2019-20 Annual College Strategic Objectives

The purpose of the college's strategic objectives is to operationalize the Educational Master Plan on an annual basis, thus enabling the college to make progress toward implementing its Educational Master Plan. The strategic objectives serve as a framework to prioritize college resources and workflow for the year, thus providing organizational focus and direction. They also serve as a framework for managers in identification of management, division goals in annual manager evaluation.

The Educational Master Plan has three goals: (Equity; Community; and Improvement and Stewardship of Resources). The five college strategic objectives that will operationalize these 3 EMP goals for academic year 2019-20 are "E^{2}SP2030" with focus on deepening these goals in light of the new state funding formula, alignment with the State's Vision for Success, and opportunities such as state Guided Pathway framework and College Promise.

I. **E**quity – 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 prioritized disproportionately impacted groups, in order to close equity gaps.

II. **E**nrollment 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 wage/transfer-level Math and English ("Student Success Allocation").

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

IV. **P**rogram **R**eview –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.

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

I. and II. Equity and Enrollment (E^2)

Objective:

I. **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 prioritized disproportionately impacted groups, in order to close equity gaps.

I.   II. **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 wage/transfer-level Math and English ("Student Success Allocation").

Background:

To accelerate the work, the college will embark on a process of revising the Student Equity Plan. The current plan was approved by the Board of Trustees in June 2015 and submitted to the State Chancellor's Office. However, the college continues to formally engage in the development of Equity Plan 2.0 with a final plan for the Board of Trustees to approve December 2019, and to be published on the Foothill website. Although there is a state requirement to update the student equity plan every three years in order to continue state funding, the college has conducted a thorough plan redesign (not just an update) that is transformative in its purpose of creating a culture of student equity college-wide. Student Equity Plan 2.0 sets the foundation for the college on how to achieve the state strategic plan in which the new state funding formula is based on. The plan also defines student equity and ensures that the values of equity, diversity, and inclusion are infused college-wide so that all areas can see themselves in the plan.

Prior to hiring the Dean of Institutional Equity, Diversity, and Inclusion, the Equity and Education (E&E) Governance Committee was charged with evaluating the 2014 Student

Equity Plan and utilizing the results to inform Equity Plan 2.0. Equity and Education Council began this work but with the addition of a Dean in November 2018, the newly constructed Equity Team took over the responsibility of the evaluation as well as the task of drafting Equity Plan 2.0. In order to gather input for the updated plan, the Office of Equity hosted two town hall meetings, had an interactive discussion on professional development at *Thursday's Thoughts*, visited division and department meetings, hosted lunch conversations with students, met with individual staff and faculty, and took recommendations from governance committees and Cabinet – all to inform and influence Equity Plan 2.0.

With the onboarding of the new Dean, the Office of Equity was also restructured, bringing together the Umoja and Puente learning community programs, the Honors Institute, the Family Engagement Institute, and professional development; all under one department. In order to best support this collective group of equity programs, the Office of Equity team expanded to include: a new Dean of Institutional Equity, Diversity, and Inclusion, a new Program Supervisor, the continuing Faculty Professional Development Coordinator, the continuing Equity Researcher, and a new administrative assistant.

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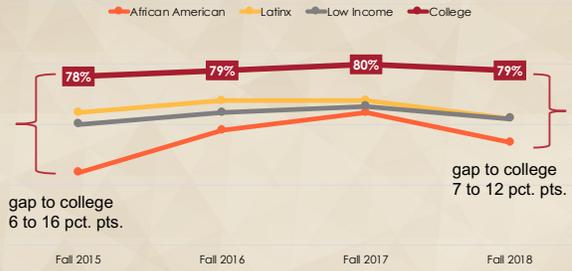
- **Course Success**
  - Since fall 2015, the success gap of African American students to the College has improved. Face-to-face success rate continues to be higher than online. While a completion gap remains, the face-to-face and online gap has narrowed.

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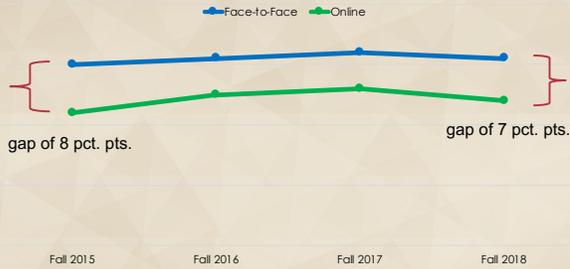
FOOTHILL
COLLEGE

Course Success

Legend: African American | Latinx | Low Income | College

78%   79%   80%   79%

gap to college
6 to 16 pct. pts.

gap to college
7 to 12 pct. pts.

Fall 2015   Fall 2016   Fall 2017   Fall 2018

Source: FHDA IR&P Fall Credit Enrollments
• Course Completion reflect grades of A, B, C or P across all modalities (face-to-face, hybrid and online)
• Average N: College = 33,863 | African American = 1,669 | Latinx = 8,993 | Low Income = 8,823
• Percentage Point Gap is rounded to the nearest whole number

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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

Source: FHDA IR&P Fall Credit Enrollments
• Course Completion reflect grades of A, B, C or P
• Average N: Face-to-face = 22,931 | Online = 1,669 | Latinx = 10,932
• Percentage Point Gap is rounded to the nearest whole number

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
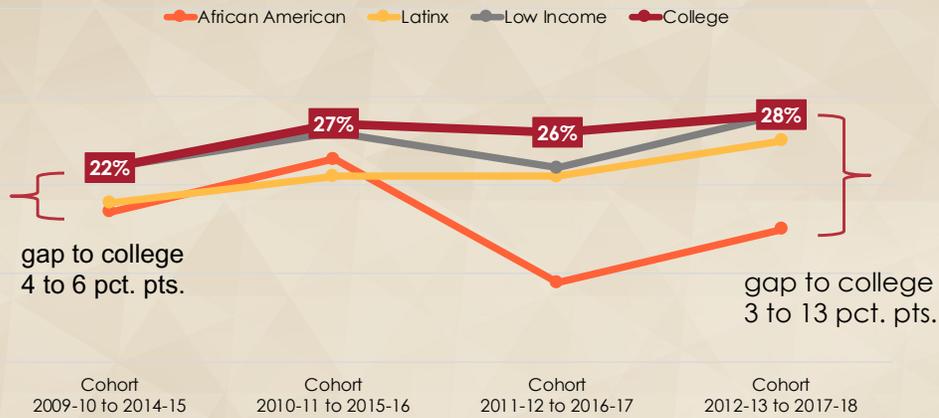
Face-to-Face/Hybrid   80% ➡ 81%

Online   72% ➡ 74%

Source: FHDA IR&P Fall Credit Enrollments
• Course Completion reflect grades of A, B, C or P across all modalities (face-to-face, hybrid and online)
• Average N: College = 33,863 | African American = 1,669 | Latinx = 8,993 | Low Income = 8,823
• Percentage Point Gap is rounded to the nearest whole number

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
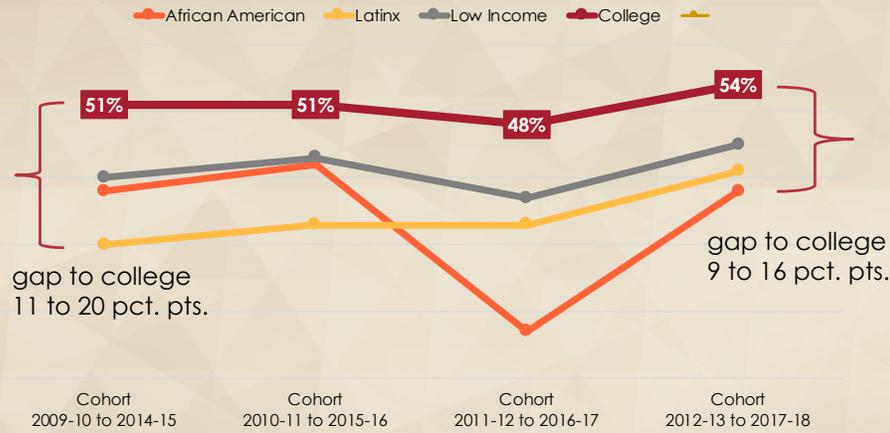• Completion Rate and Percentage Point Gap are rounded to the nearest whole number

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

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

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

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

The Equity Plan 2.0 plan will also be in alignment with AB 705 (remedial education reform) and Guided Pathway framework as well as informed by Vision for Success state and local goals.

With the new state funding formula ("Student-Centered Funding Formula / SCFF"), the principle of E^2 is even more relevant to future funding of the college. Funding points are given for achieving equity and access for low-income students (versus purely FTES enrollment, regardless of income, of the previous funding formula). Non-credit and dual enrollment programs have a separate allocation formula, and are both funded higher than the "Base FTES" amount under the new SCFF; thus, growth in both of these areas would not only be strategic for the college, but would also advance equity within two strength areas for Foothill.

Currently, since the college district would receive less funding under the new funding formula (compared to the 2017-18 state apportionment), the district is under "hold harmless" and thus receives the full state apportionment of 2017-18. This period of "hold-harmless" is an opportunity for the college to position itself in the next 3 more years to receive as much state funding as possible under the new state funding formula.

The California Community College Board of Governors approved in July 2017 a strategic plan ("Vision for Success") calling for "sizeable increases in the number of students transferring to a University of California or California State University campus, substantial improvements in preparing students for in-demand jobs and eliminating the achievement gap altogether."

2022 Vision for Success Equity Goals

Goal 5.2B: Increase All Students Who Transferred to a CSU or UC Institution			
Group	2016-17 Baseline Data	Expected in 2021-22	% Increase*
African American Students	43	65	51%
Latinx	262	394	50%
LGBT	29	51	76%
Native Hawaiian/Pacific Islander	6	11	83%
Veterans	22	39	77%
Goal 5.4B: Increase All Students Who Attained the Living Wage			
Group	2016-17 Baseline Data	Expected in 2021-22	% Increase*
Female	52%	60%	15%
African American	37%	47%	27%
Latinx	44%	54%	23%
Native Hawaiian/Pacific Islander	26%	36%	38%
Disabled	34%	40%	18%
First Generation	51%	59%	16%

Foster Youth	16%	38%	138%

*Percentage auto-calculated via NOVA

2022 Equity Plan State Metrics

Access		
Group	2017-18 Baseline Data	Proposed Increase
Foothill Overall Student Population	60%	15%
Disproportionately Impacted Groups		
African American Females	894	+121 for full equity
African American Males	810	+87 for full equity
Retention		
Group	2017-18 Baseline Data	Proposed Increase
Foothill Overall Student Population	64%	15%
Disproportionately Impacted Groups		
African American Females	144	+22 for full equity
Latinx Females	1,382	+89 for full equity
Transfer to a 4-year institution		
Group	2016-17 Baseline Data	Proposed Increase
Foothill Overall Student Population	12%	15%
Disproportionately Impacted Groups		
African American Males	31	+17 for full equity
Latinx Males	199	+119 for full equity
Completion of Transfer-Level Math and English		
	2017-18 Baseline Data	Proposed Increase
Foothill Overall Student Population	9%	15%
Disproportionately Impacted Groups		
Latinx Males	23	+25 for full equity
Attained the Vision Goal Completion Definition		
	2017-18 Baseline Data	Proposed Increase
Foothill Overall Student Population	3%	15%
Disproportionately Impacted Groups		
African American Females	16	+5 for full equity

The new state funding formula, along with other legislative enactments such as College Promise and Guided Pathway, have been put in place to make an attempt at reaching these statewide goals as stated below by 2022:

1. Over five years, **increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job**. This increase is needed to meet future workforce demand in California, as analyzed by the Centers of Excellence for Labor Market Research. This goal is consistent with the recommendations of the California Strategic Workforce Development Plan. Equally important to the number of students served will be the type of education they receive: programs, awards,

and course sequences need to match the needs of regional economies and employers. (Local goal: 25% increase in 5-years)

2. Over five years, **increase by 35 percent the number of CCC students transferring annually to a UC or CSU**. This is the increase needed to meet California's future workforce demand for bachelor's degrees, as projected by the Public Policy Institute of California. (In California, occupations requiring bachelor's degrees are growing even faster than jobs requiring associate's degrees or less college.) Meeting this aggressive goal will require the full engagement and partnership of CSU and UC. While ambitious, the pace of improvement envisioned in this goal is not unprecedented: between 2012-13 and 2015-16 (a three-year period), CCC to CSU transfers increased by 32 percent and between Fall 1999 and Fall 2005 (a six-year period), CCC to UC transfers increased by 40 percent. (Local goal: 25% increase in 5-years)

3. Over five years, **decrease the average number of units accumulated by CCC students earning associate's degrees**, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. (Associate's degrees typically require 60 units.) Reducing the average number of units-to-degree will help more students reach their educational goals sooner, and at less cost to them. It will also free up taxpayer dollars that can be put toward serving more students. (Local goal: 10% decrease in 5-years)

4. Over five years, **increase the percent of exiting CTE students who report being employed in their field of study**, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index. Improvements on this measure would indicate that colleges are providing career education programs that prepare students for available jobs and offering supports that help students find jobs. (Local goal: 2-percentage point increase in 5-years)

5. **Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups**, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years. (Local goals: to close equity gaps for prioritized DI groups in 5-years)

6. Over five years, **reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults**, with the ultimate goal of fully closing regional achievement gaps within 10 years.

Although these goals are statewide, Foothill College could also mirror these goals and trend in the same direction (if not proportionately, in certain areas) to the state strategic plan.

Why is this objective important?

Under the new state funding formula, Foothill-De Anza Community College District is slated to lose a significant amount of funding. For the next three years, the district has an ability to be held "harmless" under the new state funding formula to enable the district to better position itself for increased funding Academic Year 2022-23.

While Foothill College has always been committed to increasing access for students of color and closing equity gaps for low-income, Latinx, and African American students, the new funding formula accelerates such efforts and requires the college to be even more strategic and innovative around its equity efforts.
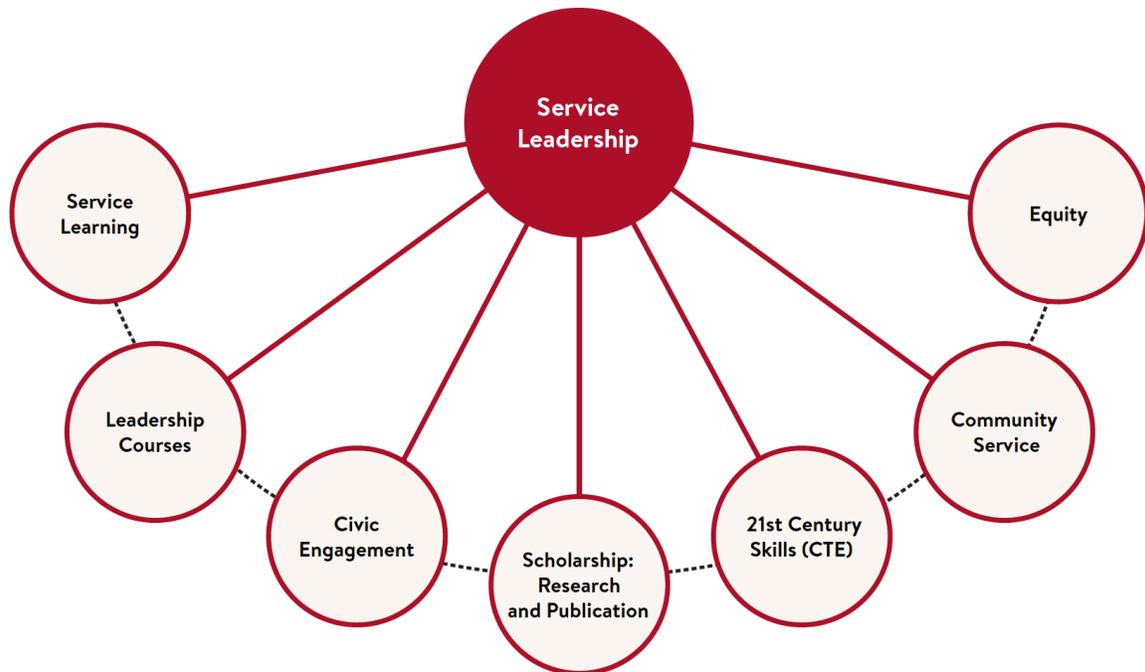
EMP Goals: Equity & Improvement and Stewardship of Resources

III.   Service Leadership

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

Background: *Service Leadership* is a college-wide effort that promotes the expansion of opportunities for students to develop their leadership voice and leadership skills through the service of others – whether it be service to their college community, communities outside of the college, or communities globally.

 Service Leadership constitutes seven areas:

In Academic Year 2017-18, the college celebrated its 60th Anniversary by highlighting at least 60 *Service Leadership* projects along with its second Research and Service Leadership Symposium on May 17, 2018. The #60for60 projects are highlighted https://www.foothill.edu/60yearsofservice/.

During Academic Year 2017-18, the strategic focus was to provide a space for Service Leadership projects to grow organically and raise funds to support such interests from students, faculty, and staff. Following the success of the first Service Leadership Symposium in May of 2018, the college hosted the second annual symposium on May 16th, 2019 with over 250 students presenting

The college's Education Master Plan states, in part, as a goal: "Strengthen a sense of community and commitment to the College's mission" through efforts to "encourage student participation in leadership and activities outside the classroom (including service/work-based learning) that engages students with the College and the community." Service learning is also identified in the college's Equity Plan and Sustainability Plan.

Foothill identified *Community/Global Consciousness and Responsibility* as one of its four core competencies (4-Cs), Institutional Learning Outcomes: "Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning."

Foothill's *Service Leadership* initiative creates a college-wide theme for such efforts described in these various planning and mission statements of the college. The initiative also creates a common thread among existing activities on campus, while increasing the number of such activities college-wide and ensuring that each activity identify with intentionality the student leadership learning outcomes.

During the December – February 2017 period, President Nguyen introduced the initiative at PaRC, Administrative Council, and Managers College. President Nguyen also facilitated a half-day meeting of college leaders interested in the topic whereby 100% of those in attendance and 87% of the management team at a subsequent Managers College meeting agreed that the college should embark on such *Service Leadership* initiative.

Academic Year 2017-18, the college embarked on an effort to identify the specific skills/competencies of leadership students need to develop in order to be successful in their career and life. The college also conducted an inventory of existing service projects and explored ways to increase service opportunities. These service opportunities specifically and intentionally identified the leadership skills to be developed.

Academic Year 2019-20, the college plans to deepen the presence of Service Leadership across the curriculum and operationalize Service Leadership throughout the Foothill campus. The college will utilize IEPI Grant funds to work with a consulting firm to draft a Foothill-College definition for service leadership and also work with the President's Cabinet and the Community and Communication Council to develop a plan for the full integration of Service Leadership into Foothill-College culture.

Foothill College has earned a strong national reputation for academic excellence and innovation. Yet the skills needed to succeed has become more focused on leadership, adaptive, non-technical skills such as emotional intelligence, growth mindset, teamwork, critical thinking, lifelong learning, and oral and written communications. Even within the attention to and investment in career technical education programs at community colleges, employers have consistently ranked non-technical skills (i.e., 21st Century Competencies) as critical for hiring and advancement in the workforce. Our students also need to have a strong sense of community and build community as they navigate work and life.

A by-product of the *Service Leadership* initiative is two-fold: 1) students feel more engaged, a stronger sense of a college community (which is especially critical for transient community college students and underrepresented students whereby student engagement has been proven to increase student success); and 2) the local community sees the value of Foothill College in contributing to the community (thereby, bring "community" back into community college) and garner support from the community.

Why is this objective important?

Service Leadership is Foothill College's unique vision for its role as stated in its mission (***with emphasis***):

"***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***."

With its open access for all students (such as undocumented students, low-income students, First-Gen students, students of color, student veterans, and students with disabilities) and large number of international students:

Foothill College is a college without walls.
Foothill College is a college without borders.
Foothill College is a college with a bridge – bridging communities.

Service Leadership bridges communities, locally and globally, while preparing students to be leaders in their communities.

EMP Goals: Equity, Community, & Improvement and Stewardship of Resources

IV.   Program Review

Objective: **P**rogram 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.

Background:

During the 2018-19 year, PARC and then the subsequent year, The Council charged IP&B to review, analyze, and redesign a new more meaningful continuous improvement process for the college Program Review process, including suggestions for a purpose, process, templates, and accreditation compliance.

Why is this objective important?

Program Review is an integral part of institutional effectiveness and the strategic and budget planning process. Program Review offers an opportunity to gauge successes and design improvement actions to ensure the quality of academic and student success programs. Annually and every five-years program faculty and staff reflect collaboratively on educational practices and performance outcomes while completing the template forms.

EMP Goals: *EMP Goals*: Equity, Community, & Improvement and Stewardship of Resources

V.   Education Strategic Master Plan 2030

Background:

The goal is to begin the process of conducting governance and college-wide conversations about the future of community college education in light of the Future of Work, with finalization of an Education Strategic Master Plan 2030 by December 2020. The Education Strategic Master Plan 2030 would put forth a set of principles to guide the college for the next 10 years in resource (human, budget, facilities, and technology) allocations.

As we prepare for 2030, we need to consider the following points:

Adult and Lifelong Learning:

We do not know the kinds of jobs that will be created or lost by 2030. However, one area that will be highly impacted are jobs that are easily automated. Workers in jobs that are easily automated are likely to be displaced and thus will require retraining. These workers tend to be adults with low skills and lower educational attainment.

Even for workers who are unlikely to be displaced, the ever increasing speed at which technology and labor market changes will demand continuous training. We must find a way to provide traditional students (18-25 years old), displaced and incumbent workers with easy access to such training and create a culture of learning for all adults, even well into their 60s.

As an educational institution, we must create access and opportunity to education by providing easy on-ramps for workers into skilled positions. These include reducing barriers to entry for additional training, flexible scheduling, and pedagogy that is appropriate for adult learners. This is also an opportunity for community colleges to shift workers from the need to be in graduate school to post-graduate community college certificates which are much more affordable and easier to access.

Digitization, AI, Robotics, and Data:

With the heavy impact of technology on the nature of work, the college has to consider ways to provide students with accessible on-ramps to STEM fields and technical skills. There will be new occupations that involve human interaction with artificial intelligence. Aside from technical skills, students will need to sharpen their skills in critical thinking, communication, and collaboration. We will not need to compete with robots, but we will need to hone our humanistic skills such as leadership, teamwork, consensus, persuasion, creativity, ethical judgement- work that robots and algorithms cannot replicate.

One aspect to keep in mind- given that many students are both food and housing insecure, they are likely also "device insecure". The changing nature of education from predominantly face-to-face learning to hybrid or fully online models means students need

both an appropriate device and the ability to connect to the internet. We need to support students in their ability to access learning.

Yet another consideration for students is the way AI and big data will change the way in which workers are hired and matched for positions. Already, companies are experimenting with artificial intelligence to sift for potential employees. On the demand side, some companies are writing algorithms and using machine learning to find potential candidates, while on the supply side, companies are creating platforms that enable workers to signal their potential by tracking performance from the time they enter higher education. There are claims that these are less biased ways of hiring, however these are high stakes. Underrepresented communities must ensure these platforms truly level the playing field.

Along the same vein, the entering class of 2030 must learn how they interact on social media and leave their "tracks" behind, or how they create their digital tattoo. Teaching digital citizenship becomes more important than ever. Students need to understand that any information they put online is likely to be permanent- that it will follow them forever. Much like a tattoo, it becomes extremely difficult to erase. Understanding how data is used and how to protect their privacy rights must become one of the essential life skills that the college imparts to students.

Finally, there cannot be a discussion on the future interactions of AI, Robots and humans without any consideration to humanities. As students learn to code and write algorithms for robots and driverless cars that will surround us, students need to also learn how to decode the world around them. Humanities teaches students how to navigate ethical issues, how to deconstruct issues of race, class and gender. It also teaches students how to engage in discourse and become responsible citizens.

The Graduating HS class of 2030, Common Core and Social Emotional Learning

Above is a photograph of an elementary school class trying out virtual reality goggles. These are the students who will be graduating high school around the 2030 timeframe. How can our college prepare ourselves for this generation of students who are extremely tech savvy and who will demand educational experiences beyond the traditional textbook and lecture format?

This is "generation common core". These are the students who have been fully educated under the new CA Common Core standards. Is our college ready for this generation of students? Can we make their transition to college easier and more seamless? The American Council of Education (ACE) has outlined several ways in which higher education can be prepared for this generation of students. They include:

- Defining college readiness and aligning key policies for the school-to-college transition.
- Developing K–12 assessments and aligning college placement policies with these assessments.

- Aligning K–12 and higher education curricula.
- Teacher preparation and in-service professional development.

In addition, many California schools have also emphasized social emotional learning (SEL) in the classroom. SEL is defined as the process by which children learn to "understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." (www.casel.org) SEL is K12's response to the mental health crisis in schools. Rather than figuring out treatment options for mental health issues, SEL focuses on prevention and explicitly providing emotional tools to students to prevent mental health issues such as stress, anxiety, and depression. SEL has been pioneered and implemented in thousands of K12 schools across the US with outstanding results. How can Foothill follow the lead of our K12 schools and continue to preventative mental health care to our students that will help them lead happier and more emotionally stable lives?

Other Considerations:

With the future of work changing drastically, there are additional aspects to consider:

- Is there an opportunity with the new economy, possibly a more "creative economy," for Foothill College to offer a more robust set of offerings related to the arts and entrepreneurship?
- How can lifelong learning be redefined to incorporate aspects of "reskilling" to include "re-purposing" life and career?
- Should Foothill College focus even more so the teaching of ethics?
- How could Foothill College's Service Leadership initiative serve as a foundation for preparing students for the new economy?

Foothill College as a Learning Organization: As we attempt to get our students "future ready", Foothill as an organization also must also become a learning organization that helps our employees learn and transform. We need to create a culture where learning is prioritized, risk taking is rewarded and employees feel safe to try new and creative approaches to education.