



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



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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.

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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.

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