



FOOTHILL COLLEGE

Opening Day

September 18, 2020

We are gathered today on the traditional land of the Ramaytush Ohlone peoples, the original inhabitants of Los Altos Hills. I ask you to join me in acknowledging this community, their elders both past and present, as well as future generations. We, the leaders of the Foothill-De Anza Community College district, also acknowledge that the district was founded upon unceded land, and that under the flag of education, our instructors and students violated graves of the Ramaytush Ohlone. We hereby commit to working to dismantle the ongoing legacies of both of those takings, and the usurpation of the other rights of the people who once lived here.



April Henderson
Director, EOPS
"Lift Ev'ry Voice and Sing"

♪ High as the listening skies. ♪

Welcome Foothill!



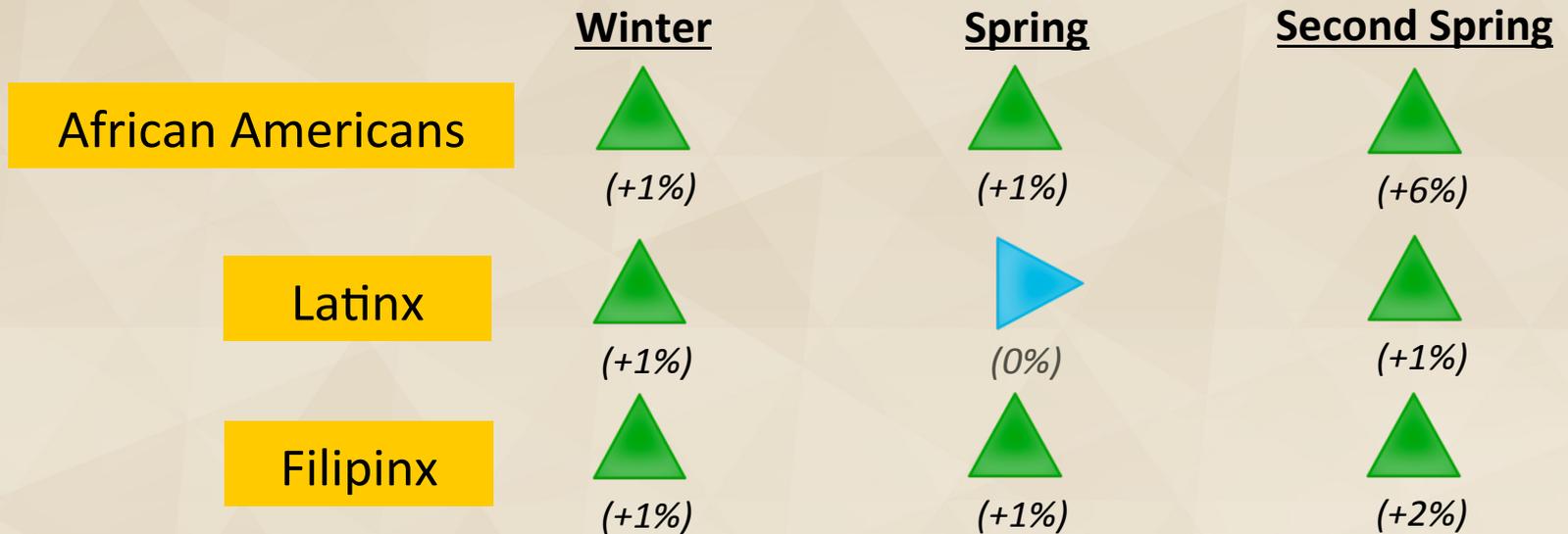
Virtual Transition

Virtual Transition: Success Rates

<u>2019</u>		<u>2020</u>
82%	Winter	82%
80%	Spring	81%
71%	Second Spring	76%

WHAT THIS MEANS: *Overall success rates remained steady or increased with each term*

Virtual Transition: Success Rates



WHAT THIS MEANS: *Overall success rates remained steady or increased with each term*

Source: FH IRP ODS

Winter 2019 Success Rates: African American=68%; Latinx=76%; Filipinx=79% | Winter 2020 Success Rates: African American=69%; Latinx=77%; Filipinx=80% | Spring 2019 Success Rates: African American=67%; Latinx=74%; Filipinx=79% | Spring 2020 Success Rates: African American=68%; Latinx=74%; Filipinx=80% | Second Spring 2019 Success Rates: African American=46%; Latinx=64%; Filipinx=70% | Second Spring 2020 Success Rates: African American=52%; Latinx=65%; Filipinx=72%

Virtual Transition: Withdraw Rates

<u>2019</u>		<u>2020</u>
8%	Winter	8%
9%	Spring	10%
16%	Second Spring	15%

WHAT THIS MEANS: *Overall withdraw rates remained relatively steady each term*

Virtual Transition: Withdraw Rates

AMONG ALL STUDENTS

African Americans

Winter



(8% to 7%)

Spring



(7%)

Second Spring



(14%)

Latinx



(34% to 32%)



(32% to 31%)



(26% to 35%)

Filipinx



(6%)



(5%)



(3% to 6%)

WHAT THIS MEANS: *Overall withdraw rates remained steady or decreased with each term; Second Spring rates affected by small enrollment (<100)*

Source: FH IRP ODS

Winter 2019 Withdraw Rates: African American=8%; Latinx=34%; Filipinx=6% | Winter 2020 Withdraw Rates: African American=7%; Latinx=32%; Filipinx=6% | Spring 2019 Withdraw Rates: African American=7%; Latinx=32%; Filipinx=5% | Spring 2020 Withdraw Rates: African American=7%; Latinx=31%; Filipinx=5% | Second Spring 2019 Withdraw Rates: African American=14%; Latinx=26%; Filipinx=3% | Second Spring 2020 Withdraw Rates: African American=14%; Latinx=35%; Filipinx=6%

Full Academic Year

2019-20 Strategic Objectives: E²SP2030

E

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.

E

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:

S

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.

P

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.

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.

Course Success

● African American
 ● Latinx
 ● Low Income
 ● College

80%
81%
80%
81%

2016-17 Gap

2019-20 Gap

difference
to college
rate:
7 to 11
pct. pts.

difference
to college
rate:
7 to 15
pct. pts.

2016-17

2017-18

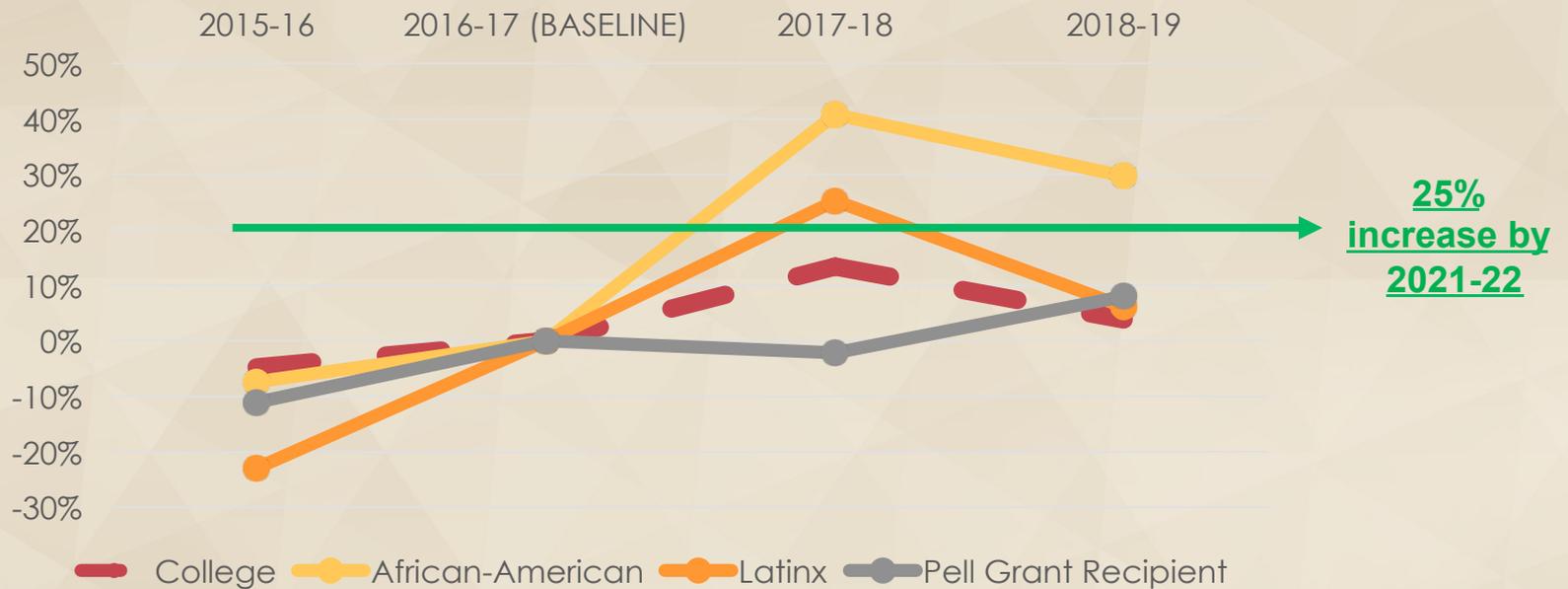
2018-19

2019-20

Source: FHDA IR&P, Credit Enrollments

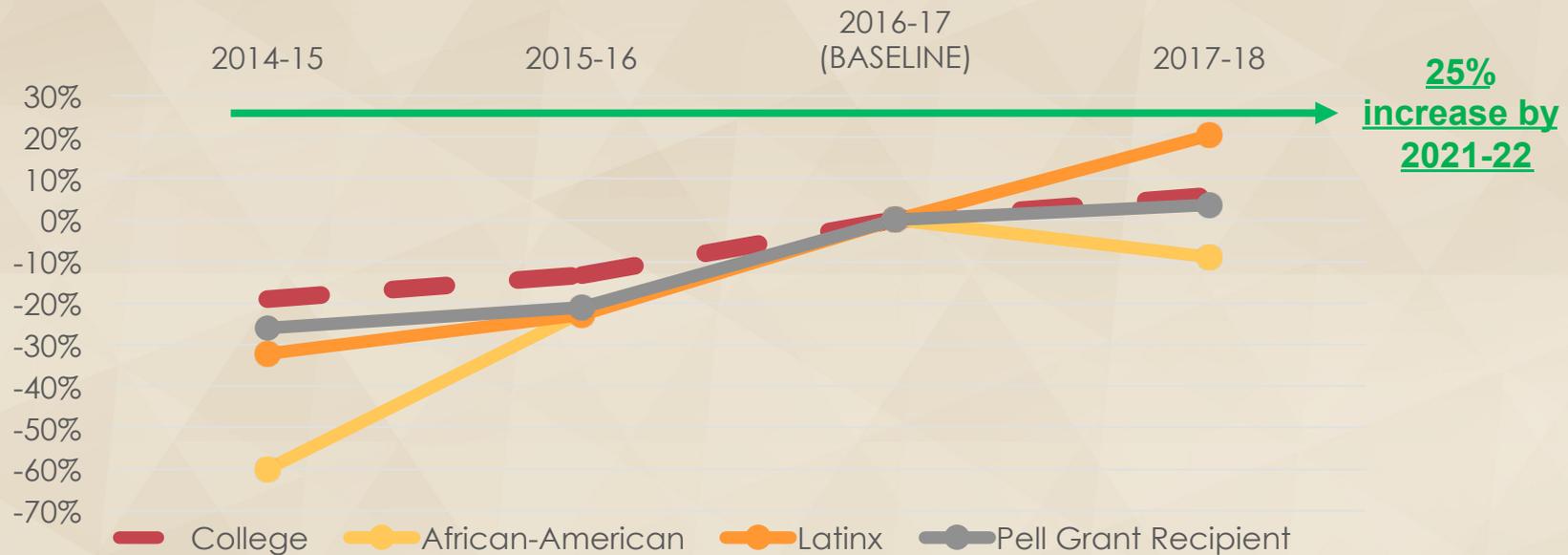
- Course success reflect grades of A, B, C or P across all modalities (face-to-face, hybrid and online).
- 4-Year Average Enrollments: African American = 4,755 | Latinx = 25,045 | Low Income = 26,824 | College = 100,635
- Success Rate and Percentage Point Gap are rounded to the nearest whole number.

Degree/Certificate Attainment: Difference from Baseline



Source: CCCCO Student Success Metrics
Vision Goal Completion Goal 1C: Increase All Students Who Attained the Vision Goal Completion Definition - increase among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year.

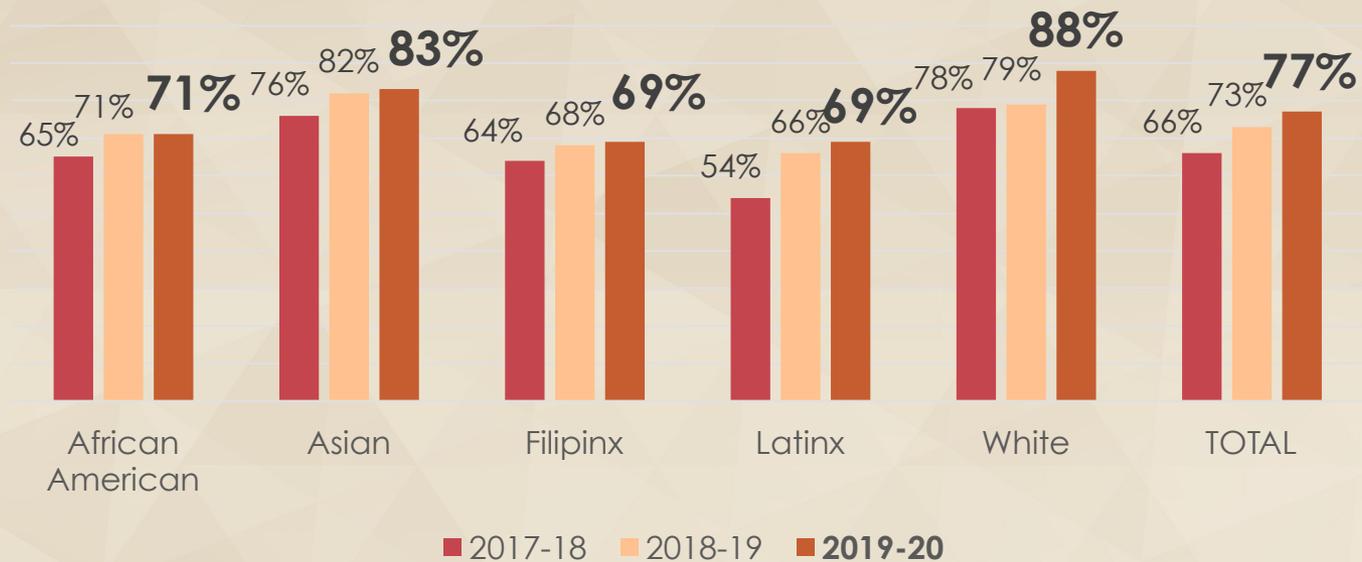
Transfer to CSU/UC: Difference from Baseline



Source: CCCCO Student Success Metrics

Vision Goal Completion Goal 2B: Increase All Students Who Transferred to a CSU or UC Institution - increase among all students. Year is the year of transfer for students who exited the CC system in the previous year and completed at least 12 units at Foothill at any time.

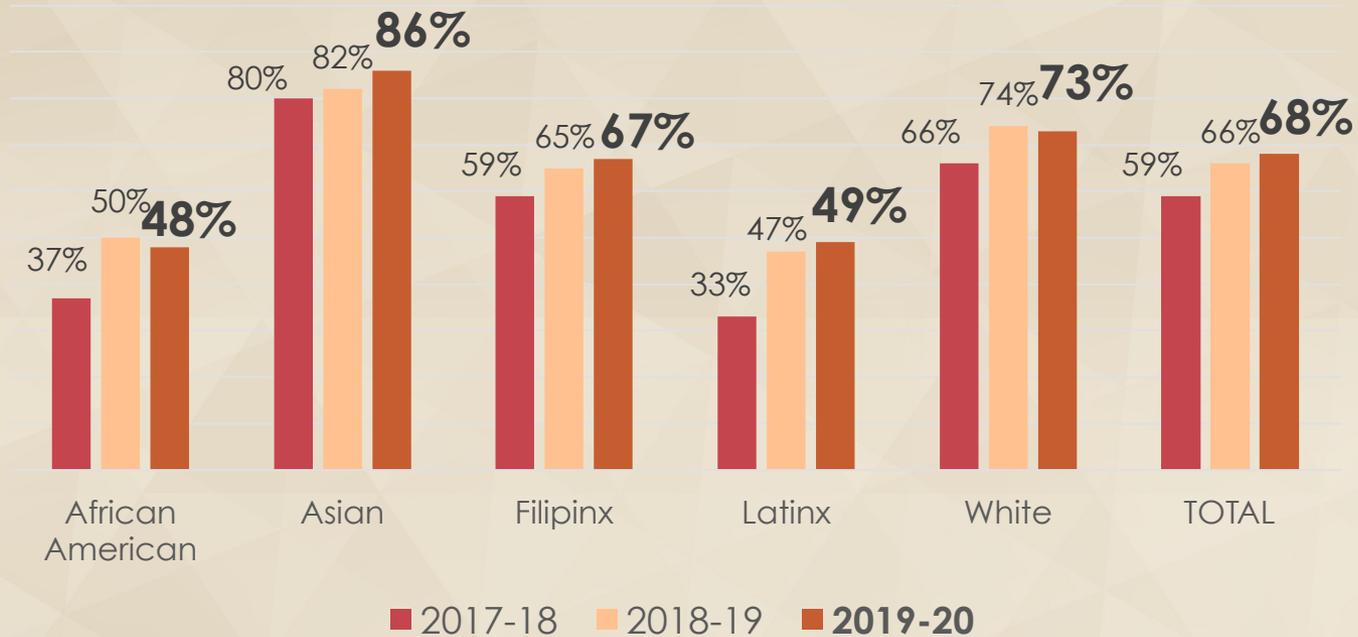
English % Achieved Throughput 2017-2020



Source: FH IRP ODS Database

Out of all students who began the English sequence in Fall, the percent who successfully completed a transfer-level English course by Spring. Foothill College data only. English began partial AB705 implementation in Fall 2018 and full implementation in Fall 2019.

Math % Achieved Throughput 2017-2020



Source: FH IRP ODS Database
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.
Math began full AB705 implementation in Fall 2018.

Equity

Strategic Objective:



EQUITY – Build on a culture of equity, inclusion, and diversity to propel the campus community to become a racially equitable college. Revise and complete the strategic equity plan (Equity Plan 2.0) by December 2020 so that it is structured within an institution-wide framework that centers race, includes a definitive scope for the equity work, and guides the college to action.

“Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.”

College 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.

**Believing a well-educated
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**Believing a well-educated
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society...**

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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.

Equity

“Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and **create a college community where success is not predictable by race.**”

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Open Letter to Foothill College's Academic Senate

To Foothill College Academic Senate,

As **student advocates**, we believe it is important to reach out to Foothill College's faculty leadership and communicate our stance as the students you all serve. There is much **racial unrest** in our very own homes right now, **which affects all of us**. We hope that you are responding to the current national crisis with urgency and care in acknowledging the current events. As Academic Senate, you all represent Foothill College's leadership, and we hope that you operate **with the goal of shifting the culture of colleges toward a mindset of success for all students** and moving the needle on student completion and closing educational attainments gaps.

Foothill College's core values are honesty, integrity, trust, openness, transparency, forgiveness and sustainability. Foothill College's purpose is to provide access to educational opportunities for all with **innovation and distinction**. President Nguyen reached out to Foothill College students in the "**Black Lives Matter at Foothill College**" letter expressing her concerns for students' wellbeing as well as committing her work to **racial equity**. It was disappointing that we have not received an official statement from Foothill College's Academic Senate of faculty commitment to racial equity. We hope that you can also mirror President Nguyen's sentiments and make an effort to work towards racial equity as a **learning opportunity** with our faculty.

We believe that there is a consensus amongst students that their school should be addressing the current situation. We suggest taking action to show the support of our goal of racial equity with the following:

- Educators need to address topics such as systemic racism, social activism, and service leadership in classrooms. We believe these discussions can take place across disciplines and should be addressed not only in classes with a more obvious association to racial inequity, but even in disciplines such as STEM. The students in these courses, who will eventually go into health and STEM careers, need to be prepared to address equity and be anti-racist in their fields.
- The Umoja program's curriculum emphasizes African American culture, experience, and history- this curriculum should be present in other English, history, literature, and philosophy classes that are not a part of the program. Hearing diverse perspectives is monumental in shaping our views against anti-racism.
- History classes should accurately address uncomfortable topics such as the unjust slave history that precedes this country, as well as conversations about movements fighting systemic racism such as Black Lives Matter. Racism can only be effectively countered through education- the mission of Foothill College as an institution.

- Our sister school De Anza has a robust intercultural studies program, with course offerings such as: [Race, Ethnicity and Inequality](#), [An Introduction to African American Literature](#), [Asian American Experiences Past to Present](#), [The Chicano/a and Latino/a and the Arts](#), and [Native American History](#). These courses are not offered at Foothill, thus limiting the perspectives of these backgrounds. Students benefit from seeing their culture and ethnic backgrounds represented in the classroom, and studies suggest that the relevant subject matter encourages students to be more engaged in the coursework. We ask that you have a plan to offer similar courses at Foothill for the future and perhaps eventually create a new Intercultural Studies department, by addressing this in the Equity Plan 2.0.
- The aforementioned Equity Plan 2.0 needs to be revised and put in motion- equity is of utmost importance for our institution, especially being in one of the most diverse areas of the country. To truly cater to all students of diverse backgrounds, this Equity Plan needs to be carried out- words need to become actions.
- We also must ensure that the faculty and staff of Foothill are adequately trained and educated in regards to implicit/ unconscious bias, systemic racism, white supremacy, white privilege, and social activism. We are asking that all faculty and staff are educated on these topics in a mandatory training session. The training sessions should be a 2 hour mandated event for two days. There should also be a panelist of students speaking to faculty in regard to their experiences in the classroom and on campus.

Overall, we believe our college would benefit from receiving an official statement from our Academic Senate, addressing our concerns stated above. We would feel reassured and prideful to attend this college if we were reaffirmed of our faculty leadership's commitment to equity and diversity.

Thank you for your continuous hard work in leading Foothill College's faculty. We would love to further discuss ways we can work together to further advocate for racial justice at Foothill College. Feel free to contact us with any questions or comments.

In Solidarity,

Foothill College 2019-2020 Student Trustee Tiffany Nguyen asfc.tiffanyn@gmail.com

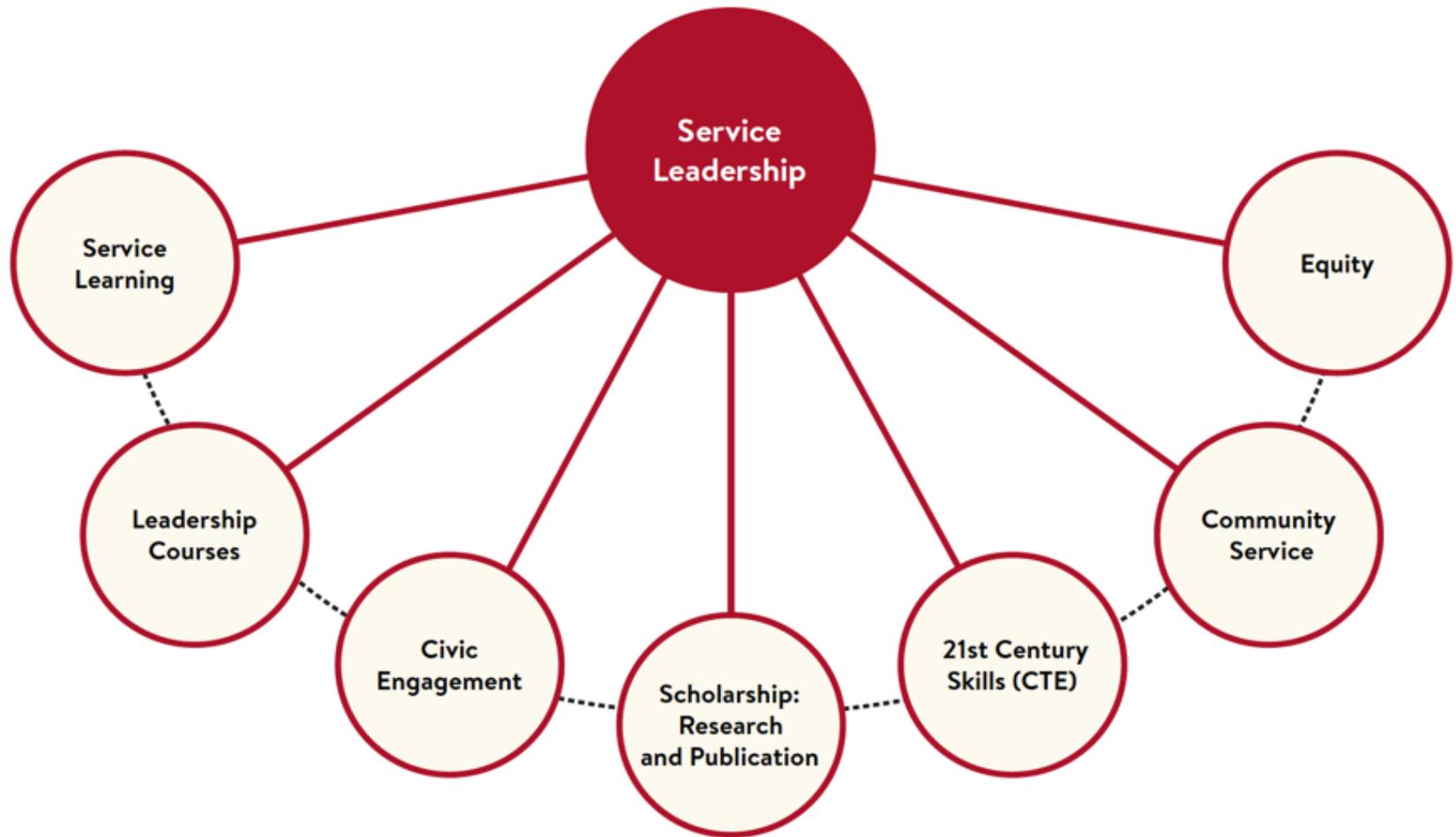
Foothill College 2020-2021 Student Trustee Priya Vasu asfc.priyav@gmail.com

Foothill College 2019-2020 BSU President Moremi Mabogunje moremimabogunje@gmail.com

Foothill College 2019-2020 Puente Member Joshua Contreras joshcontreras701@gmail.com

Service Leadership

- Educators need to address topics such as systemic racism, social activism, and service leadership in classrooms. We believe these discussions can take place across disciplines and should be addressed not only in classes with a more obvious association to racial inequity, but even in disciplines such as STEM. The students in these courses, who will eventually go into health and STEM careers, need to be prepared to address equity and be anti-racist in their fields.





**THE 4TH ANNUAL
RESEARCH &
SERVICE LEADERSHIP
SYMPOSIUM**



THURSDAY, MAY 20, 2021

ATTEND
VIA **zoom**

Highlight Project of the Year

Service Leadership: Teachers' Corps



Equity 2.0

- The aforementioned **Equity Plan 2.0 needs to be revised and put in motion**- equity is of utmost importance for our institution, especially being in one of the most diverse areas of the country. To truly cater to all students of diverse backgrounds, this Equity Plan needs to be carried out- words need to become actions.

Training

- We also must ensure that the faculty and staff of Foothill are adequately trained and educated in regards to implicit/ unconscious bias, systemic racism, white supremacy, white privilege, and social activism. We are asking that all faculty and staff are educated on these topics in a mandatory training session. The training sessions should be a 2 hour mandated event for two days. There should also be a panelist of students speaking to faculty in regard to their experiences in the classroom and on campus.

Coalition

In Solidarity,

Foothill College 2019-2020 Student Trustee Tiffany Nguyen asfc.tiffanyn@gmail.com

Foothill College 2020-2021 Student Trustee Priya Vasu asfc.priyav@gmail.com

Foothill College 2019-2020 BSU President Moremi Mabogunje moremimabogunje@gmail.com

Foothill College 2019-2020 Puente Member Joshua Contreras joshcontreras701@gmail.com

Faculty/Staff Training by Students

Equity Strategic Plan

FOOTHILL COLLEGE About Us Programs & Courses Apply & Register Costs & Financial Aid

All fall classes delivered virtually. [SEE VIRTUAL CAMPUS](#)

Office of Equity and Inclusion

Home > Office of Equity and Inclusion > Equity Plan 2.0

OFFICE OF EQUITY AND INCLUSION

- Program Overview
- EQUITY 2.0**
- Black Lives Matter Message from President Nguyen
- Professional Development
 - Off-Campus Professional Development
 - Meet Our Team
- Family Engagement Institute
- Learning Communities
- The Village
- Student Leadership
- Early Alert Owl Scholars

Equity Strategic Plan

Strategic Planning

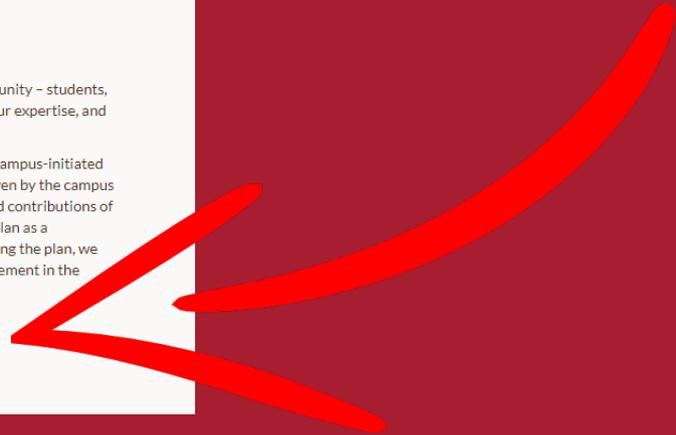
A strategic equity plan is informed by all of the voices in our community - students, staff, faculty, and administrators. It is important to see yourself, your expertise, and your work in this plan.

The best way to do that is to hear from you! And because this is a campus-initiated plan, we are on your timeline! The progress of the draft will be driven by the campus community. We seek to incorporate the many voices, thoughts, and contributions of Foothill, with the goal that the campus will take ownership of the plan as a community. As the campus collectively works to continue developing the plan, we will announce the many opportunities for collaboration and engagement in the coming months.

Draft Copy as of Sept. II, 2020

[Draft Equity Strategic Plan](#) (v.2)

Second draft published to the Office of Equity website



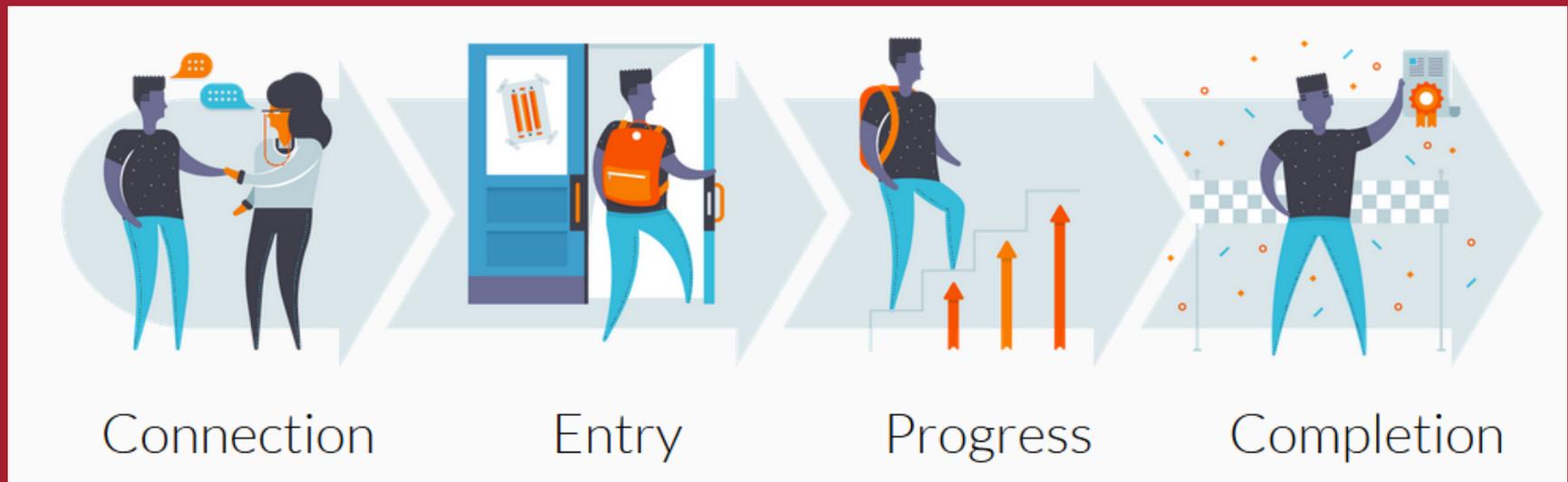
<https://foothill.edu/equity/equityplan2.html>

"Words need to become actions."



What's New?

Loss/Momentum Framework



Updated Scope of Equity Work

Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.

Updated Issues

- African American students are disproportionately impacted during the onboarding process.
- There are large numbers of students of color who are aren't accessing, are ineligible, or fall out of eligibility for available financial aid programming.
- More recent focused outreach with a specific intent to increase access and enrollment of Latinx and African American students should connect back to a larger strategy to support and retain these populations.

Updated Goals

African American students are disproportionately impacted during the onboarding process.

Goal 1: Improve the application to registration pipeline for students, identifying those areas in the process where the College loses students, keeping a particular eye on data for African American students, and implementing appropriate interventions.

Fall Quarter Engagement and Approval

October 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	
4	Learning Communities		Instructional Deans & Divisions			
11	Academic Senate			Classified Senate		
18	ASFC		Cabinet		Student Groups	
25	Admin Council		Student Services Leadership & Departments			

November 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7

December 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	Final Draft Approval Board of Trustees Meeting			
13	14	15				
20	21	22				
27	28	29				

Opening Day Milestones



Foothill College President @FoothillPrez · Sep 21, 2018

Exceeded, yet feeling elated by College **Opening Day**: inspiring student testimonies of [#ServiceLeadership](#) in Ecuador & Philippines, authentic equity discussion, and groundwork exercises on Guided Pathways. [#OwlLove](#) to our fiercely dedicated faculty & staff to student success!



1

8



Laurie Scolari
@lauriescolari

Proud of our college - we have our first draft definition for equity. Shot out to fellow Latina leader Dr. Melissa Cervantes for championing the work [@Foothillnews](#)



11:28 AM · Sep 20, 2019 · Twitter for iPhone

3 Quote Tweets 25 Likes

Foothill's Scope of Equity Work

Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.

Kathryn Maurer

Academic Senate President

&

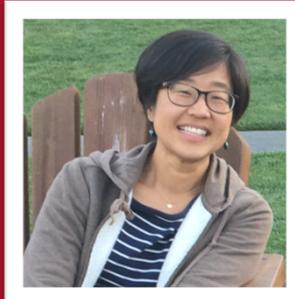
Josh Pelletier

Class Senate President

New Administrators



Roosevelt Charles
Dean, Counseling



Sophia Kim
Director, Science Learning
Institute



Leticia Maldonado
Dean, Student Affairs &
Activities

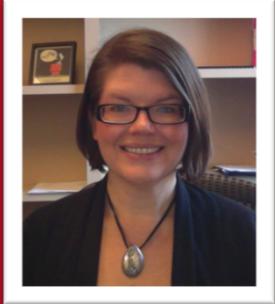


JP Schumacher
Dean, Disability Resource
Center/Veterans Resource
Center



Justin Sewell
Director, Programs
and Partnerships

New Faculty



Julie Jenkins
Instructor, Anthropology



Ana Maravilla
DRC, Counselor



Steven Clemmons
Instructor, Communications



Cynthia Brannvall
Instructor, Art History



Amy Sarver
ESL



Frank Niccoli
Bio and H.S., Horticulture

New Classified Staff



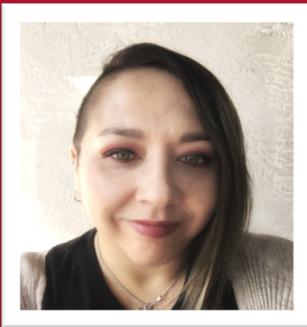
Michelle Channel
Program Coordinator II



Janie Garcia
Program Coordinator II



Adaly Padro
Financial Aid Outreach Asst.



Rhonda Wood
Administrative Asst. I



Ariana Buccat
Program Coordinator
Senior



Davon Coles
Mobility Assistant

New Classified Staff



Saul Torres
Assessment
Specialist



Katherine Lee
Program Coordinator II



**Angelica Luna
Pizano**
Custodian I

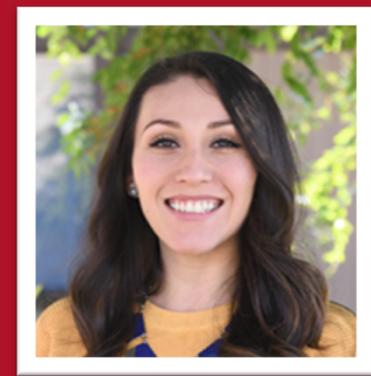
Familiar Faces in New Places



Valerie Fong
Interim Dean,
Language Arts &
LRC



Kurt Hueg
Interim AVPI



**Mayra Palmerin-
Aguilera**
DRC, Counselor



Josh Pelletier
Supervisor, Student
Outreach & CTE



Paul Starer
Instructor, English

Celebrating **7 YEARS** at FHDA

Jeffrey Anderson

Melia Arken

Jennifer Brook Beltz

Jorge Carrillo

Anthony Cervantes

Patti Chan

Chien Kai Chang

Lisa Eshman

Katherine Ha

Allison Herman

Jeffrey Ikegami

Dokesha Meacham

Rosa Nguyen

Caroline Ouyang

Annabella Rossetti

Vanessa Smith

Kamara Tramble

Sharon Turner

Samuel White

Sarah Williams

Celebrating **15 YEARS** at FHDA

Anabel Arreola Trigonis

Luis Carrillo

Franklin Cascarano

Sarah Corrao

Kirsi Engels

Jordana Finnegan

Valerie Fong

Thomas Gough

Robert Hartwell

Suzanna Huerta

David Marasco

Kathryn Ripp

Brian Roberts

Kella Svetich

Riba Taylor

Phuong Tran

Wing Yi Wu

William Ziegenhorn

Celebrating **30 YEARS** at FHDA

Dixie Macias
Ellen Mastman
Lorraine Rock

A COMBINED TOTAL OF

OF SERVICE!

A COMBINED TOTAL OF
500 YEARS
OF SERVICE!

Thank You!

- BSU, Umoja, Puente, ASF Student Leaders
- Veronica Casas & Anna Harp
- Vanessa Smith & Simon Pennington
- Lene Whitley-Putz
- Melissa Cervantes
- Justin Sewell, April Henderson, Erin Ortiz, Teresa Ong, and Pat Hyland
- Owls of SHIELD





Never forget that **justice** is what love
looks like in public.

— *Cornel West* —

AZ QUOTES



We Are Foothill Family

Chorus:

We are Foothill family
I got all my owls with me
We are Foothill family
Come on everybody, let's sing

(Chorus repeat)

Everyone can see we've come together
In this trying time
(And) And we fly just like birds of a feather
We are soaring high!

(All) All of the people around us they say
Can they be that close
Just let me state for the record
We're giving love in a Foothill dose

(Chorus)

Sheltered life is rough but we've just begun
To get our share of virtual delights
(High) High hopes we have for our students
And their goals for life

(Sure) We might get depressed
But here's what we call our golden rule
Have faith in US and the things WE do
WE won't go wrong, oh no
This is our family jewel

(Chorus twice)

We are family!