

Introduction

The purpose of the Strategic Plan is to identify college and district goals that support the mission of the district and develop district strategies to help achieve these goals.

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.

(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: Academic and Social Achievement

(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>

As the mission statement describes, 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 community that is socially responsible.

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.

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

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

Strategies:

DS 1.1: Develop a data rich environment that increases end user confidence and 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 training workshops on the use of data resources.

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: Our community

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

As previously discussed, success for all students is central to the work of the District. In addition to equity in success, it is important for the District to ensure we are accessible to and inclusive of all members of our diverse community. This community also includes the employees of the district and in order to sustain a dynamic learning environment that is innovative and focused on students, we must continually address the needs of employees in relation to their ability to afford to live here.

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: Review and revise hiring procedures to strengthen equity, diversity, and employee relations.

Strategies:

DS 2.1: Increase financial supports for students.

Metric 2.1a: FHDA Foundation will raise \$500 thousand in additional scholarship, book vouchers, and emergency funds. [Also for CG 2.1/DS 2.1 - have the colleges identified what the barriers are? If so, can look at them to see how district might help. If the

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colleges have not yet identified what barriers exist, perhaps that could be the district strategy? Assist them with ID?]

DS 2.2: Develop and implement strategies for improving diversity of qualified applicant pools to reduce disparity between student and employee demographics.

Metric 2.2a: *Metric mention specific strategies we want to implement?*

Metric 2.2b: *Metric around the reducing disparity between student and employee demographics?*

DS 2.3: Implement Equal Opportunity (EO) Plan initiatives regarding hiring committees

Metric 2.3a: Provide training for all members of hiring committees to understand unconscious bias

Metric 2.3b: Provide training for all administrators and managers in the role and responsibilities of EO Reps on hiring committees.

Strategic Priority #3: Learning & Support Services

(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 we provide 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 meet their educational and career goals.

Goals:

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

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

DG 3.1: *Something about the district providing online resources to help the colleges in this area. Perhaps focus on online resources that will help increase efficiencies and effectiveness in learning and support services.*

Strategies:

DS 3.1: *Through OEI, develop online learning resources to address digital divide.*

Metric 3.1a

DS 3.2: *Student services working with ETS to develop better technology-based resources. That would help improve practice...potentially.*

Metric 3.2a

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Strategic Priority #4: Career goals

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(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 CTE certificate/degree, or completing an academic pathway that will lead them to a four-year degree in the field of their choice. Consequently, FHDA places a priority in understanding the professional needs of our community as well as support in achieving their professional goals.

Goals:

- CG 4.1: Partner with business and industry to prepare students for the workforce.
- CG 4.2: Increase employment rates for CTE participants.

Strategies:

- DS 4.1: Increase support for student internships.
 Metric 4.1a: FHDA Foundation will raise \$50 thousand for additional student internships.

Strategic Priority #5: Learning facilities

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(Fosters) <u>Student engagement</u>	(Fosters) <u>Innovation</u>	(Who we serve) <u>Diversity</u>

Central to meeting our mission of student success are the district facilities we use 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 to them at FHDA; and manage that landscape 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.

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Strategies:

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

Metric 5.1a: *Is there a specific “number” we can identify as a measure? For example, increase photovoltaic energy and cogeneration heat by X% and reduce purchased utilities by Y%.*

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

Metric 5.2a: *What is a specific metric regarding advanced teaching technology? And/or appropriately sized classroom and lab space?*

Metric 5.2b: Foothill – centralize location of all campus services (e.g. registration, counseling, financial aid) to the quad area of the campus.

Metric 5.2c: De Anza – *check the FMP for an organizational change that will help students engage with the campus.*

Strategic Priority #6: Fiscal responsibility

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(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 accessible to our community and innovative to meet the evolving needs of our community. Given the recent era of economic fluctuations, fiscal responsibility has become a more central point to the learning environment we are able to create. Not only with respect to the employees we are able to staff but also the programs we are able to provide. This is why fiscal responsibility continues to be a strategic priority for FHDA.

Goals:

CG 6.1: Maintain stable 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: *Something from Business Services around how we manage the budget?*

DG 6.2: *Something from the foundation and/or Business Services around external funding resources?*

Strategies:

DS 6.1: *Something from Business Services regarding fiscal management?*

Metric 6.1a: *Perhaps something around resource allocation assessment?*

DS 6.2: Increase financial support from external sources.

Metric 6.2a: FHDA Foundation increasing overall fundraising by \$500 thousand, annually.

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Strategic Priority #7: Governance

(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>

Student success for all students happens more effectively when all groups involved participate in the planning and governing 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: Encourage 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.

Strategies:

DS 7.1: Evaluate the district governance process to continually assess its effectiveness.

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: Do we know how many of these we typically have? Would it make sense to make a specific number our metric of measurement? Or perhaps we pick a certain area – like develop district workgroups around scheduling, outreach, etc.?