



FOOTHILL COLLEGE

Office of Instruction and Institutional Research
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Educational Master & Strategic Planning Task Force May 15, 2009 Strategic Initiative Survey Initial Results

The survey was sent out to the entire Foothill College listserv.

- Total Started Survey: 174
- Total Completed Survey: 147 (84.5%)

1. 95.4% (N=166) Survey Respondents answered the question, “When you think about Student Success, are there any additional topics you believe are important to include?” Of those 166 survey respondents:

- 49.4% (N=82) responded: No Additional Topics
- 50.6% (N=84) responded: Additional Topics Needed
- 54.8% (N=91) suggested additional topics

2. 90.8% (N=158) Survey Respondents answered the question, “When you think about Community and Collaboration, are there any additional topics you believe are important to include?” Of those 158 survey respondents:

- 65.2% (N=103) responded: No Additional Topics
- 34.8% (N=55) responded: Additional Topics Needed
- 38.0% (N=60) suggested additional topics

3. 90.8% (N=158) Survey Respondents answered the question, “When you think about NonTraditional Outreach, are there any additional topics you believe are important to include?” Of those 158 survey respondents:

- 62.0% (N=98) responded: No Additional Topics
- 38.0% (N=60) responded: Additional Topics Needed
- 39.2% (N=62) suggested additional topics

4. 86.8% (N=151) Survey Respondents answered the question, “The preceding three strategic initiatives arose from the visioning work. Thinking of the next three years, are there any additional college-wide strategic initiatives that you would like the Taskforce to consider?” Of those 151 respondents:

- 72.8% (N=110) responded: No Additional Strategic Initiatives
- 27.2% (N=41) responded: Additional Strategic Initiatives Needed
- 30.5% (N=46) suggested additional strategic initiatives

1. Additional Student Success Strategic Initiative Topics

- 1 Additional Topics • understanding of one’s unique learning style • acknowledge and value nontraditional approaches to student learning • self-advocacy • removing barriers (stereo types, self-perception, language, abilities, architectural/physical barriers) • physical and mental health are integral to student success
- 2 Student support services, ie: writing and math labs. Peer tutoring, etc. Systemized retention process made mandatory for instructors to report.
- 3 student services (counseling, retention, tutoring) learning communities student activities
- 4 Values Clarification Career/Job readiness Effective and accurate assessment of learning Positive

- regard for multiplicity of learning styles
- 5 Becoming global citizens on Mastering information literacy and 21st Century skills
- 6 refreshing or renewing skills
- 7 Proper counseling Not overloading their schedule/life
- 8 Motivation
- 9 • develop local & global consciousness & perspectives • life skills proficiency • effective communication skills • leadership skills • application methods • assuring safe learning environment
- 10 Online learning
- 11 financial support forum/ surveys for students to express what is hindering their success and what can help
- 12 The MISSION STATEMENT NEEDS TO BE CHANGED. We cannot be the only college in California that avoids using the transfer function. It is wrong to keep it out - and "general education" courses don't cut it.
- 13 Excellence and Transfer
- 14 Critical thinking Home life (parental modeling) Recognizing what information they have access to Ability to discern authoritative web sites from biased Streamlining college processes (registration, acquiring a functioning student ID, ...)
- 15 maintaining high standards
- 16 Successfully using current technology as an aid to accomplishing learning objectives.
- 17 Become a reader. (I see a lot of meaningless buzz-words in the list above.)
- 18 professionalism
- 19 innovation = ? (undefined, very open ended) I suggest innovation is focused on the innovative use of educational technologies by instructors and students that support collaborative learning and 21st century learning skills. Educational technology tools include Web 2.0 collaborative tools, such as Twitter, blogs, wikis, interactive Web sites, Facebook, Second Life, podcasts, and social bookmarking.
- 20 basic skills attainment lifelong learning skills development transformative learning experiences workforce connection educated and engaged citizens who understand and exercise their rights
- 21 partnerships with the business/real world - internship opportunities, etc
- 22 1) Allied Health Career Preparation (Vocational Education) 2) Successful credentialing (Licenses, etc.)
- 23 Communication skills
- 24 student success is just a bad name; it's too nebulous and is impossible to explain to the layman (who is also a voter/taxpayer)
- 25 Faculty/staff development to enrich course content/delivery. The more interesting the course, the more likely students will be engaged.
- 26 career development job search
- 27 real world experience like internships and/or on campus jobs, serving on committees, planning events, etc. getting involved outside the classroom
- 28 Successful study practices Time management
- 29 Internships in their field Externships/practicum
- 30 provision of services to facilitate "increasing learning" such as English Writing Center, ESL Writing Center, and Academic Skills Lab. These services, provided by experienced non-peer tutors are critical to the success of students taking required GE English courses for the AA or transfer to four year colleges. A Writing Center Advisor can easily help students' actual grades jump from a D to a B or a C to an A. This will obviously enhance transfer prospects for all students. It is also a very helpful service to instructors who may not have adequate time to provide individualized help to their students. Academic support services is a vital and critical part of student learning and achievement and should be incorporated into the strategic plan.
- 31 Is Mentoring included within the listed headings? Peer and student-faculty
- 32 Basic Skills - English, Math
- 33 tutoring job readiness mentoring student support financial assistance counseling guidance peer support leadership
- 34 Look into using cohort models as an approach for student support and success.

35 I would respectfully like to suggest organizing a good orientation or PR campaign that success
 does not just mean getting a college degree. Too many students are fixated on the need to go to a
 4 year and feel that anything else is just second rate, which is not true.
 36 Critical Thinking/Critical Writing Across the Curriculum Program(s)
 37 Career planning
 38 adequate academic support
 39 community or academic support system
 40 Student recruitment and outreach-reaching targeted populations of students. Communications and
 marketing.
 41 successful job preparation
 students developing sense of community within the college, while pursuing their goals of student
 42 success. IE: volunteerism, clubs and their activities, reaching out to the community outside the
 college using skills learned in college while in college
 Learning community models that include more than one content course, a community or
 43 mentorship component and access to counseling. Look to model programs like De Anza's Lead
 program or APALI.
 44 job placement assistance local workplace partnerships internship partnerships
 45 job training and certification
 46 I do think it's especially important to develop a passion for lifelong learning!
 47 - easy access - high quality educational programs - increased opportunity - reasoning ability -
 creative thinking - clearly identified pathways and options - retention That's it for the moment.....
 Campus climate (creating a sense of belonging for students, role modeling, mentorships) student
 48 equity by demographic bridging the achievement gap cultural competence placement college skills
 K-12 partnerships to include curricular alignment
 continuing education for older students keeping seniors in our community active and engaged in
 49 learning bringing the community to the college for enrichment and self-improvement we serve
 more than 18 - 22 year old -- everyone is welcome at Foothill
 50 non-traditional learning styles
 51 Emotional support and enrichment mentoring high risk students outreach to group homes, foster
 care establishments, juvenile centers life skills workshops
 52 Opportunities for summer internships access access access
 53 Students' personal development Students' career and life planning
 a commitment to applying learning in some form or another, perhaps as part of a service learning
 54 component. our new president speaks of a call to service, and we must instill that here at Foothill.
 In anthropology we are trying to do this through the Center for Applied Anthropology.
 55 cultivating confidence
 56 developing skills related to being successful in a career
 Learning differences. The fact that a student needs remediation in math or English indicates they
 57 have a different learning style than is served by standard teaching methods whether or not they
 test as learning disabled or whatever the appropriate term is these days.
 58 Developing goals and meeting them in a supportive environment Developing a community of
 learners empowering student to find creative solutions to learning and life challenges
 59 basic skills
 60 student empowerment - taking charge and owning their choices in learning and how to achieve
 their goals.
 61 post-school success (the ability to get a job based on the education received at Foothill)
 62 Innovative Curriculum Models
 63 engagement in campus life and chosen discipline
 Retention - we must retain students in order for them to be successful Opportunities for Success-
 64 additional programs ranging from support programs for at-risk, to the honors program, to the
 COOP and internship programs offered
 65 alumni surveys, alumni success, more accurate or relevant measures of student success, a rubric
 for student success
 66 delete "developing a passion for learning"-- too subjective and unattainable. students need to learn
 skills, strategies, approaches, options, responsibility, i.e., "objective" goals only

67 Inclusion - especially providing possibilities for SpEd, lower level academic learners to advance
and participate in higher education & workforce

68 retention

69 self discipline

70 higher percentage of fully committed full time faculty vs part time faculty
I would like to see Self-reflection in here somewhere, perhaps added to self responsibility and self-
efficacy; I would also liked to see these objectives grouped, some things that are student learning
71 objectives, some that are teaching and pedagogical objectives and some that are division/college
objectives. The most important is student learning!

72 relevance: making learning relevant to students' lives

73 career advancement and training
2007 --13 Calif Community Colleges participated in the Nat'l College Health Survey developed by
the Amer College Heealth Assoc (7,898 students). Results showed within the last school year,
CCC students reported the following factors affected their individual academic performance, i.e.
received an incomplete, dropped a course, received a lower grade in a class, on an exam or on an
74 important project. Foothill College Health Services administered the same survey Spring 2008
(858 students) Impediments to Academic Performance: 13 CCCs (2007) Foothill College (2008)
Stress 30.6% 31.5% Sleep Difficulties 23.1% 23.7% Cold Flu Sore Throat 20.5% 25.8% Concern
for a friend/family member 17.3% 22.6% Relationship difficulty 14.5% 14.1% Depression/Anxiety
Disorder 12.8% 18.4% Internet Use/Computer Games 12.6% 16.4%
- student well-being in terms of counseling/tutoring, psychological services, and general health
75 (how can we expect a student to succeed if we do not give him/her the support needed to survive
even one day on campus?) - time management and prioritization

76 what is the value of a college education?? earning power, self enhancement, vocational potential

77 increasing retention increasing students' attendance in both face-face and online classes
finding a level of comfort in academia by discovering one's own voice and one's position in a
discourse community developing the confidence to persevere in college and sustain motivation

78 helping faculty develop consistent standards in a systemic way, that they can use to evaluate
student learning

79 1. Understanding diversity 2. Accepting those with disabilities
flexible learning spaces identify "desired paths" to learning authentic assessment pedagogies of
engagement (learning designs that connect students to knowledge-making activities and one
80 another) active learning constructivism social learning social networking service learning mentoring
supplemental instruction learning communities collaborative learning inclusion differentiated
learning on-demand learning self-paced just-in-time learning self-regulated learning
Students taking good care of themselves: including but not limited to good nutrition, social
81 networking, adequate sleep, regular physical activity, methods to reduce stress (meditation, yoga,
breathing exercises). In my experience, students struggle when they have not had good role
models in how to take care of themselves physically, emotionally and mentally.
Accessibility both to the physical campus and online instruction. Currently accessibility in online
courses is not checked by anyone and instructors are left to decide for themselves how accessible
82 they will or can make their courses. The training solution for this is in place. The remaining gap is
motivation and reward structures. Start talking about androgogy not pedagogy. Our students are
adults and if we are to set them up to succeed ADULT learning principles need to take front and
center in our delivery and development. Ownership of SLO's should be communal.

83 wellness/health
Establishing a personal relationship with a student at first contact Highly coordinated efforts
84 between academics and student services. Mandatory prerequisites internships for all disciplines
Defining goals with the ability for flexibility.

85 expanded internship opportunities outreach to women and minorities

86 Student life and Support
Helping students find courses that match their goals, schedules, and personal lives, or developing
courses that better match diverse student populations (for example, night students vs day students
87 or working vs non-working). Working students and night students (sometimes one and the same)
tend to take on a lot and cannot keep up or expect more leeway, but instructors understandably
are still expected to meet course objectives, so we need some measures to help these students

- succeed by finding the right courses (or right amount) or by creating courses for night/working students.
- 88 Improving mental and emotional health and wellness
- 89 become responsible world citizens
- Developing mental skills (e.g. reasoning, critical thinking, ... and sadly reading and writing, too).
- 90 Although skills may be included in one of the above topics, they are so vital to success that they should be their own topic.
- Well the devil is in the details, right? For example, if removing barriers means that there will be a systematic review of the student intake process from registration to placement to counseling, then we're good. If not, then I would add student intake to the list. Similarly, if "increasing learning" includes staff development, basic skills, alignment of curriculum, then we're good. Otherwise, I would add these to the list.
- 91

2. Additional Community & Collaboration Strategic Initiative Topics

- ASK, LISTEN, RESPOND • stay current and anticipate emerging trends, issues, needs of the community
- 1 community
- 2 Focused presentations to targeted populations
- 3 outreach to students to encourage collaboration
- 4 Streamline committee structures
- 5 active listening
- 6 Inclusion
- accountability • proactivity • cultivate positive environment • morale building • team building • individual & group recognition
- 7 Reengineering. Last time, we spent weeks making less work and working smarter. We cannot just tell the staff to work more. This is a major omission
- 8 The line between collaborative work and one's own work
- 9 This jargon numbs my mind.
- 10 Using technology for effective communication... add "and collaboration" Collaboration tools include all Web 2.0 technologies.
- 11 shared vision shared decision making process in using technology to communicate don't forget that it is important to maintain connection in a face-to-face mode ... we are social animals... try to meet some of the needs of our local community for education and recreation...survey them???
- 12 workforce community and collaboration is critical for our students, our community, our society successful innovation should receive ongoing support
- 13 Transparent and COLLABORATIVE/SHARED governance (It's in the title of this initiative...) legislative relations; voter education; media relations; succinct mission statement—ONE SENTENCE!; respect, respect, respect among colleagues instead of the current caste system Foothill enjoys whereby faculty and administrators treat classified staff as either the great unwashed or servants.
- 14 For collegiality I would like to see more campus events. We need to find good reasons for our students to be here as much as possible. I would like to see more faculty presentations, round table discussions, etc.
- 15 collaboration with employers collaboration with experts in the field collaboration with national, international education leaders
- 16 partnerships developing workforce(s)
- 17 Participation in community events
- 18 Trust Defining the boundaries ("blurring" causes trouble) Professionalism Using technology is great if everyone has access..... (Technology training may be more appropriate)
- 19 accountability time-sensitive processes
- 20 Maintaining a presence and visibility in the community. Engaging the community in our plans and activities. The list above is more about specific tactics than plans and goals. A Web site and a newsletter is a tool to communicate a message. The goals drive the message.
- 21 i'm hoping that interdisciplinary connections include the dynamic of (for example), a library person advising the college's environmental club, while taking them to a national college sustainability conference, while being on a steering committee writing the sustainable management plan for the
- 22

- campus. this is just an example :)
- 23 feedback/evaluation mechanisms
A greater use of human capital. Utilizing the energy, IDEAS, and talent of committed faculty on
- 24 campus. We need to create a climate where faculty can feel effective in what they do.
operationalizing the mission what does this mean? - student centered facilities and activities -
- 25 active faculty - student participation - multidisciplinary programs
- 26 job related internships in local companies and government offices.
understanding of cultural diversity in the workplace, classroom and in the community using cultural
competence as a fundamental value as opposed to a written statement valuing differences and
diversity of perspective developing and maintaining trust among all participants operating from the
- 27 basic position of INTEGRITY
how the college can value teaching why does the Foothill College catalog mention our grounds
and our clubs, but omit all mention of the faculty and their regional and national reputation? why
- 28 do we not have campus recognition for good teaching, like we have for the classified staff?
Third Rail - Actually talking to our counterparts at De Anza. Ideally this should be at all levels, but if
things as simple as "what are they doing in my department on the other campus" were owned by
the faculty it would help students. Getting our system to recognize their classes when they actually
- 29 work as pre-reqs would be great too.
In order to build a community you need to grow and nurture a Foothill culture. This is something
that is missing on campus. In our advanced classes we are looking at the concept of culture as it
applies to Foothill, and wondering why it is that here a campus culture is lacking. I had the
students do questionnaires and write about their findings. Based on the data, there are a number
- 30 of conclusions to be advanced. If you are interested in further discussing it, please contact me.
- 31 enhanced sense of civic duty
- 32 maximum utilization of college facilities and resources Streamlining communication
- 33 Bring back Writing Across the Curriculum
- 34 Inclusion of both the digitally able and digitally challenged
Cohesiveness - I have a vision of the campus functioning and "breathing" as a whole entity,
instead of individual islands of rules, requirements, and obstacles. Example: department A need a
letter from Department B, but Department B requires a meeting with someone in Department C
- 35 before they will issue a letter.
- 36 greater use of community advisory boards
partnerships within the college and different entities outside of the college; building strong linkages
- 37 between programs/divisions/departments for better synergy
- 38 teamwork, celebration, recognition, recognition of a job well done
faculty and staff are not included in or even aware of much of the internal governance at Foothill--
what goes on is not at all "transparent" due to lots and lots of special, private deals made. what
about a system of checks and balances in which community and collaboration are measured for
- 39 each individual activity/objective?
- 40 wide distribution & outreach for communication to reach all
- 41 respect for each other's opinion
Group time on task Note: This topic is fuzzy; is it a goal of the college, departments, divisions.. I
want clarity as to how "community and collaboration" fits into the mission of the college. Maybe we
need to start with the mission/vision/values/principles discussion here, making that a campus wide
discussion for clarity of purpose, having each member of the college community ultimately signing
- 42 off on an agreed on vision/purpose/mission statement.
Perhaps this will be addressed under "transparent governance," but special deals and covert
- 43 agreements--of which Foothill has quite a few--erode trust in the senior administration.
- 44 intradisciplinary connections
- 45 what is "operationalizing?" using technology to improve efficiency and productivity
Targeting community groups and marketing to the community. Linking scholarship donors in the
- 46 community with students Continued contact with linkage alumni
- community involvement off campus (volunteer opportunities, off campus
events/performances/lectures, etc), or does this fall under "blurring the boundaries"? -
- 47 sustainability

Increase opportunities for internships, volunteering and service learning projects within the surrounding communities. Get community members more involved in volunteer activities on campus (i.e., tutoring, community garden).

48 we need to service back into student services! our staff/ faculty need to be more helpful and
49 always refer them to a web site!!

50 shared governance must include students
implementing systemic means to assess student learning, through, for example: board graded
final exams, co-requisites that assess SLOs and help faculty work together consistently.

51 Supporting learning communities across disciplines

52 1. visiting classrooms 2. instructor exchange
You've listed transparent governance, but what about shared governance? Maybe best to state
53 this explicitly?
professional learning communities of practice scholarship educational research social networking
economies of scale technology infrastructure for document sharing and collaborative writing social
54 authoring of instructional content
Federated structure to all of the above. The list above will create activity that will be refracted
across the campus and generate multiplicity of effort and messaging. There needs to be an
overarching structure, including powerful gate keeping and fact checking, to provide channels for
voices so that messaging can retain effect and lead to action. Analogy might be a tree with the
trunk being the official source and the branches reflecting the multiple ways that information and
55 communal activity grow out of the that.

56 Outreach to current learning communities. Identifying emerging learning communities.
Systematic ways of collecting feedback from students, faculty, and staff for improvement and also
57 positive feedback.
Collaboration with community businesses (as both provider of funding source and to provide
58 training for specific workforces)
develop collaboration as a 5 or 6 C ethic - without collaboration, Homo Sapiens wouldn't be where
59 we are hmmm... we should develop technology for high performance work groups
Again a good list, but how it will play it is the key. What does it mean to "operationalize the
mission?" It's a term I don't really like. Developing communication flows is a sound idea as long as
it includes a substantive consideration of what we are communicating. Our current, scatter shot
method of throwing everything out there doesn't really help people understand the priorities of
what's being communicated. For example, does the Foothill Fusion carry the same weight as the
60 email that introduced this survey? I would argue it doesn't.

3. Additional Nontraditional Outreach Strategic Initiative Topics

- veterans • persons with disabilities • needs of aging population • innovative approaches to

1 outreach targeting nontraditional populations

2 maintaining and growing a vibrant international student presence.

3 Define parameters of 'non-traditional' including gender and age.

4 learning communities

5 Support for the distance learner
multilingual advertising and information online develop online videos for all programs using

6 youtube and social network sites
Veterans (I know it's not a big group, but I consistently see 1-2 veterans a year) Elementary
schools (it makes big points with the parents, think about that next time you want a bond measure
7 passed or some other funding)
• promote welcoming, nurturing environment • personal outreach to current students • volunteer

8 service beyond Foothill in the name of Foothill

9 Reach out to AP High School Students in the area. Critical

10 role/influence of social networking

11 Social networks The unemployment office Clubs Drag them out of the bars
I think we need more individuals to be involved with nontraditional outreach. My faculty would love
to do this more, but there are not enough hours in our day, and we need help in getting the
12 message out.

13 traditional outreach is good too!!! could we say outreach, both traditional and nontraditional ???

reach out to our community...survey educational needs???

outreach at conventions hosted in San Jose/Santa Clara, i.e., Disabilities Expo, Professional Business Women of California, Invent Your Future Conference for Women, etc. Also, Foothill participation in outreach events that are already organized and presented by Great America amusement park. More outreach effort at Veterans Administration agencies. Professional outreach efforts: not wearing sweats or jeans to represent Foothill, demonstrating a positive attitude not a sour one, being an active outreach professional, not "coasting" through the job of outreach. Also, reporting the locales/audiences outreach presents on a quarterly basis via a formal report to college roundtable so that the entire college community is aware of outreach activities. This formal report should also include when appropriate cost-per-lead and tracking data on students encountered in the outreach process. Outreach Office, not student activities, should play the primary role in organizing and tracking student data for events such as new student orientation and day on the hill, including attendance, registration as a result of attendance, drop after registration, and cost-per-lead for producing each event. More interaction with PTA groups, high-

14 school counselors, middle-school counselors, middle-school parents.

15 Partnering = cultivate community resources to enrich the curriculum (funding, materials, equipments, personnel)

16 outreach to national, international colleges & universities

17 veterans

18 Bringing the college to the community

19 Staff that reflects the cultural audiences we are speaking to

20 build a dormitory on the old baseball field housing, rise-sharing, student carpool advocacy, bus lines

21 international outreach

We need a definition of what a good traditional outreach plan is before we launch into non-traditional outreach. Many of the above topics are related to a comprehensive external relations plan, involving key groups such as K-12, universities and alumni. It also involves outreach to student populations. Some of these items lack clarity such as "outreach for sustainable funding" is that donor/foundation work? What is culturally relevant outreach?

22 workforce development that matches trends of stable environmental jobs hydrogen fuel car engineering solar panel installation and energy savings energy management and savings

23 Tying the campus more closely with alternative education programs. East Palo Alto has no formal high school institutions of their own. There are charter schools, but it does not have a high school system per se. If there is going to be growth on this campus, it is going to come from the growing populations of lower income areas surrounding the college like Redwood city, and EPA.

24 This appears to be "workforce development" focused on a subset of students where the other 2 SIs addressed all students. If separate populations are targeted, there should be more SIs or redirect this one. This also overlaps with "student success" Proposed SIs: - Student success -

25 Access & Opportunity - Community and collaboration

success, success, success bridging the gap between access and success; "access without success = dis-stress for the student" culturally relevant curriculum culturally responsive programming acknowledge and address the barriers of institutional racism in order to create a welcoming environment

26 on the job training and internships

27 Community service not--only does good for those served, it would also make people more aware of FH.

28 Outreach to seniors Making our outreach and programs appropriate to the community we serve We are in Silicon Valley and our community tends to be educated as well as diverse. We should have programs that are intellectually engaging for our community

29 I live in Redwood City and Canada is always doing outreach to the highschools. Granted that my local student base is much more likely to go the two-year route than a bunch of Palo Alto / Los Altos kids. Canade has a very visible profile with the highschool students here.

30 Outreach to targeted populations such as eligible university students who are unable to attend university, individuals with college degrees who need additional preparation for graduate programs, older adults who need additional training because they now need employment due to economic reasons, and other program specific to the local community.

31 I have tried to come up with ways to do this outreach, however it appears that your categories for

non-traditional learning are very restrictive. There is a local gentlemen that wants to teach about Native American Lifeways by showing people how they made baskets, arrowheads, pottery etc, but we have been told there is no way to classify his class -- why are we restricted by this classification schema? His class would be widely popular!

Not giving parking tickets the first week of each quarter Offering classes at nontraditional hours i.e. early morning or weekends for people that work fulltime.

Access is great, but we need retention Student services needs to be more responsive and customer service oriented Figure out how to get to yes, instead of no and be done Need bilingual folks at the point of contact

Actually stay in touch with retired faculty directly. For many, and iron curtain falls the second July 1 comes after retirement. Except for friends, Fodara, and Christine Vo, there is no connection to the college.

inclusion of the arts as a bridge to learning and college success

Asynchronous students - older, maybe online, professionals who are working on a degree or certificate a quarter at a time, often skipping quarters due to work or family issues.

immigrant population population without a HS degree population with disability

Collaboration with COOP and Internship programs and making this student population aware of those opportunities

In similar ways that we do not want to abandon the transfer students when we focus on basic skills students - we do not want to abandon the traditional forms of outreach when we focus on non-traditional outreach. There's a place for both. With that said, what are traditional forms of outreach? And haven't we been doing some level of nontraditional outreach for several years on some level - let's recognize the efforts of those who have already "live" the definition of nontraditional outreach.

Foothill would benefit by creating its own marketable, specialized niches among community colleges in order to make it unique and instantly recognizable. Examples: a two-year Landscape Design program, a Foreign Language Institute, a Culinary Arts Program (CAP), a Clothing Revitalization Program (sewing/repair), an Interior Decorating with CAD program, Sustainable Gardening/Food Production. in other words, why not offer more skill-based "lecture" type programs (not requiring special facilities/equipment) that would allow students to learn vocational or avocational skills?

reaching out to non-profit social service agency sector

Internship positions available resources (tutoring) available

culturally and generationally relevant courses

I don't get this at all as one of the three initiatives. I see other more pressing initiatives to undertake.

Partnerships with business

Yes, Child Care on campus again Maybe having the Animal Tech program have professional dog trainers for families or blind dogs. Our Northern Calif school closed this year. Drug and Alcohol Certification program Expand the exercise or wellness program for the community to participate.

With the aging population they need affordable, accessible wellness programs.

Establishing mentorship programs within the community.

Mobile outreach/classes: Van that goes to into areas of our local communities where constituents have limited mobility or means of transportation.

we need visibility - radio spots, bus ads., we need to stop thinking that the reputation of the college is all that is needed to recruit students. While we don't believe it Foothill College is Not the 1st choice of students. Our marketing dept needs to do a better job!

1. Shuttle for students to get to and around the campus 2. business days highlighting a particular type of business 3. campus televised board of information

Mention veterans

professional organizations (e.g., American Public Health Association, SHRM, etc.) local government agencies

Build solid relationships with business and realize the potential for Foothill to become the supply link for industry to fresh talent.

K-12 Outreach should include concurrent enrollment Outreach designed for persistence.

International outreach to new populations

reality-based assessment of who we serve.

- #3 - it is not just who, it is how.. we need to work and be more innovative on the "how" . Work on
- 57 "culturally relevant outreach" . So many are not aware of the opportunities at Foothill.
If the international student population is important to Foothill to feed into both core and ESL
- 58 classes, then international outreach through various means should be important. Reaching local
immigrant populations would be another issue to address.
- 59 age relevant outreach (for example, active, aging Boomers)
the traditional role of education is to prepare a skilled workforce. we should look to new models of
- 60 developing educational foundations which support transitional / emergent macrocompetencies - a
new model in Silicon Valley.
I would call this "strategic outreach" not "nontraditional outreach," because the list suggests that
- we are trying to optimize our outreach and not simply target a different population to bring to the
college. There may be political reasons to use the term "nontraditional," but let's not confuse the
- 61 politics with the objective.
- 62 local art/theatre/music groups outreach

4. Additional Suggested Strategic Initiatives

- 1 Cultural competency (ethnicity, gender, abilities, religious, sexual orientation, etc.
Internal education of available programs and degrees for re-training, information and education of
- 2 what the other hand is doing.
(Re)building a fully multicultural curriculum Aligning all college policies and curriculum to address
- 3 global warming
Just to reiterate and support a more user-friendly, better branded, website. This is an important
- information tool and most of the time student's can't find what their looking for--it feels like the
website is working against them achieving their goals. Also regarding branding, the site should
- 4 reflect the mission of our college I feel it does not.
- 5 teaching students how to resolve conflicts- mediation
Improving the infrastructure to support the next level of online classes. Currently the information
- 6 pipeline for our district is strained and unable to accomodate the increasing demand for video
delivery.
- 7 future academic programs, possibly 2-year programs such as environmental studies or ecology
Developing the Foothill faculty to teach using 21st century skills, such as Web 2.0 technologies for
- enhanced communication and collaboration, so that Foothill students can learn 21st century skills,
have significant educational experiences using Web 2.0 integrated into the curriculum (not adjunct
- 8 to it) and a see their instructor as a role model to emulate.
Yes, there should be more than three initiatives. I suggest that we add the following: Basic skills
- attainment is crucial for our students, our community, and our society. Lifelong learning skills are
critical to convey to our students. Workforce development for those entering the workforce for the
- 9 first time as well as those who are retraining.
Visions are great, but you're now laying off classified staf who would have been used to implement
- these "visions". As per the classified union contract, we work 40 hours per week. Be prepared to
- 10 fully fund your "visions".
- 11 TQM
- 12 Improved ID and support of LD students, including international students.
greater focus on critical thinking/writing across the curriculum making English 1A a prerequisite to
- 13 college level courses with research paper assignments
- 14 Maintaining high academic standards and academic excellence
Program review for the 21st Century. Where are we going to meet the needs of the future for
- 15 career programs.
I would like for Foothill to think of ways to create a grass roots culture. There is so much talent
- here and we have a very top heavy structure. As a result, faculty and staff are very underutilized
and frustrated. There needs to be more avenues for action that are based on ideas and efforts
- from the faculty. Administration needs to find a way to MAKE THINGS HAPPEN, and not just talk
about making things happen . Another suggestion: stick to a theme for more than a year. Every
- year the college has a new theme and nothing ever really comes of it. What has really been done
about sustainability for the campus? What has been done about learning communities? What has
- 16 been done about "deep learning?" Cultural competency? These are all great sounding themes, but

when nothing is done about these themes, what gets created is a culture of inertia, cynicism and atomization.

- 17 Innovation ----- focused groups, like workforce - Science, technology, engineering & math - Basic Skills - Efficiency & Effectiveness
- 18 Although there are many similarities between international and U.S. students, international students have unique obstacles such as: housing, lack nearby support of family and friends, inability to be employed off-campus, completely new culture, limitation on the number of on-line classes in which they can enroll each term, requirement of completing 12 units every quarter and other matters. Some examples follow. If an international student encounters temporary financial difficulty the student cannot simply reduce his/her course load or take a job off-campus to help deal with the financial problem. If a student is struggling with difficult classes or stress that is preventing them from concentrating on a full class load of 12 units they cannot simply enroll in fewer units.
- 19 Additional contacts and presentations from representatives from the various trades (sheet metal, welding, machining, carpenters, electronic assembly, automotive, green/sustainable construction, sanitation, etc.)
- 20 How the college can value teaching. We spend opening days on bureaucracy and rarely talk about the real issues of teaching. We have some of the best teachers in the Bay Area but if you look at our advertising, our materials, our catalog, our recognition procedures, etc. we show very little evidence that the college values teaching.
- 21 working with unemployment agencies to help retrain or educate workers More emphasis on student government tie in with local government
- 22 I'll add my two cents on values and slogan. Forgiveness... I could go either way on this one. I hold my students to high standards, and forgiveness suggests that they don't have to live up to them, and that's OK. I think that the statements "Educational Opportunity For All" is direct, powerful and inspirational. The addition of "with innovation and distinction" subtracts from this.
- 23 Directly addressing the issue of Foothill culture. You must realize that most Foothill students are not engaged on campus outside of the classroom. The reason they are here is because of the excellent educational opportunity. Outside of the international students and athletes, we do not present a sense of community for traditional students and they vote with their feet. Look at the parking lots as classes let out, do people hang out? Do they spend time here? Campus events are sparsely attended and if they are attended it is because faculty have made them a required attendance (or extra-credit). If we first recognize this as a problem then perhaps we can begin to address issues surrounding the problem. However, it has to be recognized at the highest levels on campus for an honest discussion to take place. Thanks for your time.
- 24 Budget related. The college needs to have a vision for being funded when the state fails to fund us adequately. We need an initiative that seeks additional funding that is not from nor through the state.
- 25 I'd like one that has something to do with reducing our carbon footprint.
- 26 Include opportunity for SpEd in all basic skills across the campus and improving student support services that apply to classroom learning and basic skills students.
- 27 Creating "magnet" programs--i.e., creating a Language Institute (for ESL and foreign language), Business School (something more than just an AA in Business, but a focused two-year program that would turn put career-ready students, etc.
- 28 re-examining the efficacy of the current block scheduling to meet the three strategic initiatives re-evaluating the pros and cons of the quarter system to meet the three strategic initiatives
- 29 I liked the youth summer camps
- 30 <http://www.surveymonkey.com/img/t.gif>
- 31 How about faculty and staff professional development? ;) After all, in order to meet most of the strategic initiatives previously listed, we must strive to constantly improve the quality of our education and services provided to our students.
- 32 Becoming an example of a "green" or sustainable campus.
- 33 online learning vs face-face learning.....What is the data to date?.... Do we have measureable outcomes?
- 34 1. Business day on campus .
- 35 Consolidate and simply your objectives. "Students, students, students" is not an activity or an

- objective; just sounds stupid.
- 37 technology-mediated instruction open courseware authentic assessment service learning social
justice
- 38 Good job! It looks like you covered everything!
Educational Technology should be at the forefront of all considerations regarding design,
development, delivery and assessment of instruction. All members of the community should be in
the process of developing their educational technology skills. Technology is no longer optional or
something to be resisted. It doesn't take away from teaching or learning. It's just a tool. It can't hurt
you or make you look bad. And if we fail to implement ed tech, because we failed to acculturate
39 everyone to it, we will fall by the wayside.
- 40 Faculty and Staff Development
- 41 sustainability and economic timeline...
- 42 Stronger strategies on retaining students once we get them here.
establishing long term (5-10 year) goals for identifying and establishing contact with emerging
43 learning communities and new technologies.
- 44 In view of the current, and probably ongoing fiscal situation, developing additional funding sources
should be its own strategic initiative category
As a micro study - support the idea of a world institute / green academy - which develops 12-15
core values for (responsible world citizenry) - such that we don't fly spaceship earth into the
ground. See FHDA opening day presentations (RDC)
- 45 <http://www.slideshare.net/rdcormia/civilization-20-opening-day>
It's hard to answer this question without seeing how the initiatives are enacted. I suspect that as
we move to enact this work we will discover oversights not anticipated by the planning work and
46 we will have to adjust accordingly.