Foothill College Educational Master Plan 2016-2022

The Foothill College Educational Master Plan (EMP) could not have been developed without the hard work of and contributions from its faculty, classified staff, administrators and students. The EMP also benefited from active participation of individuals not serving on the EMP Steering Committee. The college also acknowledges the contributions of the Collaborative Brain Trust, who were retained to assist with some of the data collection and analysis, especially pertaining to the campus and community focus groups and interviews. Additionally, they served as the primary facilitators at the day-long EMP Workshop where the preliminary goals were identified.

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Laureen Balducci	Associate Vice President, Student Services
Courtney Cooper	Associated Students of Foothill College
Robert Cormia	Faculty; Workforce Workgroup
Bernie Day	Articulation/Curriculum Officer (Faculty); Transfer Workgroup
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The Foothill College Educational Master Plan (EMP) identifies the institution's goals and strategies for advancing the college's mission. Both short-term and long-term planning efforts are meant to reflect what the institution does, what it aspires to accomplish and how it plans to approach and attain its EMP goals. These goals help prioritize college resources toward strategies and initiatives that strive to meet student needs in order to promote student equity and success. Throughout this process, emphasis is placed on a thoughtful, intentional and inclusive approach to further student achievement and attain equitable outcomes. This plan provides a framework guiding the college's initiatives over the next eight years. Hence, the EMP is reflective of the institutional commitment to the stated goals, which are supported by current institutional efforts and will drive future ones.

As the institution is emerging from a five-year period of budget cuts and diminished resources, there is

Founded in 1957, Foothill College is one of two accredited institutions in the Foothill-De Anza Community College District. Along with its sister college De Anza, the Foothill-De Anza District serves the Santa Clara County communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Sunnyvale and west San Jose, which have a population of over 400,000 residents.[1] Located in the heart of California's Silicon Valley, the college sits on 122 rolling acres in Los Altos Hills and is 40 miles south of San Francisco and 20 miles north of San Jose. Foothill College celebrates its 59th anniversary in Fall 2016 and is locally, nationally and internationally regarded. From the first graduating class of 37 students in 1960, the institution has grown to serve over 28,000 students in 2014-15 and employed over 750 faculty, classified staff and administrators in Fall 2015.[2]

Foothill College is currently constructing a 50,000-square-foot education facility in Sunnyvale near Moffett Business Park. When completed in Fall 2016, the Sunnyvale Center will house a variety of academic programs and student services and met LEED standards for a green building. Programs and services currently offered at the satellite Middlefield Campus in Palo Alto will be relocated.

As of January 2016, Foothill College offers 20 Associate Degrees for Transfer, 26 Associate of Arts degrees, 27 Associate of Science degrees and 25 Certificates of Achievement programs.[3] Beginning in Fall 2016, the college will begin offering dental hygiene bachelor's degree courses as part of the state's new baccalaureate degree pilot program. The new program permits 15 community colleges (out of the system's 113 institutions) to develop and offer bachelor's degrees in fields of study not historically available by the California State University or University of California systems. As one of the first California community colleges to offer instruction via the internet, the institution is committed to providing educational opportunities and student support in both face-to-face and online (internet/web-based) modalities. The college also offers fee-based community education courses geared toward personal development.

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[1] Economic Modeling Specialist International, Q3 2015 Data Set.

[2] California Community College Chancellor's Office Management Information Systems Data Mart (CCCCO Data Mart). [http://datamart.cccco.edu/]

[3] Foothill College Course Catalog 2015-16; Degrees, Certificates and Transfer Programs [http://www.foothill.edu/programs/programs.php]

Given that the planning process, its components and vocabulary can be complicated, layered and nuanced, confusion can arise regarding the planning terminology and its use. In developing this plan, it was important to document a list of definitions that can be shared across campus and community constituents.

A broad description of the purpose, philosophy, and/or function of the college that focuses on a commitment to student learning, needs and success.

An aspirational description of the college's characteristics and its future, including outcomes students attain as a result of their educational experiences at the institution5(s)5( )] TJETQq0.00000912 0 612 792 reW*nBT/F1 11

Concept that guarantees fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while continually striving to identify and eliminate barriers that prevent full participation and comparable outcome rates of some groups. Adopting an equity perspective recognizes there are historically underserved and underrepresented populations, and that fairness regarding these

related to the EMP planning process was posted on the college website so it would be publicly available and accessible.

identified to serve in a steering committee capacity. The PaRC members were encouraged to participate on this committee or send a representative in their place; in any case, the EMP Steering Committee was open to all campus constituents and participation beyond the PaRC membership was encouraged.

A series of EMP planning events and opportunities were scheduled:

Community interviews (April 13, 2015)
Seven sessions, one open session
20 constituent groups contacted
Campus focus groups (April 28-29, 2015)
23 sessions, two open sessions
Webinar (May 6, 2015)
All-Day Planning Workshop (May 13, 2015)
Online survey input (May 2015, November 2015)
Gather input about potential institutional goals
Solicit feedback regarding EMP goals and revised mission statement (284 respondents)
Open forums (April 29, 2015, June 4, 2015, November 11, 2015)
College Opening Day (September 18, 2015)
Presentations to various shared governance groups (PaRC, Academic Senate, Classified Senate, Associated Student of Foothill College)

The Office of Institutional Research and Planning, in consultation with the EMP Steering Committee, identified background and quantitative data on population, demographics, business growth (or decline), college enrollments and student outcomes. Thesl5(eg)-75 45kgrouJ19(s)5(912 0 612 792 reW*nB re33(ement85792 rBDC 45kgrets, examined both data trends and projections.

A college-wide plannuJing worksB rehop was held on May 13, 2045.35 people participated in the all- 45kgy event and dient8579cussion focused on arriving at a collective agreement about wh45kgr the college should focus on over the next eight years. All constituent groups were represented at this event, which includes faculty, classi2 0 612 792 staff, administrators and students.

The preliminary goals focused on eight areas:

Equity
S5kgrudent Success
Employeegupport

Innovation
Collaboration/Partnerships
Governance
Leadership
Funding

Refinement of these goals occurred in phase II where the EMP Steering Committee focused on determining the institutional priority that should be placed on each of the preliminary goals.

As the EMP planning process evolved, efforts were made to ensure alignment with other college planning components. During phase II, the EMP Steering Committee recommended an out-of-cycle mission statement review occur based on the community and campus discussions. The PaRC approved the formation of an ad hoc Mission Statement Review Committee in October 2015, and a proposed revised mission statement was reviewed through the participatory governance process, which included an open feedback period that asked for campus input. This revised statement was approved at PaRC on December 2, 2015.

As part of the quality improvement process, the college seeks to ensure that this EMP update and the goals identified herein reflect how the institution is accomplishing its mission; whether the mission directs institutional priorities in meeting the educational needs of students; whether evidence supports these discussions; and how efforts to change, make improvements and instill accountability occur through a data-driven process.

The program review process drives the planning and resource prioritization cycle as instructional, student services and administrative programs/units annually document and reflect on how their efforts are helping the college meet its goals. Explicit prompts on the program review templates help track if and how linkages exist between the unit-and college-

Computation
Critical Thinking
Community

An effective planning and resource prioritization process requires assessment, discussion and efforts for improvement. The college reviews its cycle annually and the results are considered at the PaRC. Based on its findings, a planning improvement agenda is established and the Integrated Planning and Budget Taskforce (IP&B) is convened every summer to clarify processes and identify initiatives to further the institutional mission of working to obtain equity in achievement of student outcomes. These items ultimately contribute to the PaRCs annual planning calendar and set the agenda for the next cycle. This process is intended to be flexible and responsive, allowing the college to make adjustments to better support any changes in student and community needs.

The EMP serves to support other district- and college-level plans, and these documents work together to meet student needs while addressing issues hindering student equity and success. These institutional-level efforts involve both short-and long-term planning of instructional and student support initiatives, facilities and technology.

The 2010-2016 plan documents the priority the Foothill-De Anza Community College District places on student success and closing the achievement gap; specifically in providing high quality educational opportunity for all students and ensuring the availability of resources necessary for the district and colleges to accomplish this work. The district has begun the process of updating this plan, which should be completed in 2016-17.

The college is currently updating its Facilities Plan to ensure alignment with the EMP. The 2014 plan update describes how the college's campuses will continue to meet its educational mission, to serve changing needs and to support the projected enrollment. Some of the identified goals that especially relate to student equity and environmental sustainability include: 1) creating learning environments that support student equity strategies, and to support technology use that can be used to support equitable learning outcomes (face-to-face/online, on/off campus); 2) providing modern, flexible facilities to support emerging models of instructional and student services delivery as well as supporting continued use of current facilities through modernization and renovation;[5] and 3) maintaining sustainable landscape using water and energy conservation systems.[6]

A college-wide task force was convened with representation from all constituent groups and the Facilities Plan update will be completed in 2016. The task force's discussions center on the need to improve physical and technological accessibility to education, with better signage and pathways as well as increasing availability and maintaining currency with technological advances and developments. A significant portion of this conversation focuses on strengthening the quality and capacity for superior online education.

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[5] These efforts currently include the design of the Sunnyvale Center (to open Fall 2016), the renovation of the library (reopened Winter 2016) and efforts to replace portable buildings with permanent space. The Sunnyvale Center Master Plan will include more information about its role as a regional education provider and workforce center and initiatives that support student outcomes.
[6] The College Sustainability Management Plan provides more detail regarding activities that support environmental stewardship.

Another key element of facilities planning will consider the Foothill College Sunnyvale Center (FCSC), opening in Fall 2016. The FCSC is being planned and programmed to support the EMP goals. The center's vision to advance the economic well-being of the region by serving employer training needs, developing a quality workforce and serving as a key player in local and regional workforce development initiatives considers its potential impact on promoting student equaloivernt e slopipe(t)--2(m) The   oooooo

As part of the process in identifying goals and strategies that strengthen student equity and success,

While community can be defined in many ways, Foothill College's discussion regarding population is bound by specific geographic contexts, which include Santa Clara County, the Foothill-De Anza service area and the enrolled students' residence.

Santa Clara County is projected to experience moderate 6% population growth between 2015 and 2022 (an increase of 115,102 individuals), which is a higher rate than the state-level projections (4%). Within the county, Milpitas is expected to increase at the greatest rate (13%). [ESMI]

Between 2014 and 2015, the population in the six cities served by the Foothill-De Anza Community

Foothill College's reputation in preparing students to earn associate degrees; transfer to four-year institutions; gain basic skills mastery; and success in high-wage, high skill occupations entices student enrollment from inside and outside the service area. At least 70% of students have their permanent residence outside the service area, indicating that the college's programs are attractive to the greater Bay Area community and demonstrate the important role the institution plays in providing access to opportunity.

After statewide changes in enrollment and course policies were enacted five years ago, student enrollment seems to have stabilized as suggested by the 2013-14 and 2014-15 figures (28,238 and 28,279). To address the overall and full-time equivalent student (FTES) enrollment decline, multiple strategies were employed. The college increased offerings in general education, non-credit and online. Between Fall 2010 and Fall 2014, non-credit enrollment increased from 1,566 to 4,389 students (+180%), and online enrollment grew from 7,524 to 10,464 (+39%). [FHDA IR&P] The establishment of an additional summer session appeared especially suited for the online instruction method, enrolling many first-time students.

Increasing numbers of students are enrolling with full-time status (att
percentage of those earning 12 units or more a quarter rose from 19% to 26%. Foreign international students representing over 100 countries currently compose 12% of the student population, which has increased by four-percentage points between Fall 2010 and Fall 2014. [FHDA IR&P]

Latino student enrollment grew between 2010-11 and 2014-15 by seven-percentage points (15% to 22%) while Whites decreased by six-percentage points (40% to 34%). As of 2014-15,

Increasing enrollment from outside the service area suggests the importance of expanding outreach efforts as well as sustaining existing strategies within the service area.

While online course growth prevented an even steeper decline in enrollment trends; the increased offerings demonstrate an area of student need that continues to be addressed by the college. Participation in the state's online education initiative (OEI) also signals institutional commitment to ensuring educational access to all students (locally and statewide).

Student enrollment trends suggests the college will need to remain flexible in recognizing shifting student needs and responding to them, especially as more students are younger, enrolled full-time and registering for online courses. Additionally, efforts should continue regarding increasing enrollment about underrepresented populations, such as Veterans, Vietnamese and Asian Indian students.

Foothill College is mindful that many of its students come from socially, economically and educationally underserved and underrepresented backgrounds. To achieve comparable outcomes rates, the institution's policies, procedures and practices need to address the imbalance between those who come from resource-rich and resource-

Addressing the achievement gap remains a priority for the college as most rates have remained fairly consistent and not changed over the past five years. These efforts should focus on the different issues and needs between online and face-to-face/hybrid instruction and support.

Efforts dedicated to increase and improve student support and engagement should be prioritized. Opportunities to increase student leadership and campus participat

With its strong career technical education (CTE) offerings, including the apprenticeship and allied health programs, Foothill College is prepared to be responsive to changing community needs. The FCSC is one example of how the institution will contribute to the economic well-being Silicon Valley by partnering with other educational entities and leveraging resources to enhance student learning and preparation for the workforce. A review of the labor market and growing industries ensure that the institution is strategically placed and continues to play a pivotal role in maintaining and developing programs, teaching skills that lead to professional success.

The college contributes to the growing economy as the district activities are estimated as adding over 1,600 jobs to the county and having a total economic impact of over $170 million. [Hanover Research: The Economic Impact of FHDA on Santa Clara County, December 2014]

Students who complete their career technical education program earn on average an increase of $12.83/hour from $22.56/hour to $34.70/hour. Those who are skill builders and complete their training prior to earning a certificate or degree also experience an increase in their hourly earnings, from $26.17 to $32.39.[4] [Career Technical Education Outcomes Survey, 2013-2015]

Between 2015 and 2022, Santa Clara County is projected to remain on a growing trend in the number of full-time and part-time jobs available increasing by 11-percentage points from 1.13 to 1.26 million jobs. [EMSI]

Healthcare services, especially for the elderly and those with disabilities, is expected to continue to grow, expanding the number of jobs in the county by 42% between 2015 and 2022. Specific occupations include personal/home health aides, social service assistants and support positions with HMO Medical Centers. The Information/Technology services is another industry that should also experience an increase in jobs (22%). This area includes research analysts, software developers, sales representatives, as well as computer and information systems managers. [EMSI]

Steady growth is expected to continue in the Silicon Valley technology sector and while employment rates increased among occupations at all skills levels, middle-wage, middle-skill positions, which community colleges are especially suited to training, have not experienced the same percentage change increase (+11%) compared to high-wage, high-skill (+13%) or lower-skill positions (+17%). [Silicon Valley Index 2015]

Allied health programs remains a potential area for growth as the rise in the older population continues, driving demand in health care and social support services and increasing employment opportunities.

Despite the increasing trend in the number of middle-wage, middle-skills occupations in Silicon Valley, these positions represents a decline as part of all employment (-3%), suggesting that opportunities for the college to provide advanced or tiered education and training may emerge.

Support for entrepreneurship and small busin

The context provided by the environmental scan highlights some key observations that inform which institutional goals and strategies are prioritized by the college.

Foothill College may play a pivotal role in ensuring access and opportunity to improve income, especially given the growing income disparity within Silicon Valley. Efforts to develop partnerships and pathways with business and industry can increase studen   s and produce more students matching the needs of local employers. Strengthening the pathway to transfer by collaborating with K-12, adult education and four-year institutions can also contribute to developing a quality workforce who participates in higher-wage, higher-skill positions. These efforts should be inclusive and consider how

Enrollment management may need to consider multiple and varied approaches to instruction and student services, as data trends suggest that traditional face-to-face instruction over 12-weeks is not the only way to meet all student needs and goals. While the college has been innovative in adopting online (web-based/internet) instruction, initiating an early summer session that overlaps with spring quarter, offering short-term and term-spanning courses, there is opportunity to strengthen and improve, as well as explore other possibilities.

Enrollment data trends indicate an increase in students who view their Foothill College educational experience as part of a longer pathway
this perspective.

Community education should be a priority as the county and service area population continues to age.

Applying an equity perspective toward student outcomes maintains the focus on supporting all students in achieving success and accomplishing their educational goals. Otherwise, any increases in student success may not address or improve those disproportionately impacted groups, which have been identified by institutional data.

The improving economy within the competitive local work environment is suggestive for the college to consider how to maintain its own employee engagement and participation so that institutional direction and leadership continues and is sustainable.

While the state funding and budget has improved during the past five years, the college should be mindful of the impact any changes in the economy can have on its institutional planning and resource prioritization process. Continued efforts to engage stable and sustainable funding as well as the effective management of existing resources should be prioritized.

C1. Increase advocacy at the state level, increase grants and private donations to secure stable and sustainable funding and manage college resources strategically.
C2. Expand college practices and initiatives to support environmental stewardship.
C3. Employ data-driven decision-making.

Sustainability Management Report Card [College Sustainability Management Plan]
Governance survey [FHDA IR&P]

The following key performance indicators will not only inform college planning and resource prioritization but, more importantly, determine whether progress is being made in strengthening student equity and success. Support for this data-driven approach, one that establishes baselines and benchmarks, was one of the themes emerging from the EMP process. By being overt about the measures reviewed, college dialogue regarding institutional priorities is transparent and encourages increased campus participation about areas of continuing need and opportunities for improvement. As these success rates are reviewed annually, the standards and goals for these measures may change and evolve to reflect   the students being served.

Measure	Definition	Current Rate	Standard[9]	Goal[10]	Planning Linkages
Successful Course Completion[11]	Percentage of students who earn a term; emphasis on eliminating disproportionate impact among African American, Latino and low income students	76% (African American gap: -15%; Latino gap: -7%; low income gap: -10%)	57%	77% (decrease gap among disproportionately impacted groups by 3 percentage points)	EMP; IEPI; Accreditation Annual Report; Student Equity Plan
Basic Skills Completion: Mathematics[12]	Percentage of credit students tracked for six years who started as first time students below transfer level in math and completed a college-level math course; emphasis on eliminating disproportionate impact among African	43% (African American gap: -23%; Latino gap: -6%; low income: gap -6%)	35%	46% (decrease gap among disproportionately impacted groups by at least half)	EMP; Student Equity Plan

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[9] Standards are defined as minimum standards of student achievement that institution deems acceptable; dropping below the minimum on any measure would necessitate a college action plan. Some measures and their standards are included in the annual report submitted to the accrediting commission. The methodology applied calculates a 75% achievement rate based on the current rate (for most measures).

[10] Goals are aspirational benchmarks that the college will work towards to achieve; some measures and their goals are included in the Institutional Effectiveness Partnership Initiative framework of indicators and submitted to the decrease gap

Measure	Definition	Current Rate	Standard[9]	Goal[10]	Planning Linkages
Certificate Completion[16]	Number of certificates of achievement completed; emphasis on eliminating disproportionate impact among African American, Latino and low income students	535	566	551 (decrease gap among disproportionately impacted groups to no greater than 10 percentage points)	EMP; IEPI; Accreditation Annual Report; Student Equity Plan
Transfer Rate[17]	Transfers to a four-year institution; emphasis on eliminating disproportionate impact among African American, Latino and low income students	54% (African American gap: -15%; Latino gap: -1 465.65 85.			