Foothill College Educational Master Plan 2016-2022

ACKNOWLEGMENTS

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.

EMP Steering Committee – 2015

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John DuBois	Senior Administrative Assistant, Student Affairs; Transfer Workgroup
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Karen Smith	Senior Library Technician; Classified Senate President
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Name	Role
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EXECUTIVE SUMMARY

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 hope for a more stable state budget and continuing public support for the educational opportunities provided by the California Community Colleges system. The development of this plan in this context provides an opportunity for the college to reflect, assess and discuss ideas related to its educational purpose, what it seeks to accomplish and, most importantly, how to approach, document and be accountable to these goals.

Using a grass-roots approach, the evolution of this EMP emerged from input and feedback from faculty, classified staff, students, administrators and community members over the course of a year. These conversations, whether held in the EMP steering committee, governance groups, community meetings or online, sought to document and analyze the perceptions and aspirations among these constituents; ultimately, these discussions aimed to highlight the shared beliefs about Foothill College that should frame its future planning and resource prioritization processes. Additionally, student and labor market data were reviewed to provide institutional and community-level perspectives about the college's efforts within the current economic context. Both the quantitative and qualitative data provide the basis for a broader conversation about identifying the institution's goals while ensuring that these goals reflect the voices of those who study, work and support the college.

For this EMP, three overarching goals were identified and approached in a way that exemplifies Foothill College's culture of innovation and problem solving with emphasis on eliminating disproportionate impact among student groups:

- Equity
  Create a culture of equity that promotes student success, particularly for underserved students.
- Community
  Strengthen a sense of community and commitment to the College's mission; expand participation from all constituents in shared governance.
- Improvement and Stewardship of Resources
  Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

INTRODUCTION

The purpose of the Foothill College Educational Master Plan (EMP) is to provide a document identifying the institution's goals and strategies for advancing the college's mission over the next eight years (2016-2022) (roughly one accreditation cycle). The plan articulates and defines the goals and strategies for strengthening student outcomes while addressing the needs of the institutional service area and the larger state. Given a community college's many educational functions, the EMP allows the institution to be responsive to student and community needs, while acknowledging that it is a critical provider of opportunity. The EMP also builds on the previous plan, acknowledges current processes and credits a dedicated and committed community of faculty, classified staff, administrators and students for contributing to a shared perspective that supports student needs and promotes student success. As such, this document reflects Foothill College's collective view of what the institution is doing to fulfill its mission and how it hopes to accomplish it.

This plan is designed to be a living, frequently-used document to inform strategies and initiatives that increase student success, support planning for current and future needs, identify infrastructure needs (facility and technology), and help prioritize resource requests and budget allocations. This purpose does not seek to dictate to the college's programs and units but to provide a framework for these areas to consider how they might support the EMP's goals and strategies. Envisioned as a fluid process, feedback in the form of program review, which also includes assessment of the institutional planning and resource prioritization process, ensures the institution is accountable to its stated goals and makes modifications to its strategies as appropriate. This approach promotes a culture of planning that includes a continuous cycle involving identification of key performance indicators, data review, discussion and plans for improvement. Annual updates to the EMP will reflect the evaluation of progress on its goals and strategies, providing documentation not only of the institution's ongoing efforts but also the process and dialogue involved with these efforts.

ABOUT FOOTHILL COLLEGE

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]

EDUCATIONAL MASTER PLAN DEFINITIONS

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.

Mission

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

Vision

An aspirational description of the college's characteristics and its future, including outcomes students attain as a result of their educational experiences at the institution.

Values

Concepts that guide how the institution operates internally and externally and defines its culture.

Goals

Broad statements that specify the general direction and emphasis of the institution's strategies over the short-and long-term. The EMP focuses on college-level goals.

Strategies

Statements used to help define the approach or identify initiatives to attain goals. Multiple approaches and initiatives may be needed as part of a strategy.

Key Performance Measures

Outcomes or results that document progress on goals and/or strategies.

Targets

The desired level of a key performance measures at the end of a predetermined time frame or planning cycle. Institutional goals are aspirational while institutional standards establish minimal acceptable levels of performance.

Equity

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 unbalanced conditions is needed to promote equal access to opportunity. While equality is concerned with ensuring that access is available to all, equity is focused on outcome measures.[4]

Stewardship of Resources

Concept that focuses on effective management of resources, including financial, human and natural in a responsible and ethical manner.

Disproportionate Impact

Concept that ascertains whether certain student groups experience the same outcomes at different rates, outcomes attributable to inequitable practices, policies or approaches to student support or institutional practices. The student groups identified as experiencing disproportionate impact can vary depending on the outcome of interest. Such findings help determine more focused practices and initiatives to address these disproportionate impact gaps specific to each student outcome.

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[4] Equity definition as informed by the University of California, Berkeley diversity website [*http://diversity.berkeley.edu/glossary-terms*]

PLAN PERSPECTIVE

Mission

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness and sustainability.

Adopted by the Planning and Resource Council (PaRC), December 2, 2015.

Vision

Foothill College educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. Foothill students master content and skills which are critical for their future success. They develop and act upon a sense of responsibility to be stewards of the public good.

Adopted by the PaRC, November 19, 2014.

Values

Honesty, Integrity, Trust, Openness, Transparency, Forgiveness, Sustainability

EMP PLANNING: PROCESS

This update of the Foothill College EMP prioritized the inclusion and incorporation of faculty, classified staff, administrator, student and community member voices in identifying institutional goals, strategies and measures. In order to develop a plan that best reflects the people who attend classes and work at the institution, constituents were encouraged to engage with the process and efforts were made to ensure access and opportunity for participation. In addition to these individual perspectives, a review of current community and student conditions provided a broader lens to consider the larger impact of institutional efforts and where priorities might need to be directed.

Timeline

The EMP update occurred over the course of one year, involving three phases and specific tasks. At each stage of the process, feedback and input were solicited through multiple venues and platforms.

- Phase I: January-June 2015
  Establish EMP Steering Committee
  Conduct community interviews
  Conduct campus focus groups
  Conduct environmental scan
  Review results from focus groups/interviews and environmental scan
  Identify draft goals
- Phase II: July-September 2015
  Revise draft goals
  Confirm alignment between goals and other college planning documents
- Phase III: October 2015-January 2016
  Finalize goals
  Revise college mission (for alignment)
  Confirm plan structure
  Drafting the EMP

Participation and Outreach

Multiple rounds of outreach sessions were conducted to receive input and feedback from faculty, classified staff, administrators and students regarding Foothill College's EMP. These efforts include holding campus open forums, internet/web-based opportunities (webinar, online survey) and targeted focus groups and interviews. Additionally, presentations were conducted among various participatory governance groups to encourage participation. District representatives were included in the campus focus groups and a board member was interviewed. Community voices were solicited through scheduled interviews and open sessions; representatives included those from the Moffett Business Group; Joint Venture Silicon Valley; local city government, high schools and chamber of commerces; and the Foothill-De Anza Foundation and Commission. The EMP planning process was discussed as a standing agenda item at the Planning and Resource Council (PaRC), the main shared governance group for the college. Advertising for the EMP planning activities was conducted via the college website,

college blog (The Heights), direct emails, and in the college president's communique. All documentation related to the EMP planning process was posted on the college website so it would be publicly available and accessible.

Based on the PaRC's key role in the college's planning and resource prioritization process, this group was 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)

Environmental Scan

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. These data, identified from institutional, state and national datasets, examined both data trends and projections.

Planning Workshop

A college-wide planning workshop was held on May 13, 2015. Over 35 people participated in the all-day event and discussion focused on arriving at a collective agreement about what the college should focus on over the next eight years. All constituent groups were represented at this event, which includes faculty, classified staff, administrators and students.

The preliminary goals focused on eight areas:

- Equity
- Student Success
- Employee Support

- 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.

College Mission Revision

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.

Integration and Assessment of the EMP Goals

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-level. Through the participatory governance process, constituent groups engage in discussions about the intentionality and effectiveness of the work being undertaken, emphasizing the value placed on having institutional-level dialogue direct the ever evolving planning process.

EMP RELATED PROCESSES

Foothill College's planning and resource prioritization process involves an ongoing cycle of evaluation, planning, resource allocation, implementation and re-evaluation that strives to be inclusive, transparent and accountable. This cycle is aligned with the six-year planning calendar that captures a more extended timeline for key planning processes, including accreditation, student and program/unit learning outcomes, program review, planning and resource prioritization. This model will switch to a seven-year calendar to match the accreditation cycle beginning in 2017-18.

The following key components represent college planning and resource prioritization cycle:

- Planning and Resource Council (PaRC)
- Core Mission Workgroups (includes resource prioritization)
- Program Review (includes institutional learning outcomes)
- Evaluation of Planning and Resource Prioritization Cycle

Planning and Resource Council (PaRC)

As the primary participatory governance group that makes recommendations to the college president, the PaRC serves as the centralized organization where planning and resource prioritization discussions occur. Meetings are open to the college community and all constituent groups are represented. While the conversations are documented and publicly posted, the PaRC members also report back to their constituent groups. The PaRC leadership is provided using a tri-chair model (classified staff, faculty, administrator) facilitated by the academic senate president, the classified senate president and the college president.

Core Mission Workgroups

These participatory governance groups provide documentation and support at the college level to inform and advance the institutional goals and promote institutional student learning outcomes (ILOs). The workgroups are also organized using a tri-chair model and these individuals compose the primary voting membership of the PaRC. The workgroup objectives focus on advancing its specific core mission using an equity lens, striving to strengthen outcome rates and eliminate disproportionate impact among student groups.

The five core mission workgroups are:

- Basic Skills
- Operations Planning Committee (OPC)
- Student Equity
- Transfer
- Workforce

Resource Prioritization

Resource prioritization occurs in the OPC core mission workgroup where requests for college-level (B budget) monies are discussed and prioritized. The PaRC receives these recommendations for consideration before it makes a final recommendation to the college president. All resource requests are documented from the program level, emerging from a program review process that also includes dean-and vice president-level input. The OPC relies on a rubric, a framework that is evaluated and adjusted annually, to guide its review of resource requests, ensuring that resource prioritization remains consistent with institutional goals and initiatives that support student equity and success.

Program Review

All programs and units review internal and external data, including student learning outcomes (SLOs), to identify areas of success and opportunities for improvement. This annual process seeks to create a reflective space for faculty, classified staff and administrators to consider key trends and identify program or unit goals. Emphasis is placed on documenting the dialogue occurring with program assessment and improvement. The college follows a three-year cycle, with annual program reviews completed in the years between when a comprehensive program review is submitted.

Program review documents are reviewed within each division by the dean or director and then by the corresponding vice president. Comprehensive program reviews are reviewed by the Program Review Committee (PRC), a group charged with assessing programs and units to ensure that program review documents demonstrate currency, relevance and appropriateness. The PRC relies on a rubric, like the OPC, to keep the process open and transparent. Comprehensive program review recommendations are presented at the PaRC and this publicly documented dialogue helps the college identify any emerging concerns regarding program planning, use of (or lack of) data in decision-making, and possible program viability issues so that remediation can occur.

Institutional Learning Outcomes (ILOs)

The college seeks to fulfill its educational mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill College students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies.

The college defines four Institutional Learning Outcomes (ILOs):

- Communication

- Computation
- Critical Thinking
- Community

Evaluation of Planning and Resource Prioritization Cycle

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 PaRC's 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.

EMP PLANNING: RELATED PLANS

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.

District Strategic Plan

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.

College Facilities Plan

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 equity and success, equipping people from diverse backgrounds with skills to close the growing achievement gap in Silicon Valley.[7] As such, the instructional and student services planning will focus on increasing access and success for underserved students in the careers and transfer pathways more represented and needed in Silicon Valley. In addition, the physical building is being constructed to LEED gold standards and able to support the most current teaching and learning technology.

College Technology Plan

The 2015 plan update describes how technology is integrated with college-level planning, with emphasis on how its use should continue to be a part of a high-quality learning environment that supports student learning and success. A revised plan, which is currently being developed, focuses on the stewardship of technology resources in terms of campus functionality and efficient management, especially regarding the impact online (internet and web-based) learning will have on college planning and decisions about improving student access and success.

College Student Success and Support Program (SSSP) Plan

This plan, submitted annually to the state, outlines how the college intends to provide SSSP services, orientation, assessment and educational planning, services whose goal are to increase student access and success so that students can achieve their educational and career goals.

College Student Equity Plan

An annual plan that identifies initiatives aiming to improve the achievement of student outcomes among population groups experiencing disproportionate impact. Particular emphasis is placed on attaining equitable outcome rates in areas such as course completion success, degree and certificate attainment and transfer.

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[7] The Foothill College Sunnyvale Center's vision and mission are stated on the Foothill College Sunnyvale Center web page [http://www.foothill.edu/sunnyvale/vision.php].

EMP PLANNING: ENVIRONMENTAL SCAN

As part of the process in identifying goals and strategies that strengthen student equity and success, Foothill College reviewed internal and external data, all of which provides an informed context to current student and community conditions. These data include those that provide a broader view, such as overall student characteristics and outcomes, along with individual student experiences and interactions with the college. Taken together, both types of information highlight trends and provide predictive value for planning.

This intentional approach acknowledges that student equity efforts should include: 1) local community trends; 2) current institutional successes and weaknesses, including identifying student groups experiencing disproportionate impact; and 3) student perspectives that provide insight on why and how current practices, policy or procedures may serve as obstacles to success. The resulting discussions focused on the institution's strengths as well as areas where efforts and resources can and should be prioritized in the short-and long-term.

Using an equity and success framework/perspective with a conscious eye toward disproportionate impact, the environment scan focused on the following:

- Community Demographics
- Student Enrollment
- Student Success
- Labor Market Conditions

Community Demographics

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 College District (Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto and Sunnyvale) remained steady, with only Mountain View and Sunnyvale increasing by two- and one-percentage point(s) respectively. The overall population increase in this area was roughly 3,000 individuals. [CA Dept. of Finance]

Growth within the service area between 2015 and 2022 is anticipated to increase at a slightly lower rate compared to county projections (5% vs. 6%) with each service area city increasing in population ranging from two-percentage points (Los Altos) to six-percentage points (Mountain View, Sunnyvale). [EMSI]

In addition to the population growth rate at the county and the service area levels, other population characteristics considered include:

- Ethnicity
- Gender
- Age
- Income

Findings

- Asian and Latino populations are anticipated to represent the largest projected increases, as both groups already compose over 50% of the county population (from 62% to 64%). This trend is magnified among those ages 18 and older, as Asian and Latino adults are projected to experience a 13% and 14% increase in population between 2015 and 2022, while Whites will decrease by one percentage point (33% to 32%). [EMSI, CA Dept. of Finance]

- All ethnicities within the district service are projected to remain steady or increase between 2015 and 2022 with the exception of the White population, which will decrease in numbers in all six cities ranging from less than one-percentage point (Mountain View and Sunnyvale) to less than six-percentage points (Cupertino). The Asian population is anticipated to continue growing within the service area with a two-percentage point increase between 2015 and 2022. [EMSI]

- Projected population growth between 2015 and 2022 by gender is expected to continue on its current steady trend line with parity continuing between males and females (an increase of approximately 50,000 of each gender). [EMSI]

- Growth in the older population among those who are age 60 and older is anticipated to increase by 25% between 2015 and 2022 (338,013 to 421,647). Higher growth is anticipated in Los Altos Hills (+5%) and Los Altos (+4%) compared to Mountain View and Sunnyvale (+3% each). As a percentage of the population, those aged 60 and older will represent 38% of Los Altos Hills but only 20% of Mountain View by 2022. [EMSI, CA Dept. of Finance]

- There is less anticipated growth among those age 19 and younger, which is projected at a three-percentage point increase between 2015 and 2022 (487,630 to 504,461). California projections are more conservative, suggesting that the growth among those ages 17 and younger could decrease by one-percentage point; as such, the number of high school graduates in the county is anticipated to increase by only about 1,000 students. [EMSI, CA Dept. of Finance]

- The median income for Santa Clara County between 2010 and 2014 was $93,854, which was 53% higher than the state median ($61,489). Within the college's service area, the median income between 2010 and 2014 was higher than the county median ($141,116 vs. $93,854). [United States Census Quick Facts: http://www.census.gov/quickfacts/table/PST045215/00]

- Nearly 30% of Silicon Valley lives below the sub-sufficiency standard, the amount of income necessary to meet basic needs without public subsidies or private/informal assistance. [Silicon Valley Index 2015]

Observations

- Anticipated enrollment among traditional high school graduates may not increase between 2015 and 2022 as the potential participation rate among this population group may decrease in total numbers.

- Increases in the senior population may affect course offerings, perhaps increasing emphasis on non-credit, community education, skills building or advanced technical training.

- The growing income disparity and populations living at sub-standard levels suggests that increasing access and opportunity will continue to be a component in equity efforts.

Student Enrollment

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 (attempting ≥12 units) and the 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]

Findings

• 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, 25% of the population identified as Asian, while the remaining students self-reported as African American (4%), Filipino (3%), Pacific Islander (1%) and Unknown (7%). [FHDA IR&P]

• The gender gap appeared to narrow between 2010-11 and 2014-15 as males increased from 45% to 48% of total student enrollment. [CCCCO Data Mart]

• Between 2010-11 and 2014-15, the percentage of students age 50 and older decreased from 15% to 7%, which can be attributable to the state changes to the course repeatability rule. [CCCCO Data Mart]

• One-fourth of Foothill College students identify as low income (annual income of less than $25,000), an income rate that is certainly below the sub-sufficiency standard, which underrepresents the needs and challenges faced by families in an area where the average price of a home approaches one million dollars. [FHDA IR&P]

Observations

- 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.

Student Success

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-poor environments so that all students can fully engage and participate in their educational experience. Adopting this equity lens ensures that while all populations are supported in the achievement of their educational goals, college planning efforts need to vary and be focused depending on student needs. These initiatives are cognizant of the complexity and layered nature of the challenges where there is no singular solution to strengthen student equity and success.

The following outcomes have been prioritized by the college due to the sizeable achievement gaps displayed among the student population groups:

- Successful Course Completion Rates
- Basic Skills and ESL Completion Rates
- Degree and Certificate Completion Rates
- Transfer Rates

Findings

- African American, Latino and low income students are the groups that experience the greatest level of disproportionate impact across many of the student outcome measures, with achievement gaps greater than 10% when compared to the overall student population (e.g. course completion, degree/certificate completion, transfer rates). [CCCO Data Mart; Student Success Scorecard]

- Online course success among all student populations demonstrate lower completion rates when compared to face-to-face and hybrid courses with achievement gaps ranging from 5% (Asians) to as high as 15% (African Americans). [CCCCO Data Mart]

- Students who are underprepared for college are less likely to attain a degree, certificate or transfer-related outcome compared to prepared students.[8] Among the 2008-09 cohort who were tracked for six years, less than half of the underprepared students achieved one of these completion outcomes compared to almost two-thirds of prepared students (47% vs. 63%). [Student Success Scorecard]

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[8] Student preparation is determined based on the lowest course attempted in Math and/or English within the first three years of enrollment. If course is below college level, then the student is underprepared. [Student Success Scorecard]

Observations

• 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 participation can also help create stronger support networks for students. [EMP Retreat/Workshop, Spring 2015]

• Student support services will continue to be refined to be responsive to student needs.

• Initiatives supported by the college planning and resource prioritization process will be sensitive to groups experiencing disproportionate impact, recognizing that these student populations may vary depending on the outcome.

Labor Market Conditions

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.

Findings

• 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]

Observations

- 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 business development continue to be areas where the college should provide education and skills mastery. [Community focus groups, April 13, 2015]

- Given the competitive Silicon Valley work environment, students will need professional development beyond academic and technical skills and knowledge to include: 1) personal management skills, 2) communication skills, 3) interpersonal skills, and 4) adaptability skills. [Community focus groups, April 13, 2015]

EMP PLANNING: ENVIRONMENTAL SCAN SUMMARY

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 students' skills sets 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 the college's employees can also benefit.

- 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 and the college's instruction and support services should reflect 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.

EMP GOALS

These goals are approached in a way that exemplifies Foothill College's culture of innovation and problem solving, with emphasis on eliminating disproportionate impact among student groups:

Goal A: EQUITY
Create a culture of equity that promotes student success, particularly for underserved students.

Goal A: Strategies

A1. Implement activities to improve achievement of student outcomes among those population groups experiencing disproportionate impact.
A2. Reduce barriers and facilitate students' ease of access across the District and region.
A3. Enhance support for online quality and growth for (internet/web-based) instruction and student services.
A4. Collaborate with K-12, adult education and four-year institutions in ways that serve students and society.
A5. Partner with business and industry to prepare students for the workforce.

Goal A: Potential Key Performance Measures

- High School participation rates [California Department of Education Data Quest; FHDA IR&P]
- Online (internet/web-based) course enrollment and success rates [CCCCO Data Mart]
- Wage earnings (before and after taking classes) [CTE Outcomes Survey]
- Partnership list [Workforce workgroup]

Goal B: COMMUNITY

Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.

Goal B: Strategies

B1: Encourage student participation in leadership and activities outside the classroom (including service/work-based learning) that engages students with the College and the community.

B2: Provide better onboarding, support and professional development for all college employees.

B3: Encourage employee participation in leadership and activities that engages them with the College and the community.

B4: Promote consistent and clear communication in order to create a more informed, cohesive and engaged community.

B5: Increase lifelong learning opportunities for our community.

B6: Promote decision-making that respects the diverse needs of the entire college community.

Goal B: Potential Key Performance Measures

- Governance Survey [FHDA IR&P]
- Professional Development Survey [FHDA IR&P]
- Community College Survey of Student Engagement [CCSSE]
- Community Education course offerings and enrollment [FH Workforce Development and Institutional Advancement]

Goal C: IMPROVEMENT AND STEWARDSHIP OF RESOURCES
Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

Goal C: Strategies

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.

Goal C: Potential Key Performance Measures

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

INSTITUTIONAL KEY PERFORMANCE MEASURES

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 and demonstrate the college's responsiveness to the students being served.

Measure	Definition	Current Rate	Standard[9]	Goal[10]	Planning Linkages
Successful Course Completion[11]	Percentage of students who earn a grade of "C" or better or "credit" in the fall 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

[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 California Community College Chancellor's Office (CCCCO). The methodology applies calculates a three-percentage point increase from the current rate (for most measures).

[11] Source: CCCCO Data Mart, Fall term course success rates (2012, 2013, 2014).

[12] Source: Student Success Scorecard, Remedial Mathematics momentum point (2008-09 cohort).

Measure	Definition	Current Rate	Standard[9]	Goal[10]	Planning Linkages
	American, Latino and low income students				
Basic Skills Completion: English[13]	Percentage of credit students tracked for six years who started as first time students below transfer level in English and completed a college-level English course; emphasis on eliminating disproportionate impact among African American, Filipino/Pacific Islander and low income students	56% (African American gap: -19%; Filipino/Pacific Islander gap: -13%; low income gap: -7%)	41%	59% (decrease gap among disproportionately impacted groups by 3 percentage points)	EMP; Student Equity Plan
ESL Completion[14]	Percentage of credit students tracked for six years who started as first time students below transfer level in ESL and completed a college-level ESL course; emphasis on eliminating disproportionate impact among Pacific Islander, Latino and female students	48% (Pacific Islander gap: -23%; Latino gap: -7%; female gap: -3%)	33%	51% (decrease gap among disproportionately impacted groups by at least half)	EMP; Student Equity Plan
Degree Completion[15]	Number of associate degrees completed; emphasis on eliminating disproportionate impact among African American, Latino and low income students	813	448	837 (decrease gap among disproportionately impacted groups to no greater than 10 percentage points)	EMP; IEPI; Accreditation Annual Report; Student Equity Plan

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[13] Source: Student Success Scorecard, Remedial English momentum point (2008-09 cohort).
[14] Source: Student Success Scorecard, Remedial ESL momentum point (2008-09 cohort).
[15] Source: FHDA IR&P (2012-13, 2013-14, 2014-15); CCCCO Data Mart, Program Awards.

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: -16%; low income gap: -10%)	41%	57% (decrease gap among disproportionately impacted groups by 5 percentage points)	EMP; IEPI; Accreditation Annual Report; Student Equity Plan
Accreditation Status	Action as determined by accrediting commission (ACCJC)	Fully Accredited-Reaffirmed	Fully Accredited-Reaffirmed	Fully Accredited-Reaffirmed	IEPI

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[16] Source: FHDA IR&P (2012-13, 2013-14, 2014-15); CCCCO Data Mart, Program Awards, Chancellor's Office approved certificates only.
[17] Sources: CCCCO Data Mart, Transfer Velocity.