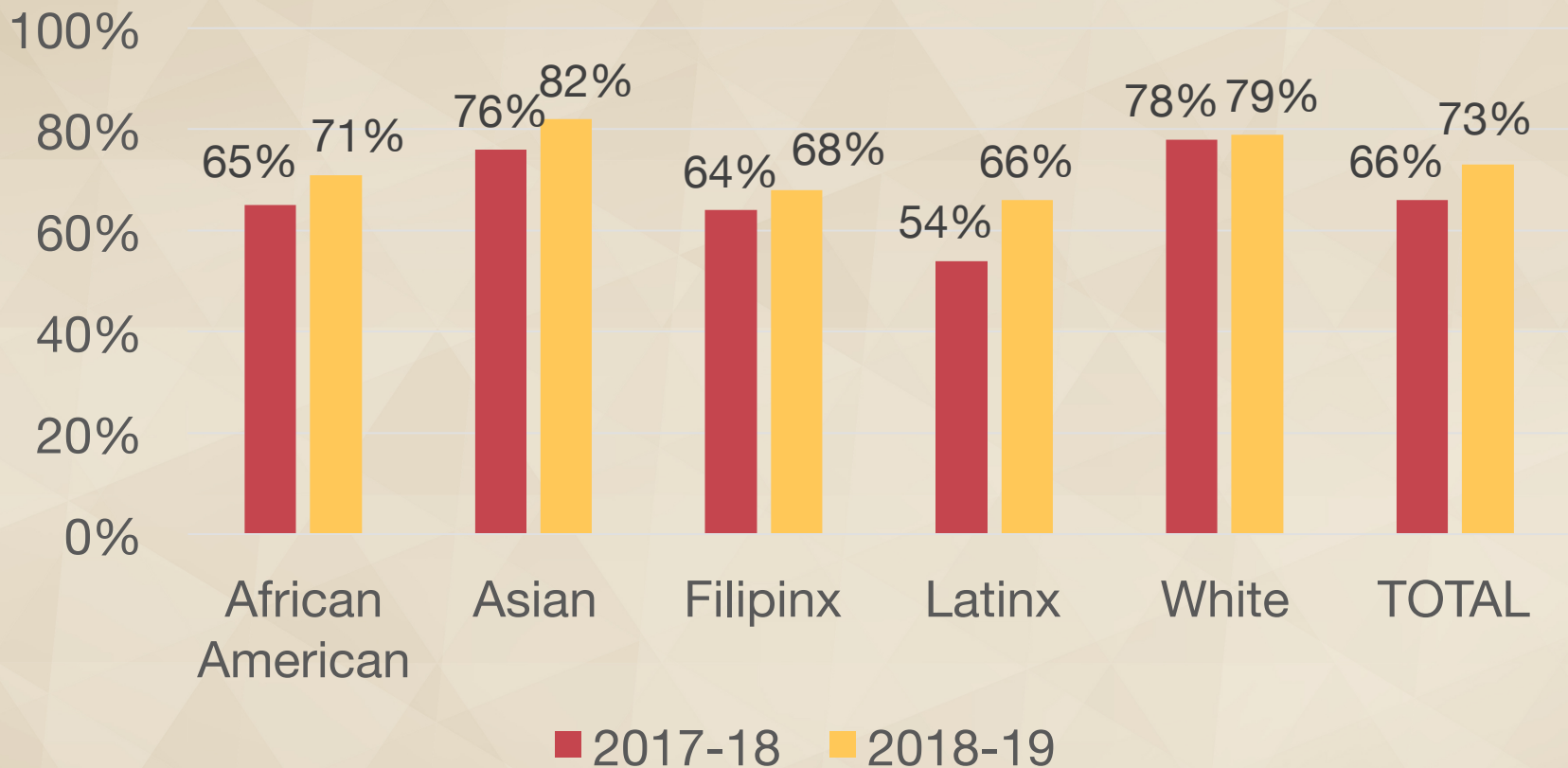Source: 2019 CCCCO Scorecard
• The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and transferred to four-year institution within 6 years
• Average N: Cohort = 1,158 | African American = 47 | Latinx = 299 | Low Income = 544
• Completion Rate and Percentage Point Gap are rounded to the nearest whole number

FOOTHILL COLLEGE

AB 705 is about *throughput*

Throughput is the percent of students who successfully complete a transfer-level course within three primary terms of their first course in the subject area. (For example, beginning in Fall and completing by Spring.)

- English: fewer below-transfer sections offered in 2018-19 (partial AB 705 implementation)

- Math: all students eligible to enroll in transfer-level sections in 2018-19 (full AB 705 implementation)

FOOTHILL
COLLEGE

Math % Achieved Throughput 2017-18 vs. 2018-19

Legend: 2017-18 (red), 2018-19 (yellow)

Category	2017-18	2018-19
African American	37%	50%
Asian	80%	82%
Filipinx	59%	65%
Latinx	33%	47%
White	66%	74%
TOTAL	59%	66%
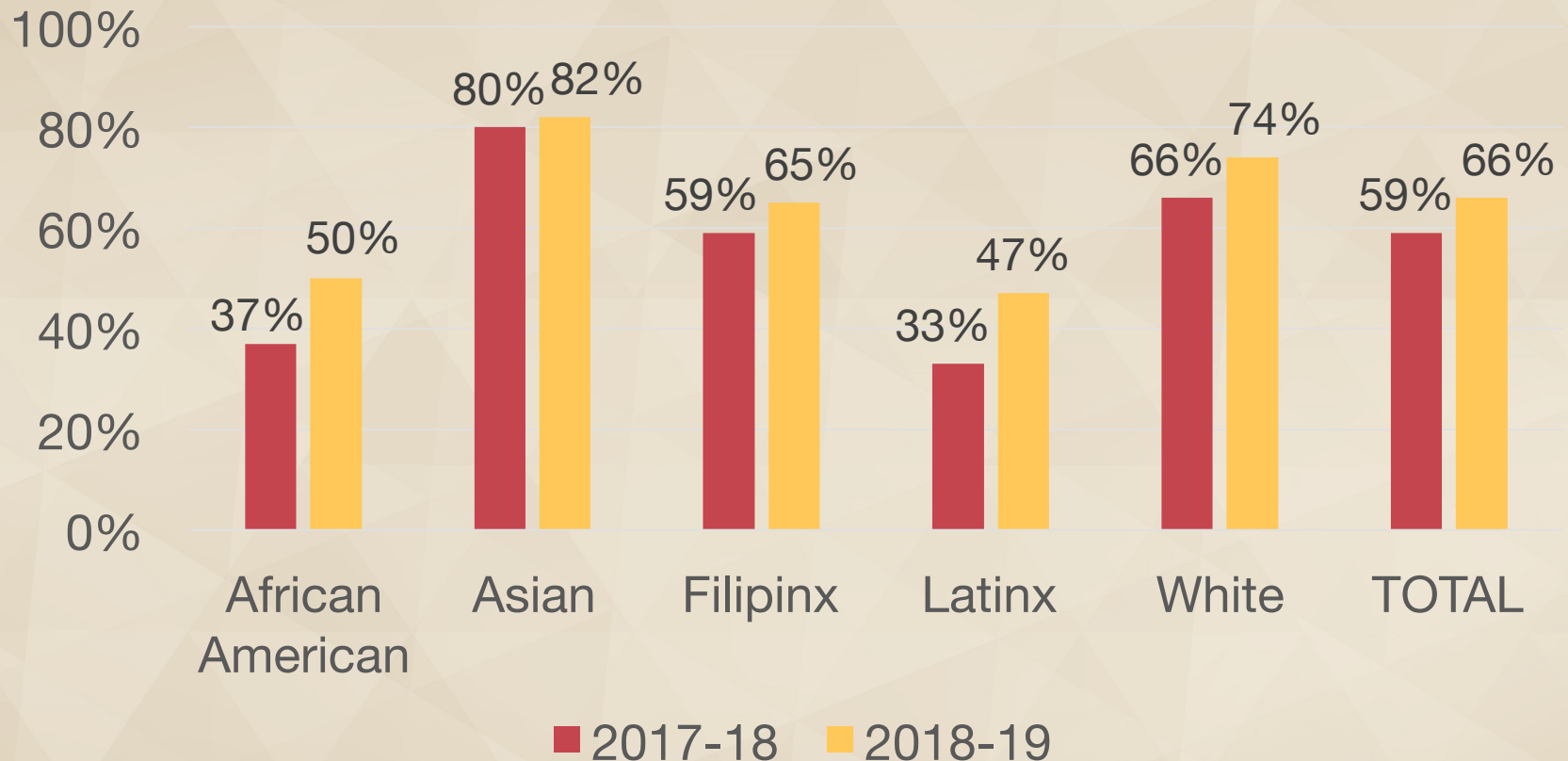
Data: Out of all students who began the math sequence in Fall, the percent who successfully completed a transfer-level math course by Spring. Foothill College data only.

FOOTHILL COLLEGE

Equity & Education Council's PERSPECTIVE

FOOTHILL COLLEGE

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Equity 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, persistence, and completion) to close equity gaps.

Group Discussion & Vote

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Equity 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, persistence, and completion) to **close equity gaps**.

FOOTHILL
COLLEGE

Enrollment

Metric	Goal		Update
FTES	No change from 2017-18		**DECREASE (-6%)**
NC FTES	15% increase		**DECREASE (-17%)**
Dual Enrollment FTES	15% increase		**INCREASE (51%)**
Online Enr continues to increase	Any Online Enr **+2%**	Online Enr Only **+4%**	

FOOTHILL COLLEGE

FTES Enrollment (P-Annual)

Resident FTES	Final 2017-18	Final 2018-19	Total	Percent
Foothill	10,160	9,745	-415	-4.19%
De Anza	14,323	13,590	-734	-5.12%
Total	24,484	23,335	-1,149	-4.69%
Non-Resident FTES	Final 2017-18	Final 2018-19	Total	Percent
Foothill	1,673	1,425	-248	-14.8%
De Anza	2,768	2,662	-107	-3.85%
Total	4,441	4,087	-354	-8%
Grand Total	28,925	27,422	-1,503	-5.2%

➤ Productivity for 2018-19 was **507** compared to **474** for 2017-18.

➤ SCFF - additional year of hold harmless through 2021-22 (total of 4 years)

➤ 1320 Budget for 2019-20 is **$12.55** million for Foothill (same as 2018-19)

➤ 1,000 less FTES projected for 2019-20

FOOTHILL COLLEGE

Summer 2019, Overall at Census

FH -

	2018 Summer 11-JUL-18	2019 Summer 10-JUL-19	Percent Increase	Increase
Unduplicated Headcount	10,289	10,676	3.8%	387
Sections	490	547	11.6%	57
Enrollments	15,117	15,829	4.7%	712
WSCH Estimate	71,761	73,992	3.1%	2,231
FTES Estimate	1,595	1,645	3.1%	50
Load	45.1	48.3	7.2%	3.2
FTEF	135.4	145.0	7.1%	9.6
Productivity	530	510	-3.7%	-20

* As of today, summer productivity is

FOOTHILL COLLEGE

Fall 2019 – Overall

FH - Foothill College

	2018 Fall 13-SEP-18	2019 Fall 12-SEP-19	Percent Increase	Increase
Unduplicated Headcount	11,453	11,888	3.8%	435
Sections	1,017	1,062	4.4%	45
Enrollments	26,225	26,498	1.0%	273
WSCH Estimate	131,933	129,085	-2.2%	-2,849
FTES Estimate	2,933	2,869	-2.2%	-63
Load	91.3	95.3	4.4%	4.1
FTEF	292.1	286.0	-2.1%	-6.1
Productivity	452	451	-0.1%	0

FOOTHILL COLLEGE

Fall 2019, Resident Only

FH - Foothill College

	2018 Fall 13-SEP-18	2019 Fall 12-SEP-19	Percent Increase	Increase
Unduplicated Headcount	11,453	11,888	3.8%	435
Sections	1,017	1,062	4.4%	45
Enrollments	26,225	26,498	1.0%	273
WSCH Estimate	131,933	129,085	-2.2%	-2,849
FTES Estimate	2,933	2,869	-2.2%	-63
Load	91.3	95.3	4.4%	4.1
FTEF	292.1	286.0	-2.1%	-6.1
Productivity	452	451	-0.1%	0

FOOTHILL COLLEGE

Fall 2019, Non-Resident

FH -

	2018 Fall 13-SEP-18	2019 Fall 12-SEP-19	Percent Increase	Increase
Unduplicated Headcount	1,400	1,216	-13.1%	-184
Sections	786	799	1.7%	13
Enrollments	3,779	3,119	-17.5%	-660
WSCH Estimate	19,110	15,814	-17.2%	-3,296
FTES Estimate	425	352	-17.2%	-73
Load	75.9	80.1	5.6%	4.3
FTEF	44.6	38.9	-12.8%	-5.7
Productivity	428	407	-5.1%	-22

FOOTHILL COLLEGE

Proposed Bond/Parcel

- To be approved at December 2nd Board meeting

- March 3rd Primary Election

Revenue & Resources Council's PERSPECTIVE

Enrollment 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 recipients** ("Supplemental Allocation"); and **+5%** of the point allocation for **degree/certificate/transfer/living wage/transfer-level Math and English** ("Student Success Allocation").

Group Discussion & Vote

Enrollment 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 recipients** ("Supplemental Allocation"); and **+5%** of the point allocation for **degree/certificate/transfer/living wage/transfer-level Math and English** ("Student Success Allocation").

Service Leadership

Metric	Goal	Update
Curriculum & Programming	Infuse into Instructional/ Student Services structure	**IN PROGRESS**
Service Leadership Skills	Identify student/institutional learning outcomes	**IN PROGRESS**
Student Leadership	Develop metrics to measure effectiveness	**IN PROGRESS**

FOOTHILL COLLEGE

Service Leadership

https://www.youtube.com/watch?feature=youtu.be&v=MB9Oa4hjQ0k&app=desktop

Community & Communication Council's PERSPECTIVE

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

FOOTHILL COLLEGE

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Group Discussion & Vote

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

Governance

Metric	Goal	Update
Implementation	Implement new structure	**COMPLETED**
Effectiveness	Evaluate new governance structure	**IN PROGRESS**

FOOTHILL COLLEGE

Community & Communication Council's PERSPECTIVE

Governance – **Implement and evaluate** effectiveness of new governance as committed in accreditation Quality Focused Essay.

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FOOTHILL COLLEGE

Group Discussion & Vote

Governance – **Implement and evaluate** effectiveness of new governance as committed in accreditation Quality Focused Essay.
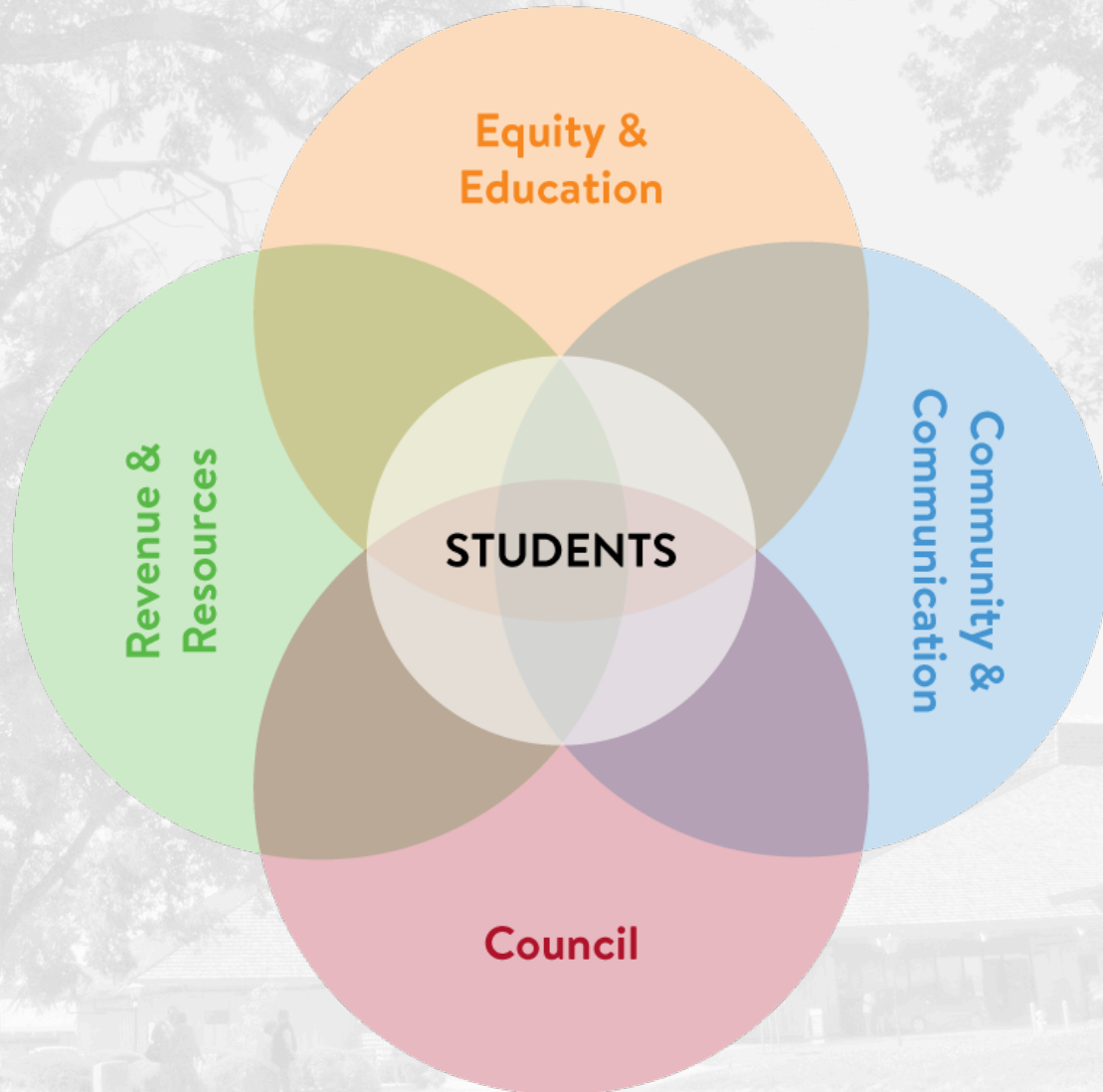
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Governance: Education Master Plan

FOOTHILL COLLEGE

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Equity & Education

Community & Communication

Revenue & Resources

Council

STUDENTS

2018–19 Strategic Objectives

- Equity
- Enrollment
- Service Leadership
- Governance

2018/19 How Was It For You?

2018/19 Reflections

- Budget Reductions
- New Governance Structure
- Reorganization
- AB 705 Math Implementation
- Vision for Success & Equity Metrics
- Guided Pathways
- Start of Equity 2.0
- Program Review in Abeyance with New Budget Form
- IP&B design of new Program Review process and forms
- New State Funding Formula
- 1320 Budget & Tutoring
- Enrollment
- Supplemental Retirement Program (SRP) 13 faculty and seven classified retirements

Seven Proposed Guiding Principles for Reductions: Phase Two

1. Preserve Quality Education

2. Follow College's Core Values

3. Strategic Enrollment Growth

4. Cabinet Review/Approval

5. Minimize the number of lay-offs and (when possible) the effects on employees, including racial/ethnic impact, and in accordance with collective bargaining agreements, while improving efficiency and being strategic in reorganization

6. Spending relates to strategic objectives

7. Shared Impact

Note: It was recommended by the Council on Oct. 5, 2018, to eliminate the eighth principle that dealt with program elimination.

FOOTHILL COLLEGE

2019-20 Strategic Objectives: E²SP2030

$E^2 \rightarrow$ Equity x Enrollment

$S \rightarrow$ Service Leadership

$P \rightarrow$ Program Review

$2030 \rightarrow$ Education Strategic   Master Plan 2030

Strategic Objectives: E²SP2030

Equity – Build on a culture of equity, inclusion, and diversity to propel the campus community to become a racially equitable college. Revise student equity plan (Equity Plan 2.0) that is structured within an institutional-wide equity framework and includes an operational definition of equity. Integrate with enrollment strategies (access, retention, transfer, and completion), with particular focus on prioritizing disproportionately impacted groups, in order to close equity gaps.

Strategic Objectives: E²SP2030

Enrollment 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. With a central focus on equity goals, we aim to reach the following targets:

- Productivity of 512: achieving (18-19 FTES – 400 FTES=8,912.41) FTES credit resident level;

- +5% increase from last year in non-credit (18-19 FTES 432);

- +5% in dual enrollment FTES;

- +5% of the point allocation for College Promise Grant, Pell Grant, and AB 540 recipients ("Supplemental Allocation"); and

- +5% of the point allocation for degree/certificate/transfer/living

Strategic Objectives: E²SP2030

Service Leadership – Infuse Service Leadership into the college Instruction and Student Success programs, identify leadership skills student/ institutional learning outcomes, and develop metrics to measure effectiveness.

FOOTHILL COLLEGE

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2030

Strategic Objectives: E²SP2030

Program Review –Implement year-one of Program Review for all Instruction programs scheduled for review; evaluate the effectiveness of implementation for continuous improvement; develop individualized templates and evaluation rubrics for all Student Success programs; revise (if needed) the Annual Budget Planning Form; and develop a planning and resource allocation process.

Strategic Objectives: E²SP2030

Education Strategic Master Plan "2030" – Develop an Education Strategic Master Plan by December 2020 that sets forth the vision for the college to meet student and community needs in the year 2030.

Advisory Council's PERSPECTIVE

$E^2 \rightarrow$ Equity x Enrollment

S $\rightarrow$ Service Leadership

P $\rightarrow$ Program Review

2030 $\rightarrow$ Education Strategic   Master Plan 2030

Lunch and Council Caucus

FOOTHILL COLLEGE

ESP

2030

CCAR Protocol
(Proposal: To Use Protocol to Guide all the Council Meetings)

COURAGEOUS CONVERSATION

COURAGEOUS CONVERSATION IS UTILIZING THE FOUR AGREEMENTS, SIX CONDITIONS, AND COMPASS IN ORDER TO ENGAGE, SUSTAIN, DEEPEN INTERRACIAL DIALOGUE ABOUT RACE!

FOUR AGREEMENTS
1. Stay Engaged
2. Experience Discomfort
3. Speak Your Truth
4. Expect / Accept Non-Closure

SIX CONDITIONS
1. Focus on Personal, Local and Immediate
2. Isolate Race
3. Normalize Social Construction & Multiple Perspectives
4. Monitor Agreements, Conditions and Establish Parameters
5. Use a "Working Definition" for Race
6. Examine the Presence and Role of "Whiteness"

COMPASS
BELIEVING   THINKING

FEELING   ACTING

Group Discussion & Approve
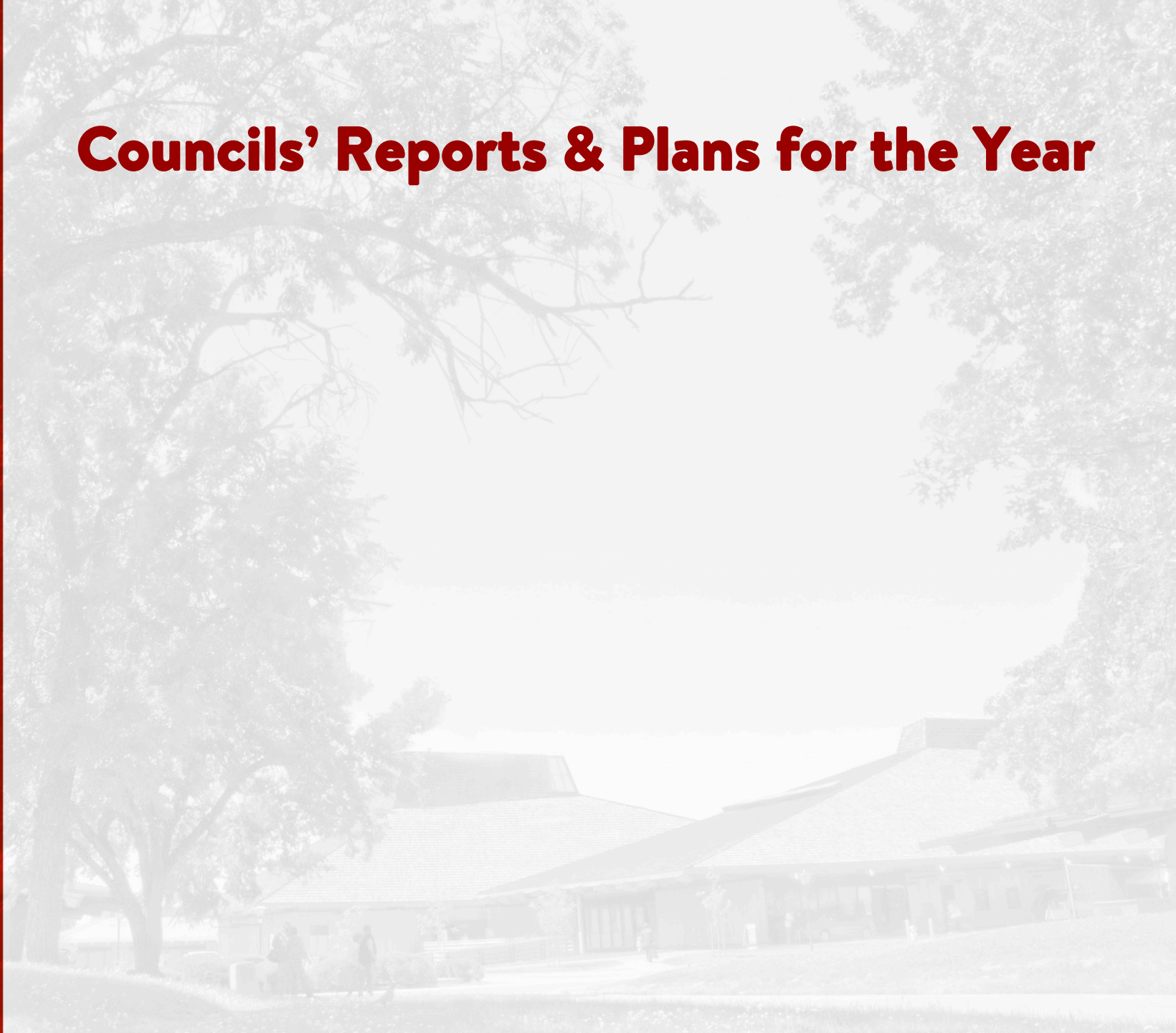
E²SP2030

Councils' Reports & Plans for the Year
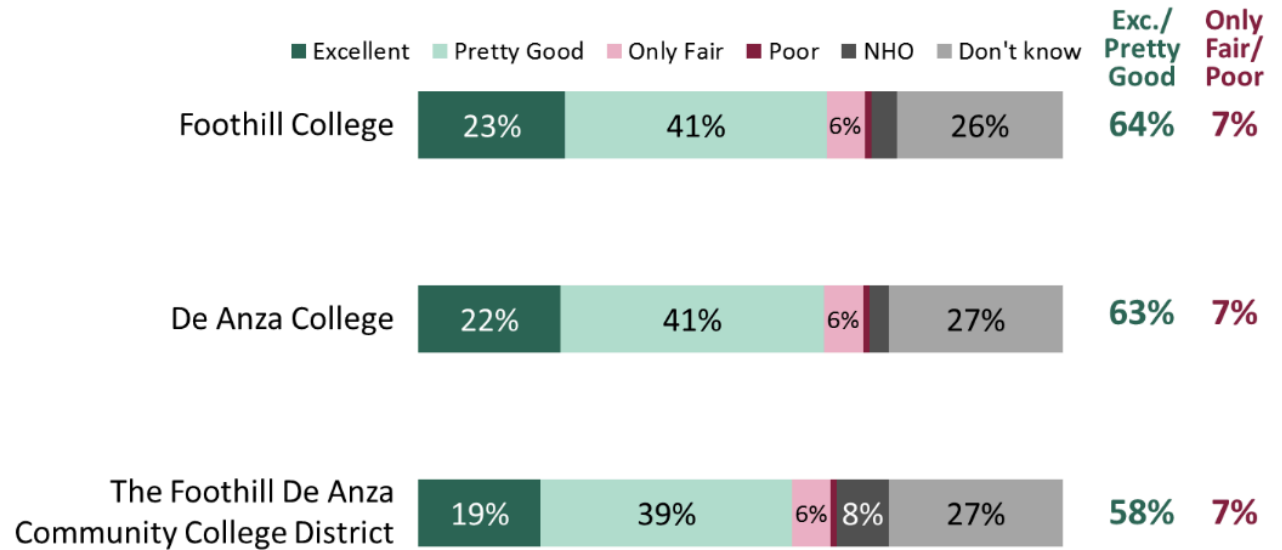
Public Comments / Reflections / Wrap Up

KEEP

STOP

START

Bond & Parcel Tax – Polling

- **A majority of respondents expressed favorable views of the colleges' and of the District's job performance.** Approximately three in five said the colleges and the District are doing an "excellent" or "good" job (Figure 1).

Figure 1: Foothill-De Anza CCD Job Ratings