

EDUCATIONAL MASTER PLAN 2005 – 2015



Campus Center Fall 2006



FOOTHILL COLLEGE

Foothill-De Anza Community College District

FOOTHILL COLLEGE IN 2015 or sooner...

Imagine

Imagine a fully integrated curriculum where the Core Competencies: communication, computation, creative/critical thinking, community/global consciousness, and content in a discipline are blended together

Imagine universal student portfolios that contain a student's entire academic history for faculty and student reference

Imagine grades based on student learning outcomes as measures of student achievement

Imagine faculty focused on student learning of new knowledge and not remediation

Imagine classes are no longer scheduled by clock hours but by content

Imagine there are no achievement gaps related to demographics

Imagine student learning as exciting and rewarding for all students

Imagine that Foothill can totally accurately track where all students transfer

Imagine Foothill students are accepted to at least one of their top three transfer choices

Imagine that Foothill can document its contribution to student job placement

Imagine a campus that is totally wireless and that operates in a wireless world

Imagine students with laptops or PDA's that enable them to access information at will

Imagine a Foothill employee is named recipient of a \$500,000 MacArthur Fellowship Award, better known as the "genius grant"

Imagine Foothill as a charter college

Imagine Foothill as a four-year degree granting institution

Imagine Foothill as being financially independent through private endowments

Imagine Foothill as we know it and enjoying it

Adopted by the College Roundtable, April 6, 2005

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I. Introduction

A. Reflections on the Past Decade At Foothill: 1994-2004

The span of years covered in this summary of review and projection effectively represents a lifetime to some Foothill students. Where Foothill was ten years ago and where it will be ten years from now is not simply an abstract concept.

Foothill's 2003-04 State of the College report offers a reflection of the last ten years—the first decade in a new presidency—and a projection for the future of the college. In that report, as in this one, the 1993-94 academic year serves as a benchmark for purposes of comparison.

Bernadine Chuck Fong became president in 1994 at a time represented by recovery of both confidence and fiscal stability from a downturn in the state economy compounded by internal budgetary imbalances. The tone for Foothill's future was set in the development of core values geared to restore and maintain trust and integrity through an innovative governance structure emphasizing a mission-based approach and a recognition of the equal importance of instruction and student support services. The 1994-95 academic year began a period of dramatic change for the college and unprecedented and steady growth. Foothill's enrollment has increased nearly 30 percent in the last ten years, surpassing projections for 2005. While enrollment figures are a vital measure of the successful ability to fulfill Foothill's stated purpose of providing access to education, the administration has always recognized the student as the most crucial measurement of success; Foothill's success as a learning organization depends on the success of students in their ability to achieve their educational goals. Defining success from the perspective of the student and the institution has been fraught with limitations. Recent years have been punctuated by Foothill's attempt to expand and refine the definition of a successful graduate, to identify expected learning outcomes, and to develop methodology to assess and demonstrate student success beyond the traditional measures of criteria such as GPA, transfer rates, degrees and certificates issued, course completion, and retention. These efforts and related data are summarized in this Educational Master Plan.

An important element in the process of defining what skills and attributes a Foothill graduate should possess is the understanding of who the students are. Each of the last ten academic years has begun with a theme that emphasized an aspect of learning about Foothill's student population, while acknowledging with appreciation the diversity of the college community in terms of background, starting points, and learning styles. The new century, 2000, began with a commitment to improve student performance and eliminate achievement gaps between the college-wide average and underrepresented student segments. Emphasis on student performance brought the college to where it is now, approaching the 2005-06 academic year with a continuing focus on identifying learning outcomes, developing the means for assessing these, and exploring innovative ways such as student portfolios for demonstrating achievement. Additionally, Foothill continues to restructure its academic and administrative framework to reflect student needs while accommodating a reduction in resources.

The need to examine Foothill's academic and administrative structure was accelerated by serious budget problems at the State level that manifested by 2002, the implications of which are likely to be felt well into the future by California's community colleges. Student fees were increased by the State, and a differential fee was once again discussed for degree-holding students. As degree-holders make up roughly 30 percent of Foothill's student population, the differential fee may have a significant impact on enrollment, as it did the last time the fee was imposed in 1992. Entering the 2003-04 academic year, Foothill was faced with a permanent budget reduction of \$4 million. Foothill addressed the problem by applying existing guidelines such as those adopted by the College Roundtable, and by viewing the institution from an academic, student, and financial perspective. Additionally, employees were challenged to think creatively about how best to meet the changing needs of students during a time of fiscal restraint. As a result, Foothill utilized innovative methodology to make its budget reductions with little immediate impact to programs or loss of full-time employees. Much of the planning centered on meeting the following challenges:

- Maintain enrollment and WSCH to generate FTES
- Restructure high cost, low productive programs to reflect how the college is funded by the State
- Reduce expenses by several million dollars

Innovation has not been limited to finding ways to deal with diminishing resources. In spite of fiscal challenges, Foothill's steady focus on purpose and mission, and on the process of restructuring the organization has stimulated the college to:

- Develop new, more powerful learning environment designs.
- Integrate learning outcomes objectives into our academic and student service programs.
- Focus on the student as the unit of measurement.
- Restructure basic skills programs to increase the success of our students.
- Restructure programs to address different student segments.
- Review student performance through student and course portfolios.
- Restructure academically and administratively to reflect the needs of students and to bring the college in closer alignment with how it is funded by the State.
- Merge academic instruction with student services or development so that each of the four Vice Presidents is responsible for components in both areas
 - Instruction/Research
 - Student Development/Instruction
 - Technology and Instruction/Learning Resources
 - Educational Resources/Instruction
- Organize nine academic divisions to support 90 departments
- Place four student development program areas under dean supervision
- Develop seven other administrative support areas
- Focus Foothill's mission-based governance on several key areas
 - Basic skills
 - Student Development and Retention
 - Student Outreach and Recruitment

Transfer Vocational/Career Education

These are some of Foothill's noted accomplishments over the last decade:

- Foothill remains in the top 5 percent in the State and has often been #1 in transfer, basic skills, and overall successful course completion
- Workforce development core indicators of success exceed the State's established goals in 20 of 30 categories in 2003-04
- The number of degrees awarded over the last ten years has increased 62 percent
- Overall student retention has increased to 92 percent
- Minority student retention has increased to 91 percent, comparable to the college average
- Enrollment has increased 40 percent over the last ten years
- Productivity has exceeded budgeted targets for each of the last five years
- Foothill has ended each fiscal year with a healthy ending balance
- Minority faculty and staff increased to 31% in Fall 2004 from 27% in Fall 1994
- Since 2000, online enrollment has increased 84 percent; in Winter 2004, 4,100 students and 70 instructors engaged in online education. Online course offerings have increased from 68 in 2000 to 126 in 2004. Foothill offers eight degrees fully online, and two online bachelor completion programs in conjunction with out-of-state universities
- Foothill initiated an ETUDES Consortium in 2002 with the support of the State Chancellor's Office; it is now the engine for Web-based courses used by more than 50 colleges, 670 instructors, and 18,000 students in the California College Community system
- In 2003, Foothill entered a partnership in the Sakai Project with Stanford, University of Michigan, Indiana, MIT, and the Hewlett Foundation in an open course management project which will increase the capability of ETUDES, our course management system
- Involvement in the League for Innovation's 21st Century Learning Outcomes Project stimulated focus on student learning outcomes, including a component on learning outcomes in program review, and the formation in 2001 of the Learning Outcomes Assessment Network, which continues to research and showcase innovation and best practices in demonstrating student learning
- Measure E projects and planning have been completed within the required timeframes and within or under budget

In the past five years, increased research capacity has allowed the college a better understanding of who the students are. Having access to such data influences how to best structure the organization. One example of this research capacity was data presented in 2002 addressing the success of students enrolled in basic skills courses. While Foothill ranks number one in the State in student success rates in basic skills, research demonstrated that students who receive a "C" in a basic skills course have only about a 50 percent chance of passing the next course in the sequence, and that only 50-70 percent of the students who place by assessment into a pre-collegiate level of English or mathematics course actually enroll in the course. More complete data on this subject and

plans for addressing the issue are examined in the basic skills section of this Educational Master Plan.

B. Planning for the Future Decade at Foothill: 2005-2015

Currently, Foothill is in the midst of a faculty hiring process and preparing to fill up to 15 full-time faculty positions. Academic year 2004-05 will be a pivotal period when we will be implementing a number of the initiatives developed in 2003-04, including:

- Academic restructuring and realignment of courses and class hours
- Gradual conversion to a block schedule, which has been identified as beneficial to student learning as well as easing parking and commuting problems
- Orientation for new full-time faculty through the annual September Leadership Retreat
- Initiation of the re-accreditation self-study in preparation for the accreditation team visit in November 2005
- Solutions to issues related to basic skills
- Strategies to provide better service and incentives to attract and retain students who are degree-holders
- In the upcoming years, Foothill will focus on continuing to provide access to quality education despite diminishing resources. Among challenges facing the college:
 - Continue to improve student performance, using the student as the measure of success
 - Increase the number of degrees and certificates awarded
 - Improve tracking of transfer students, particularly to private and out-of-state institutions
 - Increase focus on learning outcomes
 - Continue to reduce the achievement gap
 - Improve employment retention performance for special populations in workforce development
 - Increase successful college-level course completion rates for all ethnic groups by five percent
 - Increase successful credit course completion rates so that all groups are above seventy percent. For example, basic skills math is historically in the 35-50% range
 - Implement our new Basic Skills First Year Experience program, which is made up of learning communities of English, math, and counseling
 - Focus particular attention on the successful completion of mathematics courses for all students
 - Help the architects, contractors, and Foothill personnel focus on maintaining the integrity of the Foothill architecture and ambience in every aspect of Measure E
 - Through the Sakai Project, promote the ETUDES-NG Consortium and open courseware initiative
 - Generation 2.0: from technology to deep learning – increase focus on course objectives and learning outcomes beyond the confines of defining a course by 50-minute hours and units

II. Educational Master Plan Overview

The Educational Master Plan contains core quality indicators that measure achievement in key areas of student success. These indicators originated from the State Chancellor's Office as part of the Partnership for Excellence (PFE) and were adopted in Spring 1999 by the Educational Master Plan: 2005 (2005 EMP). Foothill used the PFE performance goals as benchmarks to establish additional and significantly higher institutional goals promoting student success.

In this Educational Master Plan: 2005-2015 (2015 EMP), Foothill looks at the trends over the past ten years and builds projections for the next ten years. The 2015 EMP has included projections from the California Post-Secondary Education Commission (CPEC), State Chancellor's Office, Joint Ventures Silicon Valley, Federal Vocational and Technical Education Act (VTEA), and Employment Development Department (EDD) combined with emerging trends in transfer rate, workforce development, and basic skills performance standards to develop new institutional performance goals and success indicators. These goals and indicators behave as performance projections to stretch the institution and to improve learning outcomes. The current measures of achievement include:

- Transfer: Meeting the Challenge
- Degrees and Certificates Awarded
- Student Success: Successful Course Completion and Beyond
- Basic Skills: Moving Students from Remedial to College-level
- Workforce Development: Success after Completion
- Enrollment Stability: Access to Learning Opportunities
- Fiscal Soundness
- Learning Outcomes

Foothill's commitment to institutional goals guides program planning decisions and resource allocations. In an effort to reach the goals established in the EMP 2005, Foothill:

- not only met the annual goals, but exceeded them in nearly all cases.
- added new programs in areas that fell below recent expectations.
- continued to develop effective programs and services to ensure student success – despite recent budget cuts.
- remained at or near the top when compared to 109 other community colleges during a review of the State's referential files for all PFE measures.
- began closing the gap between student groups as reported in the State of the College 2004. Although not reflected in the State's files, one of Foothill's goals is success for all students.
- met or exceeded enrollment and productivity targets – despite major budget cuts.
- maintained balanced budgets and exceeded FTES and productivity goals.

The Institutional Planning Committee (IPC) intends that the projections established in the 2015 EMP be reviewed and adjusted by the Foothill community before final plan adoption in Spring 2005. However, considerable time and effort went in to crafting the

projections and the IPC is confident that they are sound and should prove to be equally effective in guiding Foothill through the next ten years.

The IPC will measure progress towards the stated goals and produce a progress report every two years. These progress reports are intended to guide decision-making and resource allocations in the upcoming years.

A. Planning Process

The Foothill College Educational Master Plan: 2005-2015 (2015 EMP) was built upon the 2005 Educational Master Plan (2005 EMP) released in Spring 1999. Planning goals set five years ago were reviewed for each of the critical success factors; activities, events, and data spanning the last decade were analyzed; projections were estimated to the year 2015; and new planning agendas were established. Similar to the 2005 EMP, the 2015 EMP represents the convergence of a number of campus-wide planning initiatives incorporating information from student services and instructional program reviews, the president's annual State of the College reports, the Facility Master Plan, the Student Equity Plan, and planning discussions and materials for technology, diversity, staffing, and resource allocation.

The 2015 EMP evolved in a collaborative process that included contributions from individuals and committees representing several campus constituent groups, and was guided by the Institutional Planning Committee (IPC). Program review self-studies, findings, and division planning summaries provided the basis for the 2015 EMP. Research data extracted from Foothill's Student Information System (SIS) database and state and regional demographic, educational, and workforce resources were used to provide internal and external information critical to the planning process.

The entire college community was invited to participate in the review and revision of the draft of the 2015 EMP through discussions that occurred in shared governance groups and campus committees, including the College Roundtable mission-based focus group, the IPC, the College Curriculum Committee, the Learning Outcomes Assessment Network, the Workforce Education Advisory Group, the Resource Allocation Committee, classified and academic senates, Foothill Associated Student Body, and the Administrative Council. Additionally, the draft was posted on the college website with opportunity for feedback. Following input from these sources, the 2015 EMP was revised and then discussed by representatives from the student body, the administration, the faculty, and staff groups. During these discussions, short-term measurable goals were finalized and included in this plan under the heading "Planning Goals and Progress Measures, 2000-2015." The plan was then presented to the college community during Spring quarter, and will be submitted to the Foothill-De Anza Community College Board of Trustees for adoption in June 2005.

The 2015 EMP is expected to remain a living document that will be reviewed and revised to reflect changes occurring as a result of its implementation, altered circumstances, or additional observations. It is reviewed yearly and updates of critical elements are included in the annual State of the College reports.

B. Educational Master Plan Participant List

The following students, faculty, staff, and administrators contributed to the Educational Master Plan: 2005-2015 (2015 EMP) through their participation at College Roundtable, Institutional Planning Committee, Learning Outcomes Assessment Network, or the Fall Leadership Retreats. Thanks, too, to all of the unnamed others who participated in the drafting and review of the 2015 EMP at division meetings, other open forums, or online. The creation of Foothill's 2015 EMP was clearly a collaborative process. Foothill is indeed a great place because of the efforts and quality of the people listed here:

Karen Alfsen
Shirley Barker
Bob Barr
George Beers
Janet Brynjolfsson
Jerry Cellilo
Hilary Ciment
Bernie Day
John Dubois
Bernadine Chuck Fong
Karen Gillette
Duncan Graham
Gertrude Gregorio
Frances Gusman
Tess Hansen
Alan Harvey
Kurt Hueg
Warren Hurd
Chuck Johnson

Penny Johnson
Robert Johnstone
Chuck Lindauer
Rose Myers
Cori Nuñez
Eloise Orrell
Bill Patterson
Jay Patyk
Penny Patz
Mary Ann Pavic
Denise Perez
Lucy Rodriguez
Sara Seyedin
Virginia Slayton
Paul Starer
Annette Stenger
Lori Thomas
Charlotte Thunen
Karen Webb

III. Key Directions

A. Vision, Values, Purpose, and Mission

Students that attend our college achieve their goals because relevant instruction occurs in an engaging, stimulating, inclusive manner, and appropriate support services are provided.

Students feel accepted as part of the Foothill family and realize they made the right choice in choosing Foothill to further their education and personal development.

At Foothill, our vision is built on the following core values, purpose, and mission:

- Our core values are honesty, integrity, trust, openness, and forgiveness
- Our purpose is to provide educational opportunity for all with innovation and distinction
- Our mission is to promote student learning through lower division academic instruction, career preparation, and continuous workforce improvement to advance California's economic growth and global competitiveness

Foothill College provides educational opportunity for all who can benefit from the instruction and support services offered. Foothill College is a multicultural institution committed to meeting the evolving educational, economic and cultural needs of an increasingly technology-based global community. Foothill fulfills its mission by offering academic courses, programs and services unique to the Silicon Valley.

Classes and programs are scheduled to maximize student accessibility in a variety of settings and modes. Foothill provides the necessary support services to help students with diverse needs and learning styles succeed in reaching their educational goals.

Foothill College offers:

- an Associate in Arts or Associate in Science degree, or certificate
- preparation for transfer to another college, university or postsecondary institution
- career education, training, and services
- basic skills, English as a Second Language (ESL), leadership skills and student development
- student support services to promote student success

Adopted by the College Roundtable, February 24, 1999, revised by the Roundtable, April 6, 2005

B. Foothill's Student Learning Outcomes

Learning outcomes encompass the whole student experience. Learning outcomes measure student success by course completion, grades, program persistence, degrees and certificates, and transfer rate, as well as by societal, technical, and workforce preparation after leaving Foothill. Foothill recognizes that students will be expected by transfer universities, employers, and society to demonstrate knowledge and skills beyond those of a specific discipline. These skills include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies. Foothill has defined four core competencies (4-Cs) in addition to competencies defined by specific disciplines as its Student Learning Outcomes:

- **Communication:** Demonstrate analytical reading and writing skills including evaluation, synthesis, and research; deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions.
- **Computation:** Complex problem-solving skills, technology skills, computer proficiency, decision analysis (synthesis and evaluation), apply mathematical concepts and reasoning, and ability to analyze and use numerical data.
- **Creative, Critical, and Analytical Thinking:** Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.
- **Community/Global Consciousness and Responsibility:** Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning.
- **Discipline Content:** Knowledge, skills, and abilities that are specific to a discipline or career, including identification of key causes, operations analysis, and coordination.

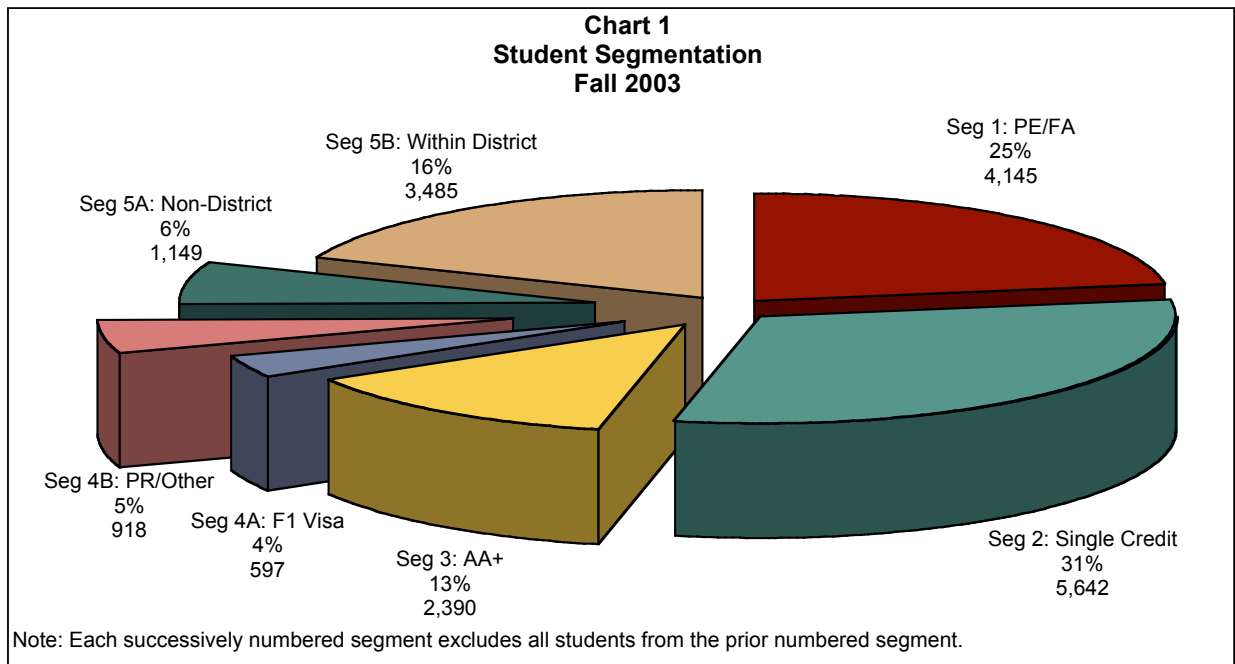
Adopted by the College Curriculum Committee, Spring 2001.

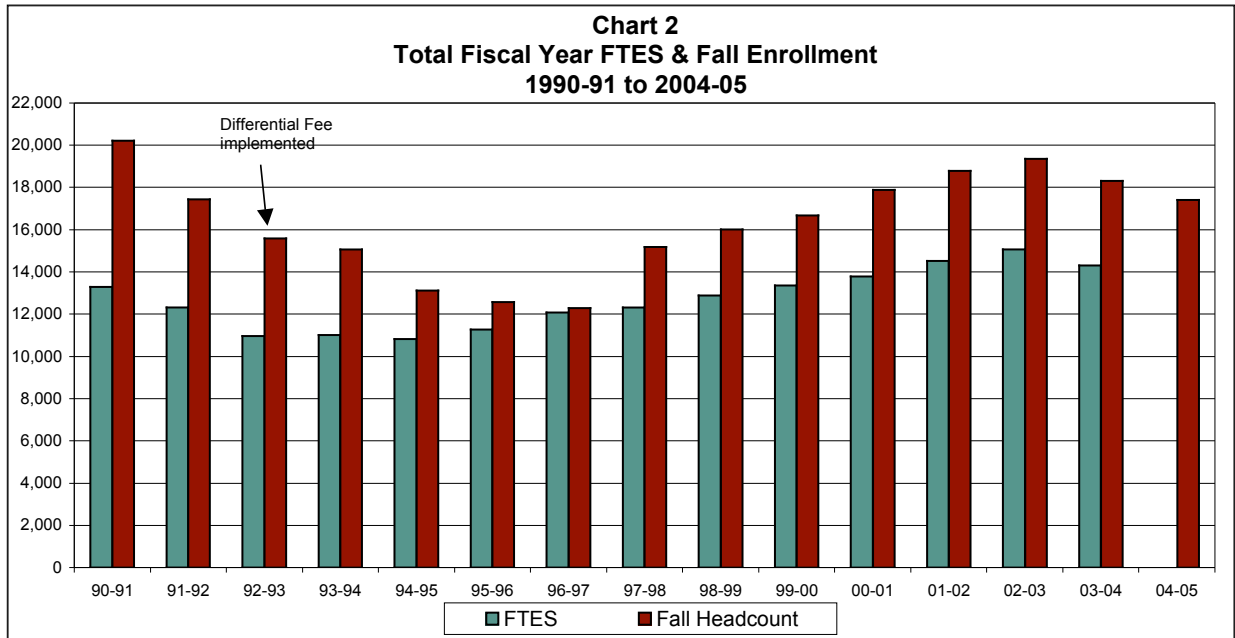
IV. Demographics & Descriptors, Indicators & Goals: 1-8, & Accreditation Self-study Planning Agendas

A. Students

The Foothill enrollment segmentation is a statistical tree-based methodology of dividing and subdividing the 18,326 students enrolled in credit courses for Fall 2003 by key demographic and behavioral variables. Although the demographic variables of age, gender, ethnicity, education level, district of residence, and Visa status are interesting and useful factors in determining the identity of Foothill students, the more valuable information and better predictor for future behavior comes from the student's actions or behavioral variables. Behavioral variables could include academic division, number of courses taken, off-campus vs. on-campus courses, basic skills vs. non-basic skills courses, online vs. offline courses, and day vs. evening courses. To summarize, after considering a number of potential initial variables, the final segmentation analysis produced the following results from the Fall 2003 data:

- Segment 1: students taking credit courses exclusively from one or both of the Physical Education (PE) or Fine Arts (FA) divisions
- Segment 2: students taking a single credit course from any division besides PE or FA
- Segment 3: students already having an associate degree or higher
- Segment 4: international students with high school (HS) equivalency taking two or more courses not exclusively in PE/FA
 - Segment 4A: students with F1 Student Visas
 - Segment 4B: students with Permanent Resident or other Visa types
- Segment 5: U.S. students with HS equivalency taking two or more courses not exclusively from PE/FA
 - Segment 5A: students residing outside of FHDA district boundaries
 - Segment 5B: students residing inside FHDA district boundaries



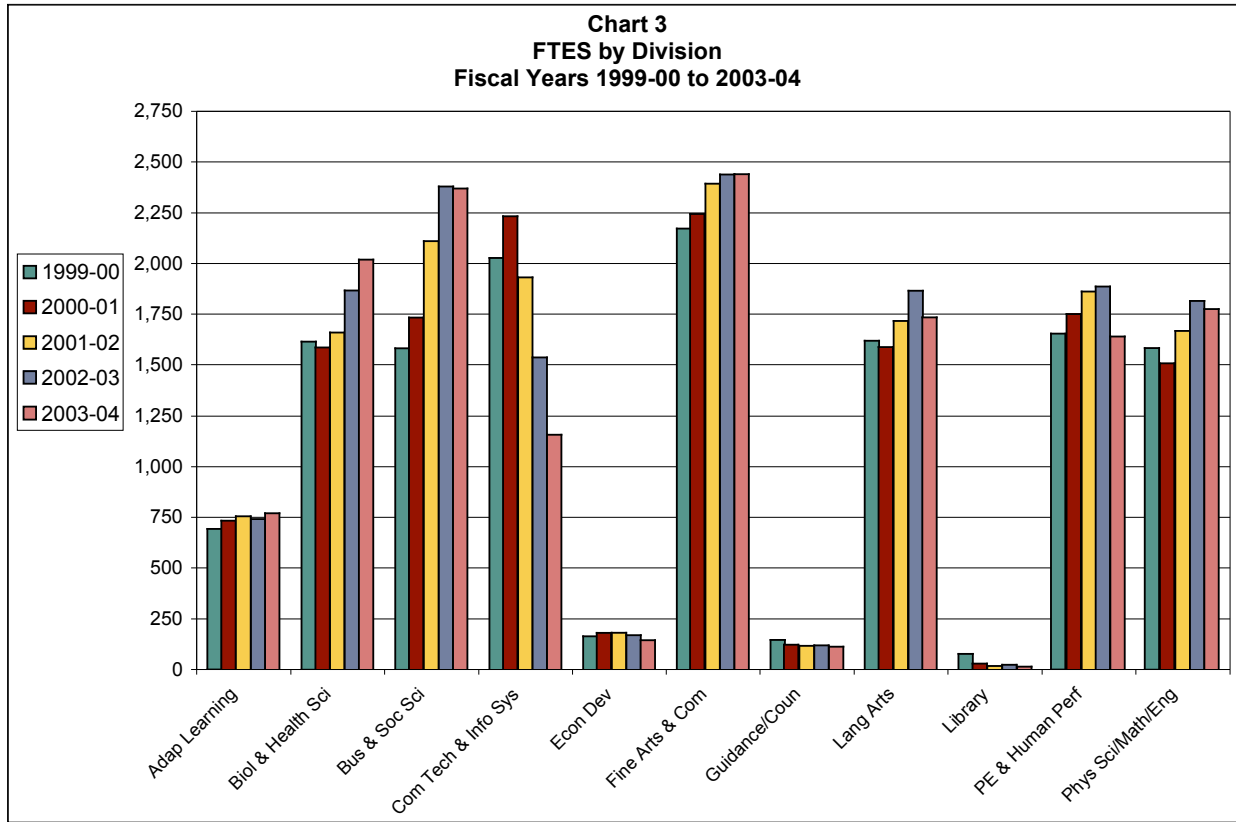


- MAUI data indicates that the demand for afternoon courses has increased in recent years and is projected to remain strong in the future. However, from Fall 2002 to Fall 2003 enrollment decreased by 5.4% falling 18% below the Educational Master Plan 2005 Projections. This decline resulted from budget concerns forcing a reduction in sections. Foothill has always been over cap, but for the first time in many years, the Fall 2004 enrollment may come in below cap projections.
- In 2002-03, Foothill had 400 full-time equivalent students (FTES) over the funded cap. In 2003-04, Foothill earned 758 fewer FTES than in 2002-03, but still within the District projections and at cap – this decline was included in planning.

Table 1
Total Fiscal Year FTES & Fall Enrollment

Year	Total FTES	Percent Change	Fall Headcount	Percent Change
1990-91	13,276.4		20,209	
1991-92	12,315.1	-7.2	17,439	-13.7
1992-93	10,968.1	-10.9	15,590	-10.6
1993-94	11,016.9	0.4	15,073	-3.3
1994-95	10,822.2	-1.8	13,103	-13.1
1995-96	11,288.4	4.3	12,579	-4.0
1996-97	12,068.0	6.9	12,291	-2.3
1997-98	12,303.9	2.0	15,178	23.5
1998-99	12,870.6	4.6	16,018	5.5
1999-00	13,346.6	3.7	16,675	4.1
2000-01	13,778.6	3.2	17,883	7.2
2001-02	14,506.9	5.3	18,804	5.2
2002-03	15,055.0	3.8	19,365	3.0
2003-04	14,297.2	-5.0	18,326	-5.4
2004-05	na	na	17,406	-5.0

Source: Official CCFS-320 Reports (displayed on the IR&P Web Site which excludes Apprenticeship).



**Table 2
Fiscal Year Total FTES**

Division	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Adap Learning	668.0	687.7	683.9	693.2	737.6	761.9	751.4	781.3
Biol & Health Sci	1,576.9	1,526.8	1,614.8	1,616.2	1,589.7	1,665.3	1,873.8	2,027.2
Bus & Soc Sci	1,452.4	1,457.4	1,539.3	1,584.2	1,738.8	2,116.1	2,386.6	2,376.1
Com Tech & Info Sys	1,330.4	1,465.5	1,730.0	2,029.6	2,236.7	1,937.0	1,545.1	1,167.5
Econ Dev	386.5	255.9	190.6	167.6	184.5	189.9	177.4	156.2
Fine Arts & Com	2,144.8	2,182.6	2,147.7	2,176.5	2,249.7	2,399.1	2,446.0	2,449.1
Guidance/Coun	118.4	172.8	161.7	151.3	126.8	126.9	127.4	124.1
Lang Arts	1,612.9	1,529.8	1,557.7	1,624.1	1,591.7	1,724.9	1,873.9	1,743.1
Library	44.7	27.4	38.5	81.7	36.9	27.5	34.6	27.0
PE & Human Perf	1,364.2	1,501.5	1,639.4	1,656.3	1,756.8	1,870.2	1,894.3	1,649.4
Phys Sci/Math/Eng	1,440.9	1,477.6	1,559.3	1,585.5	1,515.4	1,674.6	1,823.4	1,784.4
Totals	12,140.1	12,285.0	12,862.9	13,366.2	13,764.6	14,493.4	14,933.9	14,285.5

Source: IR&P Access DB queried on 3/6/03. 2002-03 Update AccessDB queried on 4/7/04.

- Enrollment is up in every division except for Computers, Technology, and Information Systems (CTIS) and Economic Development. Economic Development has remained relatively stable over the years, but CTIS has had sharp growth increases and decreases that closely parallel the economics California's technology-based industries. Following the dot-com bubble burst, which started in Spring 2000 and continues currently, companies are reacting to economic deficit cycles with consolidations, layoffs, hiring freezes, and austerity plans that considerably reduced education benefits spending.

- One group that historically utilized company education benefits at Foothill and especially in the CTIS division were the Permanent Resident and H-1 working visa employees and their families in the Silicon Valley. As a result of many of these individuals being laid off, returning to their country of origin, or were no longer being offered an education benefit, the enrollment dropped in the CTIS division. Another contributing factor has been the increased difficulty in obtaining visas after September 11, 2001.

Table 3
Comparison of Fall Census 2003 and 2004 by Sections, Enrollment, WSCH, and Headcount
Selected Cases

Division/Department	Sections			Dup Enrollment			Est WSCH		
	Fall03	Fall04	%Change	Fall03	Fall04	%Change	Fall03	Fall04	%Change
Computers, Tech, & Info Systems	136	125	-8%	2,596	2,234	-14%	17,919	15,603	-13%
Business Office Technology	4	4	0%	33	23	-30%	198	112	-43%
Computer & Software Training	22	17	-23%	482	406	-16%	2,629	2,360	-10%
Computer Information Systems	53	48	-9%	1,283	1,072	-16%	9,792	8,305	-15%
Computer Networking and Electronics	14	14	0%	233	315	35%	1,387	1,873	35%
Computers on the Internet	21	19	-10%	450	358	-20%	3,366	2,737	-19%
Journeyman Program	20	6	-70%	103	27	-74%	535	122	-77%
Learning in New Media Classrooms	2	17	750%	12	33	175%	12	94	683%
Total Foothill College	1,657	1,633	-1%	38,774	35,787	-8%	196,113	190,130	-3%

Visa Code	Undup Headcount			Est WSCH		
	Fall03	Fall04	%Change	Fall03	Fall04	%Change
Non-resident Fee H1	17	15	-12%	105	84	-20%
Resident Fee H1	144	78	-46%	1,250	655	-48%
Total H1	161	93	-42%	1,355	739	-45%
Non-resident Fee PR	32	21	-34%	499	322	-35%
Resident Fee PR	1,580	930	-41%	19,497	11,723	-40%
Total PR	1,612	951	-41%	19,996	12,045	-40%

Note: WSCH is estimated, i.e., it assumes that all students enrolled in positive attendance classes will attend all class sessions.
Source: Year to Year Daily Comparison Reports produced by Andrew LaManque; Extract dates of 10/7/03 and 10/5/04. FHDA - IR&P - RBB 12/1/04

District Institutional Planning and Research reported that in Fall 2004 ([IR&P 5](#) and [IR&P 6](#)):

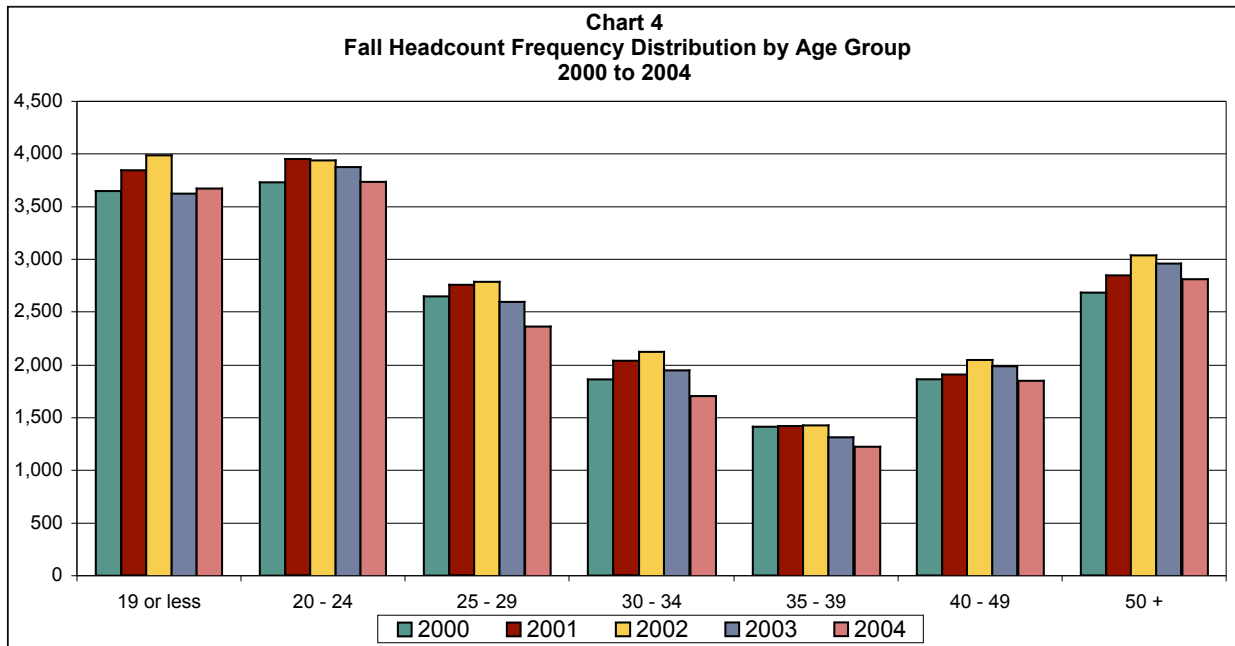
- 41% of Foothill students are from within the District – 29% from the Foothill area and 12% from the De Anza area
- 29% of De Anza students are from within the District – 24% from the De Anza area and 5% from the Foothill area
- 22% of our students are full-time, attempting 12 units or more
- 78% of our students are part-time, with 56% attempting fewer than six units
- Average number of units taken is 6.9 (same as Fall 2003)
- 79% are day students (same as Fall 2003)
- 32% hold a BA/BS or higher degree

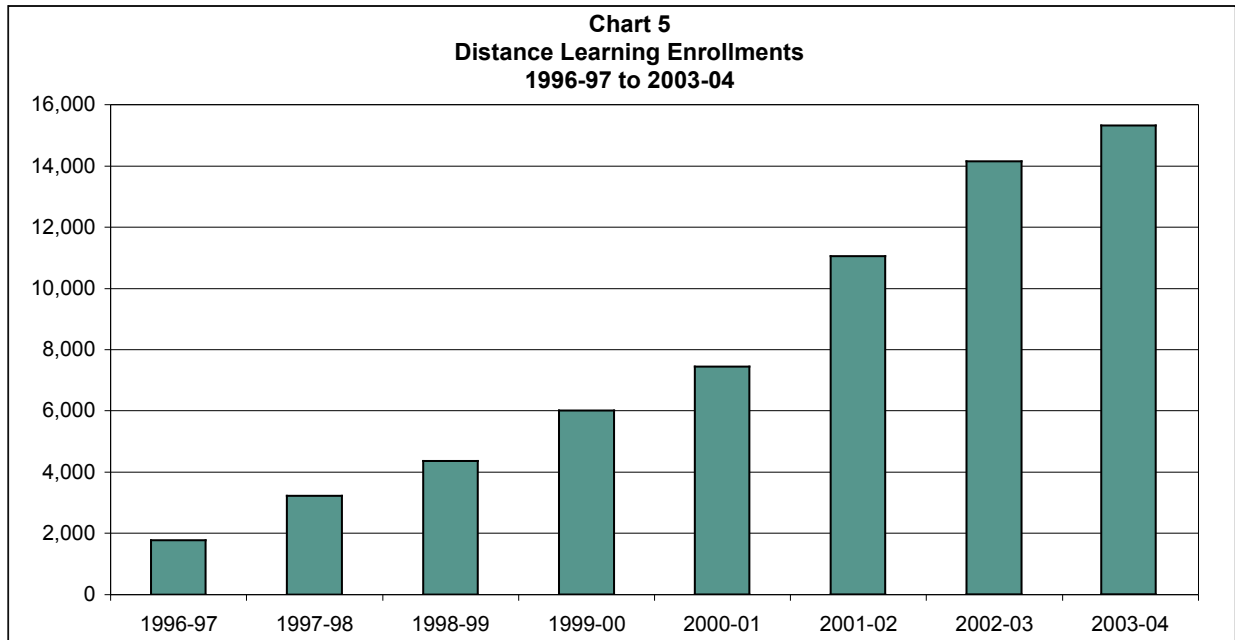
- F-1 student enrollment decreased in Fall 2004 by 17.2%, dropping to 272 unduplicated students from 878. This decline follows an 11.3% drop in Fall 2003. Both years of decline are caused by external challenges including increased security and visa difficulties after September 11, 2001, increased recruitment travel risks, an uncertain economy, increased competition from colleges and universities in other English speaking countries, and attitudes toward the United States regarding the conflict in Iraq.
- Overall non-resident tuition income increased slightly during from 2002-03 to 2003-04. However, from 2003-04 to 2004-05 non-resident tuition dropped to \$4,726,752 YTD from \$ 5,338,435. Foothill’s competitiveness with other colleges and universities decreased as per unit costs for non-resident students increased. Changes in the local economy and federal cutbacks in the guest worker visa program also factor into the decline.
- The age ratio for students remained consistent between Fall 2000 and Fall 2004:
 - Median student age ranged between 27–28
 - Modal student age remained at 19
 - Average student age ranged between 32.6–33.1
 - 19.8–21.1% of our students were under 20
 - 40.9–41.4% of our students were under 25
 - 55.1–56.2% of our students were under 30

Table 4
Unduplicated Count of F-1 Visa Students
Fall Quarters 1995 to 2004

Term	Unduplicated F1	Annual % Change
Fall 1995	372	0.0%
Fall 1996	412	10.8%
Fall 1997	462	12.1%
Fall 1998	594	28.6%
Fall 1999	620	4.4%
Fall 2000	744	20.0%
Fall 2001	923	24.1%
Fall 2002	990	7.3%
Fall 2003	878	-11.3%
Fall 2004	727	-17.2%

Source: George Beers/Andrew LaManque 4/04 in State of College; Fall 2004 update by LaManque 2/28/05





- ETUDES (Easy to Use Distance Education Software) is a course management system (CMS) developed in the mid-90's by Michael Loeff, a Computer Science instructor at Foothill College.
- ETUDES is currently used by over 750 faculty from 50 institutions – mostly community colleges in California.
- The continued development or *next generation* of ETUDES (ETUDES-NG) is now part of a larger project called Sakai, a consortium of colleges and universities. Through Foothill's leadership and participation in Sakai, ETUDES-NG will benefit from the collective knowledge and experience of the partner institutions.

**Table 5
Distance Learning Enrollments**

Year	Enrollment	Percent Increase
1996-97	1,777	
1997-98	3,231	81.8
1998-99	4,360	34.9
1999-00	6,002	37.7
2000-01	7,434	23.9
2001-02	11,051	48.7
2002-03	14,147	28.0
2003-04	15,305	8.2

Note: This includes both online and TV classes, but since 1999-00, TV classes have not been taught.

Source: FHDA IR&P

- Foothill could become the major CMS supplier in California and beyond. Generated income could underwrite cost of ETUDES-NG and its on-going product development, support, and maintenance.
- Distance Learning courses have grown dramatically from 2000-01 to 2003-04 with a 106% enrollment increase. Since 1997-98, every year has shown considerable growth, but the enrollment appears to be stabilizing with a lower, but still significant increase of 8.2% or 15,305 duplicated enrollment growth in 2003-04.
- Additionally, out of 452 part-time faculty and 193 full-time faculty teaching during Fall 2004, 124 faculty or 19% have received training in ETUDES and are currently using it to support student learning one way or another in their courses.

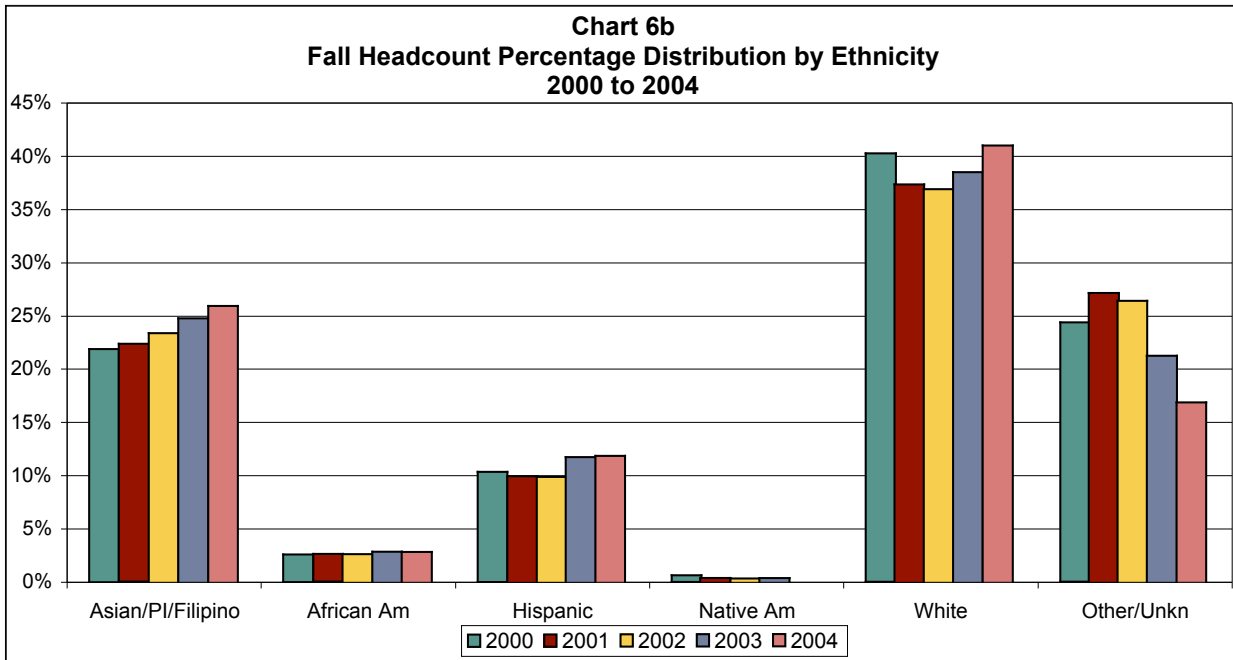
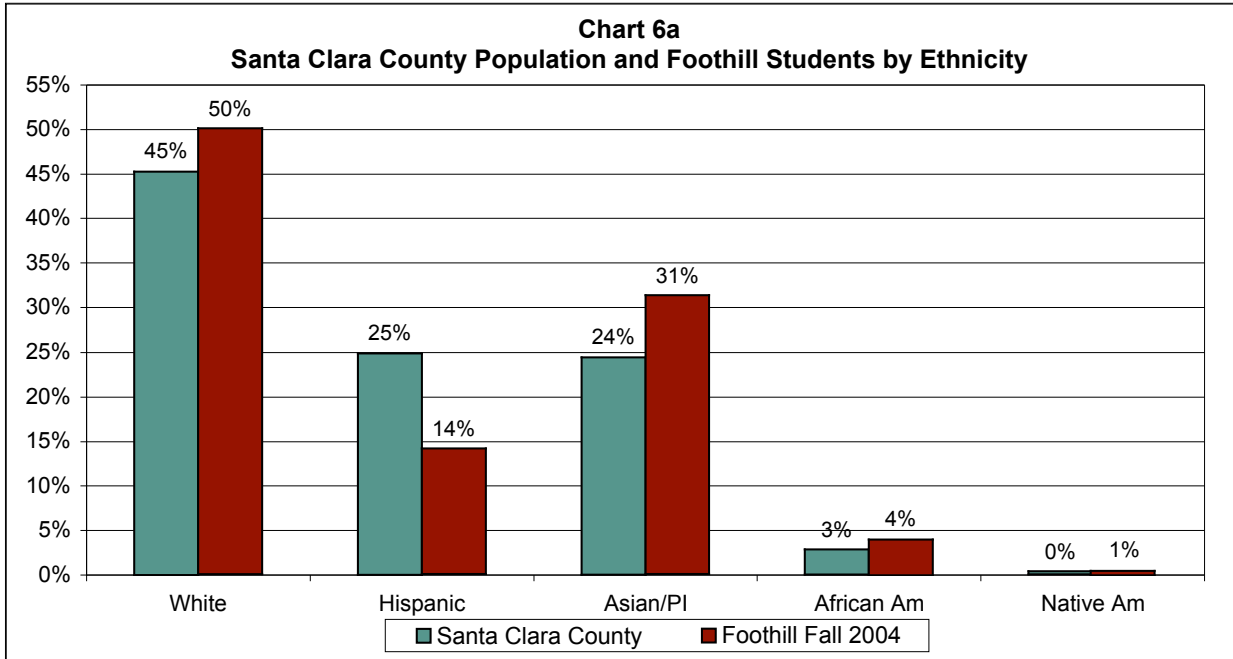


Table 6
Fall Headcount Percentage Distribution by Ethnicity

Ethnicity	2000		2001		2002		2003		2004	
	Count	%	Count	%	Count	%	Count	%	Count	%
Asian/PI/Filipino	3,912	22%	4,203	22%	4,537	23%	4,552	25%	4,492	26%
African Am	461	3%	489	3%	533	3%	550	3%	575	3%
Hispanic	1,847	10%	1,882	10%	1,932	10%	2,173	12%	2,029	12%
Native Am	109	1%	93	0%	95	0%	94	1%	77	0%
White	7,197	40%	7,023	37%	7,146	37%	7,054	38%	7,190	41%
Other/Unkn	4,357	24%	5,114	27%	5,122	26%	3,903	21%	3,043	17%
Total	17,883	100%	18,804	100%	19,365	100%	18,326	100%	17,406	100%

Source: FHDA IR&P

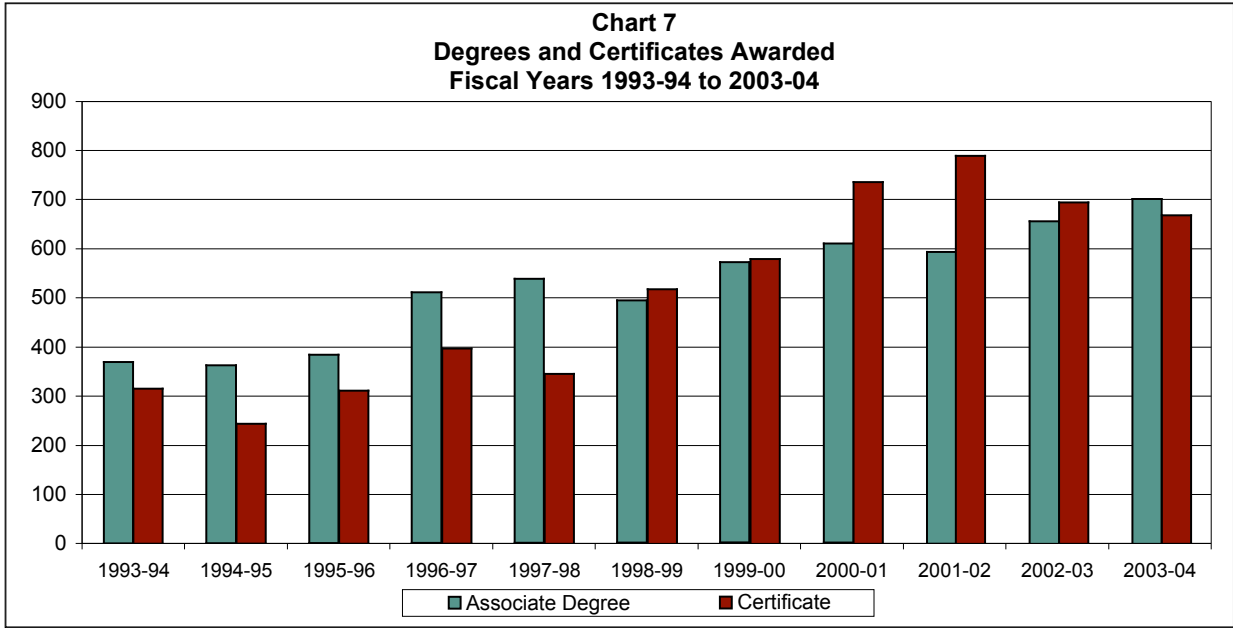


Table 7
Degrees and Certificates Awarded by Ethnicity and Gender

Degrees Awarded - Count												
Gender	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	
Unkn	0	2	8	2	1	2	1	0	2	5	7	
Female	241	220	231	345	341	331	380	391	370	421	447	
Male	129	141	145	163	195	160	189	218	221	229	246	
Total	370	363	384	510	537	493	570	609	593	655	700	

Certificates Awarded - Count												
Gender	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	
Unkn	0	7	3	1	3	4	4	10	3	6	5	
Female	166	142	167	218	207	249	208	220	249	280	217	
Male	149	95	141	178	136	264	367	505	536	407	445	
Total	315	244	311	397	346	517	579	735	788	693	667	

Degrees Awarded - Count												
Ethnicity	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	
Asian/PI	71	78	88	132	144	126	151	157	146	188	204	
African Am	11	11	17	16	16	24	20	13	17	20	19	
Hispanic	28	31	27	57	44	34	48	63	54	67	64	
Native Am	0	9	1	1	4	2	1	2	1	3	6	
White	207	190	196	245	251	232	245	254	195	205	244	
Other/Unkn	53	44	55	59	78	75	105	120	180	172	163	
Total	370	363	384	510	537	493	570	609	593	655	700	

Certificates Awarded - Count												
Ethnicity	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	
Asian/PI	35	30	53	74	93	99	94	131	132	122	128	
African Am	7	4	8	12	10	21	22	26	27	23	22	
Hispanic	36	27	49	52	33	77	71	113	112	107	105	
Native Am	3	3	2	5	1	4	8	8	7	5	8	
White	171	152	171	220	171	243	296	332	357	287	292	
Other/Unkn	63	28	28	34	38	73	88	125	153	149	112	
Total	315	244	311	397	346	517	579	735	788	693	667	

Source: IR&P Access Database Degree Demog Table queried on 11/3/04 (from 11/3/04 download).

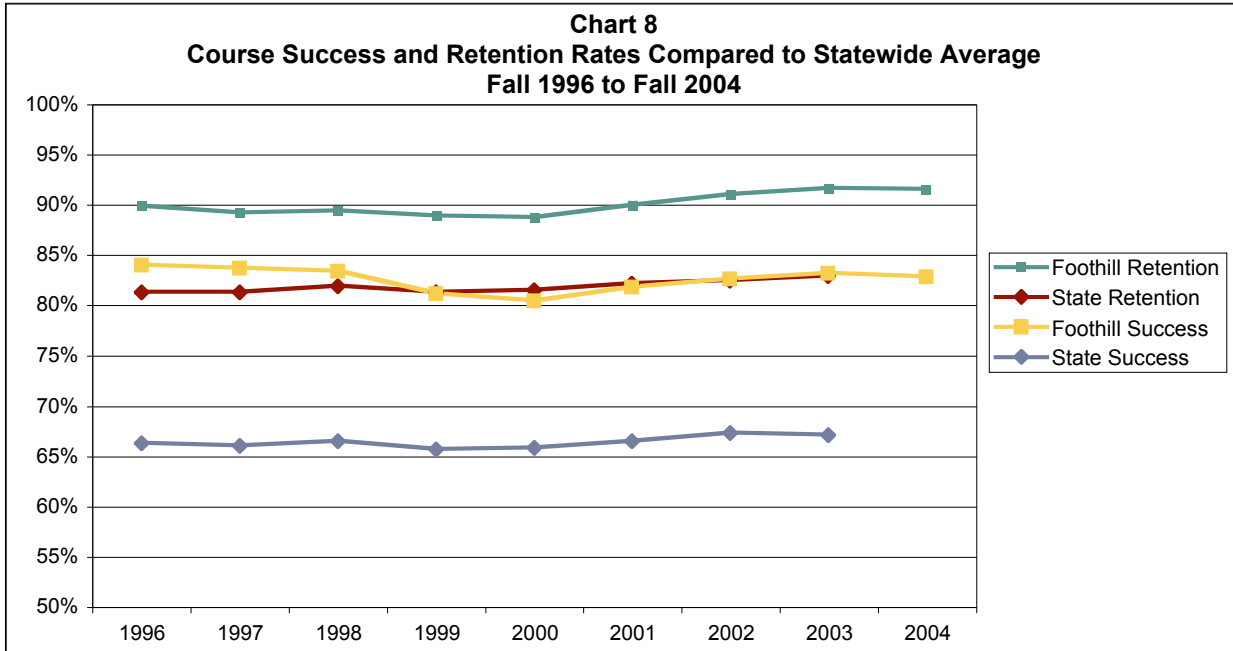


Table 8
Course Success and Retention Rates Compared to the Statewide Average

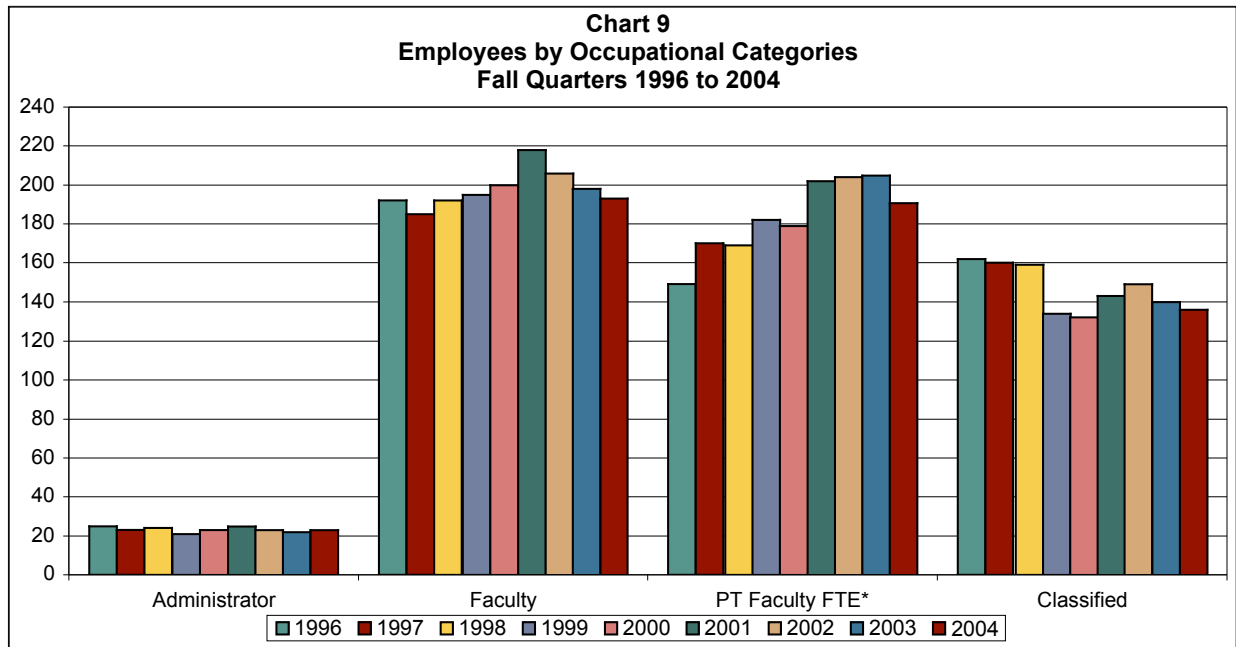
Outcome	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Foothill Retention	90.0%	89.3%	89.5%	89.0%	88.9%	90.1%	91.1%	91.7%	91.6%
State Retention	81.4%	81.4%	82.0%	81.4%	81.6%	82.3%	82.6%	83.0%	
Foothill Success	84.1%	83.8%	83.5%	81.2%	80.5%	81.9%	82.7%	83.3%	82.9%
State Success	66.4%	66.2%	66.6%	65.8%	65.9%	66.6%	67.4%	67.2%	

Success = Percent of grades A, B, C, Cr of all grades including official W's.

Source: All figures from State Chancellor's Office Data Mart, Program Retention/Success Rates for Credit Enrollments.

Results of query on 3/2/05; current queries may produce slightly different rates from past queries due to additional college submittals or resubmittals.

B. Faculty and Staff



**Table 9
Employees by Occupational Categories**

Category	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Administrator	25	23	24	21	23	25	23	22	23
Faculty	192	185	192	195	200	218	206	198	193
PT Faculty FTE*	149	170	169	182	179	202	204	205	191
Classified	162	160	159	134	132	143	149	140	136
Total	528	538	544	532	534	588	582	565	543
Students	14,279	15,150	15,993	16,653	17,861	18,665	19,372	18,328	17,406
Students per Admin	571	659	666	793	777	747	842	833	757
Students per FT Faculty	74	82	83	85	89	86	94	93	90
Students per Classified	88	95	101	124	135	131	130	131	128
Students per All Staff	27	28	29	31	33	32	33	32	32

Source: For Administrator, Faculty, and Classified headcounts, IR&P Web Site Employee Tables. For PT Faculty FTE: for 1996 to 2001 Employee table of the AccessDB queried on 4/9/04; for 2002 & 2003 HRS system queried on 4/9/04. For 2004 HRS rdb system queried on 2/7/05.

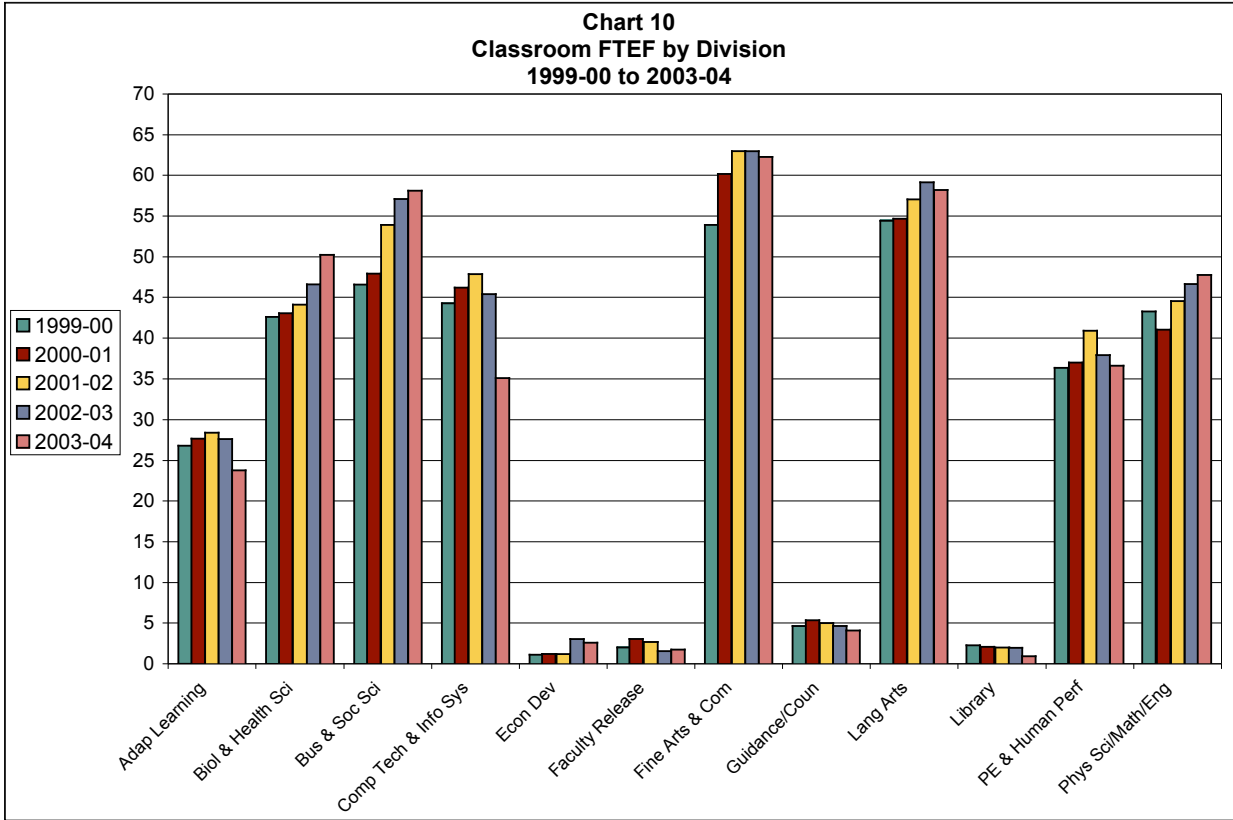
- During the last nine years, full-time equivalent (FTE) classified staff decreased by 16%. This decline continued from Fall 2003 to Fall 2004, but only by 3% with an additional 1.5 FTE classified staff not being replaced in 2003-04
- From Fall 2002 to Fall 2004, known minority classified staff remained at 36%
- In Fall 2004, the supervisors and confidential staff continued to remain at 8
- In Fall 2004, administrators increased by one to 23 decreasing minority administrators to 35% from 36%
- In Fall 2004, full-time (FT) faculty decreased by 3% from 198 to 193, which is slightly below the prior nine-year average of 198. The 452 part-time (PT) faculty headcount made up 205 FTE faculty, 6% above the prior nine-year average of 183
- In Fall 2004, the percentage of female faculty rose slightly to 61% from 58%

- In Fall 2004, the percentage of minority faculty decreased from 29% to 27%
- In Fall 2004, 50% of the faculty were full-time (193 FT by headcount and 191 FTE as part-time, PDL replacement, and FT on overload). This is a 1.2% improvement from the prior year. Reducing sections to balance the budget, reducing FTES over cap, and eliminating concurrently enrolled course sections also attribute to decline in prior years and minimal improvement in Fall 2004.
- During 2003-04, 15 new full-time faculty hired, 27% of whom are minorities
- The following table illustrates the WSCH produced by FT and PT from Fall 1996 through Fall 2004:

Table 10
Foothill College Fall Quarter WSCH by Assignment Type

Assignment Type	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
FT Faculty	73,260	71,400	78,204	80,087	87,498	85,495	86,430	87,113	89,864
PT Faculty	74,699	83,515	83,770	90,537	87,175	94,503	100,925	89,101	86,243
Overload	9,131	10,739	10,676	10,686	14,499	15,250	15,687	17,672	12,920
Total	157,090	165,655	172,650	181,309	189,172	195,249	203,043	193,886	189,027

Source: Query of IR&P AccessDB on 4/7/04: Query on 1/28/05

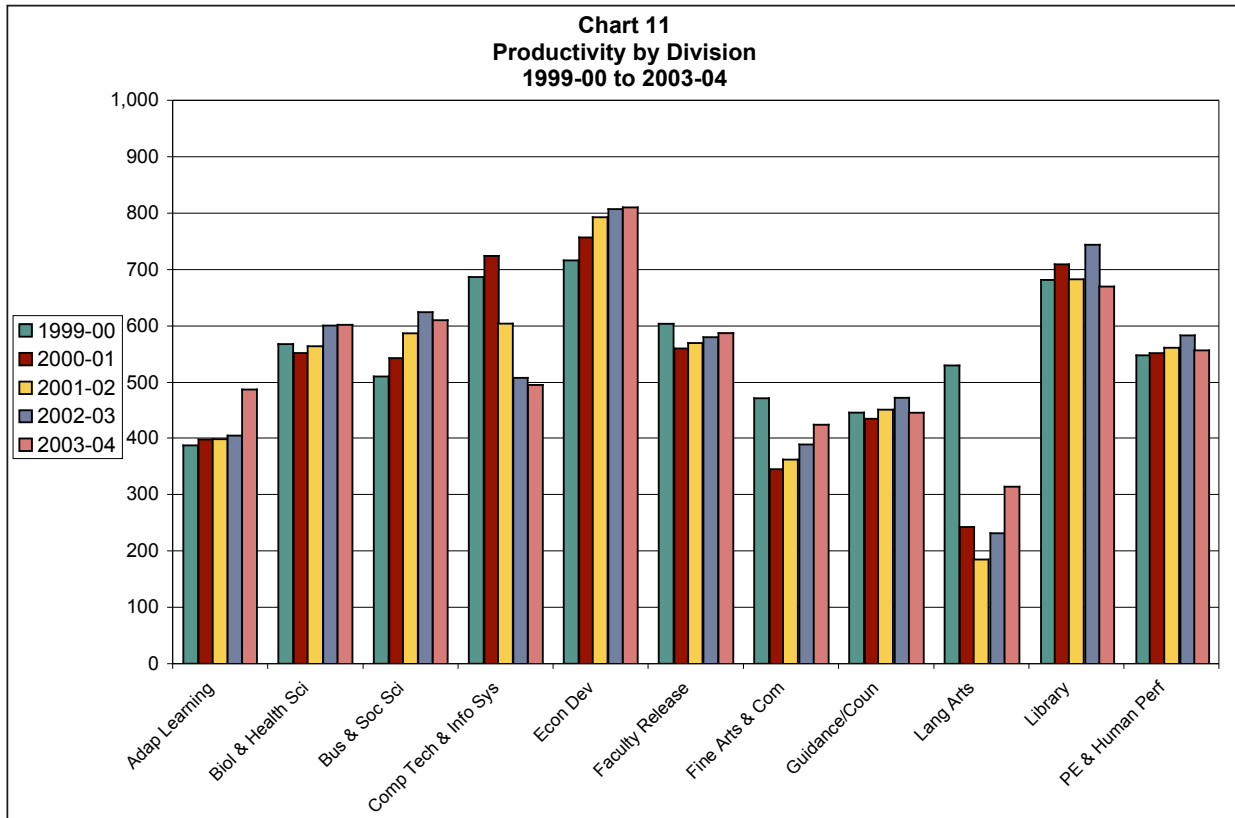


**Table 11
Fiscal Year Classroom FTEF by Division (Annualized)**

Division	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Adap Learning	28.18	27.93	27.66	26.84	27.76	28.60	27.83	24.01
Biol & Health Sci	47.45	57.46	56.79	42.64	43.16	44.25	46.77	50.42
Bus & Soc Sci	40.35	40.55	43.40	46.61	48.02	54.09	57.29	58.29
Comp Tech & Info Sys	32.20	34.64	38.20	44.33	46.32	48.01	45.56	35.33
Econ Dev	0.35	2.64	2.17	1.21	1.30	1.40	3.29	2.89
Faculty Release	0.81	0.83	2.50	2.13	3.14	2.98	1.85	2.03
Fine Arts & Com	55.28	59.23	57.13	54.00	60.29	63.17	63.13	62.49
Guidance/Coun	5.00	4.98	4.58	4.81	5.52	5.24	4.90	4.38
Lang Arts	50.93	51.17	51.09	54.56	54.85	57.21	59.35	58.42
Library	2.21	2.05	2.34	2.31	2.28	2.23	2.23	1.28
PE & Human Perf	34.10	35.41	35.86	36.40	37.12	41.05	38.10	36.86
Phys Sci/Math/Eng	42.67	40.77	41.21	43.37	41.19	44.70	46.85	47.98
Total	339.5	357.7	362.9	359.2	370.9	392.9	397.2	384.4

Source: IR&P Access DB queried on 4/7/04. Note: Data for Fiscal Years

- Productivity for 2003-04 was 557 WSCH per FTE decreasing from an 8-year high of 564 in 2002-03, but well above the District established goal of 535. The productivity during the last 5 years averages to 556 WSCH per FTE, demonstrating that the 2003-04 productivity is comparatively stable and remains among the highest in the State.



**Table 12
Fiscal Year Teaching Productivity by Division**

Division	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Adap Learning	356	369	371	387	398	399	405	488
Biol & Health Sci	498	398	426	568	552	564	601	603
Bus & Soc Sci	540	539	532	510	543	587	625	611
Comp Tech & Info Sys	619	634	679	687	724	605	509	496
Econ Dev	na	1,453	846	716	757	793	808	811
Faculty Release	582	553	564	604	560	570	581	588
Fine Arts & Com	355	520	529	472	345	363	390	425
Guidance/Coun	475	448	457	446	435	452	473	447
Lang Arts	303	201	247	530	243	185	232	315
Library	600	636	686	682	710	683	745	671
PE & Human Perf	506	543	567	548	552	562	584	558
Totals	536	515	530	554	553	550	564	557

*Total includes campus faculty release time which is not allocated to divisions.

Source: IR&P Access DB queried on 4/7/04. Note: Data for Fiscal Years

- Productivity is the ratio of FTEF to WSCH. Programs with a productivity of less than 530 FTEF/WSCH were put on a watch list with special attention paid to those under 400. While not all programs are able to be at 530 or above because of the nature of a discipline, it is important to maintain a balance of high as well as low productive programs.

Table 13
Decile Summary of the Top 5-year Averages for Enrollment, WSCH, Productivity (1999-00 to 2003-04)

Department	Enrollment		WSCH		Productivity	
	5-yr. Avg.	Decile	5-yr. Avg.	Decile	5-yr Avg.	Decile
Social Science	525	5	3,898	6	1,563	10
Performing Arts	4,751	10	34,685	10	1,185	10
Fine Arts	391	4	1,568	4	984	10
Humanities	286	4	1,104	3	791	10
Astronomy	931	7	3,962	6	790	10
Business Office Technology	502	5	259	1	781	10
Coop Work Experience Ed.	1,947	9	7,879	8	777	10
Applied Health Sciences	292	4	968	2	776	10
Economics	1,850	9	10,050	8	761	10
Computers on the Internet	2,302	9	15,766	10	758	9
Radiation Therapy Technology	135	2	1,054	3	729	9
German	122	2	1,147	3	722	9
Phys. Ed/Human Performance	15,591	10	78,328	10	705	9
Primary Care Associate	479	4	11,780	9	703	9
Biology	2,693	9	18,880	10	685	9
Veterinary Technician	1,121	7	5,389	7	683	9
Real Estate	654	6	2,746	5	676	9
EMT/Paramedic	193	3	3,046	5	665	9
Emergency Medical Technician	239	3	1,836	4	647	8
Environmental Horticulture	1,158	8	5,624	7	642	8
Psychology	2,173	9	10,307	9	629	8
Computer Information Systems	5,673	10	44,650	10	624	8
Computer & Software Training	2,321	9	10,739	9	613	8
Oceanography	166	2	718	2	609	8
Physics	909	6	8,177	8	594	8
Mathematics	7,456	10	47,753	10	581	8
Spanish	1,057	7	7,422	8	567	8
Radiologic Technology	976	7	7,145	8	564	7
Accounting	1,797	8	10,319	9	563	7
Japanese	643	5	4,159	6	562	7
Anthropology	996	7	4,450	7	561	7
Health	802	6	3,197	5	560	7
History	2,626	9	13,570	9	557	7
Italian	189	3	733	2	555	7
Music	3,484	10	16,574	10	546	7
French	526	5	3,986	6	546	7

Programs above Productivity of 530 = 63% of WSCH

Programs below Productivity of 530 = 37% of WSCH

Source: See Rob Johnstone's C055 - Foothill College 5-year Average Program Statistics by Dept, updated 2/11/05

- An analysis of 2003-04 courses and enrollment shows 40% of Foothill's WSCH is produced by 3.3% of its curriculum, usually general education courses because they satisfy transfer, degree requirements, and vocation education purposes. 2,169 courses approved and in catalog 7,298 courses sections offered annually 674,769 WSCH generated annually

Table 14
Top WSCH Producing Courses 2003-04

WSCH Rank	Course	Division	Course WSCH	Cumulative WSCH	Cum % of Total WSCH	Number of Sections
1.	ENGL001A	LA	9,092	9,092	1.3%	71
2.	MATH010	PS	8,646	17,738	2.6%	38
3.	MATH105	PS	8,007	25,745	3.8%	34
4.	MUS 008	FA	7,245	32,990	4.9%	37
5.	ENGL001B	LA	6,792	39,781	5.9%	51
6.	P A 111Y	FA	6,778	46,559	6.9%	16
7.	H P 009	PE	6,757	53,316	7.9%	61
8.	P A 131	FA	6,558	59,874	8.9%	26
9.	MATH101	PS	6,491	66,365	9.8%	32
10.	H P 380Z	PE	6,313	72,678	10.8%	29
11.	P A 111Z	FA	6,095	78,773	11.7%	16
12.	POLI001	SS	5,979	84,752	12.6%	28
13.	P A 150Z	FA	5,637	90,389	13.4%	33
14.	PSYC001	SS	5,635	96,023	14.2%	24
15.	ECON001A	SS	5,417	101,440	15.0%	22
16.	BIOL010	BH	5,202	106,642	15.8%	34
17.	CWE 060	ED	5,179	111,821	16.6%	21
18.	ACTG001A	SS	4,791	116,612	17.3%	21
19.	ECON001B	SS	4,578	121,190	18.0%	18
20.	MATH001A	PS	4,321	125,511	18.6%	20
21.	HIST017B	SS	4,258	129,769	19.2%	14
22.	P A 141	FA	4,256	134,025	19.9%	24
23.	ENGL110	LA	4,158	138,182	20.5%	30
24.	ESL 026	LA	3,961	142,144	21.1%	27
25.	HIST017A	SS	3,881	146,025	21.6%	16
26.	SOC 001	SS	3,873	149,898	22.2%	18
27.	ENGL100	LA	3,693	153,591	22.8%	26
28.	H P 390	PE	3,680	157,271	23.3%	41
29.	ESL 025	LA	3,645	160,916	23.8%	24
30.	CHEM001A	PS	3,464	164,380	24.4%	14
31.	GEOG001	SS	3,281	167,661	24.8%	7
32.	P A 150Y	FA	3,195	170,856	25.3%	6
33.	MATH001B	PS	3,138	173,994	25.8%	17
34.	ACTG001B	SS	3,134	177,127	26.3%	16
35.	MATH051	PS	3,085	180,212	26.7%	17
36.	H P 019	PE	2,974	183,186	27.1%	35
37.	MATH049	PS	2,970	186,156	27.6%	14
38.	SPCH001A	FA	2,921	189,077	28.0%	21
39.	H P 380	PE	2,852	191,929	28.4%	9
40.	SPCH004	FA	2,813	194,743	28.9%	20
41.	CIS 015A	CB	2,792	197,535	29.3%	18
42.	ART 001	FA	2,785	200,320	29.7%	16
43.	PHYS004A	PS	2,758	203,078	30.1%	13
44.	SPAN001	LA	2,681	205,759	30.5%	14
45.	BIOL040A	BH	2,645	208,404	30.9%	15
46.	ESL 166	LA	2,591	210,995	31.3%	22
47.	H P 017	PE	2,473	213,468	31.6%	119
48.	BUSI022	SS	2,451	215,919	32.0%	15
49.	BIOL040C	BH	2,436	218,355	32.4%	14
50.	CIS 027A	CB	2,422	220,776	32.7%	18

Source: IR&P 2003-04 - Update by Johnstone 3/2/05

Table 14 Continued
Top WSCH Producing Courses 2003-04

WSCH Rank	Course	Division	Course WSCH	Cumulative WSCH	Cum % of Total WSCH	Number of Sections
51.	PHOT001	FA	2,418	223,194	33.1%	26
52.	HIST004A	SS	2,390	225,584	33.4%	15
53.	BIOL040B	BH	2,384	227,968	33.8%	14
54.	ESL 167	LA	2,364	230,332	34.1%	22
55.	CHEM025	PS	2,328	232,660	34.5%	11
56.	CHEM001B	PS	2,319	234,979	34.8%	9
57.	P C 083P	BH	2,262	237,242	35.2%	1
58.	ART 004A	FA	2,261	239,503	35.5%	15
59.	P C 084P	BH	2,260	241,763	35.8%	1
60.	P A 141Z	FA	2,243	244,006	36.2%	6
61.	H P 040L	PE	2,221	246,227	36.5%	20
62.	HLTH021	BH	2,212	248,439	36.8%	14
63.	H P 032D	PE	2,205	250,643	37.1%	21
64.	ACTG001C	SS	2,185	252,829	37.5%	11
65.	MATH200	PS	2,182	255,011	37.8%	13
66.	SOSC460	SS	2,162	257,173	38.1%	4
67.	H P 25TG	PE	2,140	259,313	38.4%	10
68.	H P 025	PE	2,117	261,430	38.7%	29
69.	CIS 068A	CB	2,096	263,527	39.1%	16
70.	CIS 050A	CB	2,061	265,588	39.4%	20
71.	FREN001	LA	2,052	267,641	39.7%	10
72.	P C 082P	BH	2,024	269,665	40.0%	1
73.	BIOL041	BH	1,998	271,663	40.3%	12
74.	CIS 52B2	CB	1,992	273,655	40.6%	15
75.	CHEM030A	PS	1,965	275,620	40.8%	10
76.	PHYS004B	PS	1,854	277,474	41.1%	9
77.	H P 125F	PE	1,846	279,320	41.4%	20
78.	SPAN002	LA	1,845	281,165	41.7%	12
79.	ESL 156	LA	1,823	282,988	41.9%	13
80.	ANTH002A	SS	1,802	284,790	42.2%	8
81.	MATH001C	PS	1,802	286,593	42.5%	12
82.	ALAP060X	SE	1,791	288,384	42.7%	23
83.	MUS 001	FA	1,772	290,156	43.0%	8
84.	CNSL050	GU	1,756	291,912	43.3%	75
85.	H P 010	PE	1,741	293,653	43.5%	23
86.	ASTR010B	PS	1,740	295,393	43.8%	5
87.	CAST092A	CB	1,728	297,121	44.0%	16
88.	ALCB229Z	SE	1,710	298,831	44.3%	3
89.	P C 081P	BH	1,702	300,533	44.5%	1
90.	JAPN001	LA	1,674	302,206	44.8%	7
91.	AHS 200	BH	1,673	303,879	45.0%	7
92.	CIS 068E	CB	1,660	305,539	45.3%	7
93.	ASTR010A	PS	1,635	307,174	45.5%	4
94.	H P 044	PE	1,629	308,803	45.8%	14
95.	MUS 010	FA	1,614	310,418	46.0%	7
96.	CHEM001C	PS	1,608	312,025	46.2%	7
97.	HLTH005	BH	1,596	313,622	46.5%	7
98.	ALAP062X	SE	1,596	315,218	46.7%	18
99.	CAST052A	CB	1,570	316,788	46.9%	11
100.	R E 050	SS	1,564	318,351	47.2%	4

Source: IR&P 2003-04 - Update by Johnstone 3/2/05

C. Quality Indicators and Goals: 2005-2015

1. Transfer: Meeting the Challenge

Over a third of Foothill's students declare intent to transfer upon entering Foothill College, and the college is confident that a significant percentage of its students with undeclared intent are considering transfer as well. After reviewing the academic goals of students in Segments 4 and 5 ([Chart 1](#)), the percentage becomes even higher. However, for a variety of reasons, the numbers that actually transfer remain lower than what Foothill expects creating a conflict with the institutional commitment to ensure that students are prepared for transferring and can expect to be successful upon transferring.

How is Goal 1 measured?

- The State Performance for Excellence (PFE) definition of transfer prepared, which is successful completion of 84 units in transferable courses
- The State PFE definition of transfer ready, which is being transfer prepared and successfully completing college-level English and mathematics courses

Where are we relative to our 2005 Goal?

Throughout the 2002-03 academic year, Foothill exceeded its PFE performance goal of getting students transfer prepared or transfer ready. However, the 2005 EMP stated the institutional transfer goal for the academic year 2002-03 aimed at 900 students transferring to the UC and CSU systems. The 2015 EMP contains more realistic full-year transfer projections. The programs and services designed to meet this goal appear to work and should continue. Interestingly, a decline occurred in the combined number of students actually transferring between 1996-97 and 2000-01. A review of the State referential files for all colleges indicates that this was a statewide pattern. It is generally believed that the employment rate and high wage jobs of the dot-com era caused many transfer ready students to enter the job market rather than transfer. The increase in 2001 supports this notion, as 2000 was the high watermark in the local employment rate.

How are we doing?

Periodic reports from San Jose State University (SJSU) and University of California Santa Cruz (UCSC) show that Foothill transfer students continue to succeed in GPA and degree completion rates that equal or exceed those of "native" students (first year begun at the university) and other community college transfer students. SJSU reported a potential problem related to the performance for Foothill transfer students on the junior year writing test. A large percentage of non-native English speakers need to take an additional writing course to meet expected writing proficiencies.

Table 15
Full-Year Transfers

Year	UC	CSU
1993-94	155	406
1994-95	178	426
1995-96	186	406
1996-97	178	424
1997-98	181	385
1998-99	186	354
1999-00	183	366
2000-01	246	354
2001-02	210	364
2002-03	254	391

Source: CCCCCO PFE reports except 2000-01 & 2001-02 CPEC reports. (For 2001-02 CPEC Draft "Student Profiles" 4/03).

What are our plans?

Many Segment 4 and 5 ([Chart 1](#)) students enter Foothill with the intent to transfer. Currently, more than 75 percent of these students are assessed as needing developmental course work in mathematics, English, or both. Beginning in 2004, students entering Foothill for the first time and needing basic skills will be encouraged to participate in a learning community program designed to address academic preparation prior to enrolling in college-level transfer courses. The Freshman Experience Learning Community Program is described in more detail in the basic skills section (Goal 4). As this program evolves, the number of successful transfer ready and transfer students is expected to rise.

As the number of transfer ready and transfer students grow, additional goals include:

- Assuring that the ethnic and gender distribution is comparable to that of the total student body ([Student Equity Plan](#) and [Table 7](#)).
- Expanding the articulation listings through ASSIST, OSCAR, and CAN (or its CSU replacement) to insure maximum transfer credits.
- Exploring additional program transfer options in emerging programs as well as in established programs that traditionally are not considered transferable. An example is the agreement between Foothill and SJSU for Allied Health graduates to get a Bachelor of Science degree in Health Sciences.
- Increasing the level of participation in the higher education collaborative with coterminous degrees in Bioinformatics, Informatics, and Nanoscience (BIN) curriculum as appropriate with UCSC, SJSU, and Carnegie Mellon West.

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Goal 1: TRANSFER											
DESCRIPTION	FOOTHILL TREND						FOOTHILL GOAL				
Transfer	1993 Base	1994-1995	1996-1997	1998-1999	2000-2001	2002-2003	2004-2005	2006-2007	2008-2009	2010-2011	2014-2015
UC:	155	178	178	186	246	254	285	284	304	326	352
CSU:	406	426	424	354	354	391	421	437	469	501	542
Combined:	561	604	602	540	600	645	706	721	773	827	894
Transfer Prepared (>84 transferable units):	699	747	713	720	825	1019	1081	1140	1221	1306	1413
Transfer Ready (Prepared + English/Math Eligible):	431	463	433	465	547	640	679	716	767	820	888
SYSTEM GOAL							METRICS				
<p>Foothill Goal for 2015: UC: increase transfers to UCs to 352 from 285 in 2004 CSU: increase transfers to CSUs to 542 from 421 in 2004 Combined Base: increase to 894 from 706 in 2004</p> <p>Transfer Ready Rate: Increase to 888 from 679 in 2004</p> <p>State PFE Goals have not been updated as of 2004 By 2005, an increase from 69,574 to 92,500 students will be transferring to baccalaureate institutions (10,886 to 14,500 to UC; 48,688 to 64,200 to CSU; and 10,000 to 13,800 to independent and out-of-state colleges).</p> <p><i>Achievement of these goals is dependent on the extent to which the baccalaureate institutions are able to accommodate students who are prepared to transfer, and the system will assess progress toward these goals in the context of the change in the number of students who become eligible for transfer.</i></p>							<ul style="list-style-type: none"> Transfer standard definitions from State Chancellor's reports to be used in <i>Partnership for Excellence</i> (PFE) criteria. UC and CSU reported transfer data only in state referential file. State PFE definition of transfer prepared is successful completion of 84 units in transferable courses. State PFE definition of transfer ready is being transfer prepared and successfully completing a college-level English and math course. NOTE: Transfer prepared and transfer ready numbers are calculated on Foothill courses only; as such, these numbers will not match State MIS/PFE numbers, which include credits at all colleges. 				
FOOTHILL ACTION PLAN											
<p>Contributing Foothill Programs:</p> <ul style="list-style-type: none"> Articulation Counseling EOPS Honors Program Pass the Torch Puente Transfer Advisory Committee Transfer Center 				<p>Examples of specific action plans:</p> <ul style="list-style-type: none"> The 2002-03 Puente Program Review Part B: Program Portfolio states transfer preparation as one outcome and lists courses contributing to the successful achievement of the outcome (Puente). The 2002-03 Counseling Division Program Review states that it is committed to improving transfer readiness (CNSL). The 2002-03 Athletics Program Review Part A: Action Plan states a goal to keep the transfer rate for athletes at or above 75%, in part through the creation of a study hall for student athletes at risk academically (ATHL). The 2002-03 EOPS Program Review Part B: Program Portfolio states assistance in transfer preparedness as a goal and offers strategies and specific courses for helping students achieve transfer to a university (EOPS). Beginning in 2004-05, a number of accepted UC students were to be redirected to local community colleges such as Foothill. FHDA CCD presented a series of outreach efforts to inform affected students and their parents about special programs and services available to ensure future transfer success. However, these redirected students were eventually accepted at their UC campus. 							

Note: Values reflected in above tables are a result of deliberations by members of the IPC.

2. Degree and Certificates Awarded

Labor market studies comparing earnings for high school graduates, college attendees, and degree completers consistently indicate the advantages for students earning degrees at all levels. Employers report that better jobs go to the most qualified applicant, measured in part by earned degrees. An applicant with an earned degree or certificate has demonstrated the ability to persist in the accomplishment of a goal, and possesses a deeper and broader base of knowledge by having devoted more time to studying a subject than students who complete individual courses without completing the series of courses required for a degree. Community college students do not always see the value in persisting and earning a degree, but it is important for Foothill to offer the programs and services to enable and encourage students to achieve a degree.

How is Goal 2 measured?

- Changes in the data reported in the State referential files for associate degrees granted in an academic year
- Changes in the data reported in the State referential files for certificates of more than 27 quarter units granted in an academic year
- Changes in the district data for degrees and certificates independent of the number of units granted in an academic year ([Table 7](#))

Where are we relative to our 2005 Goals?

Foothill has not kept pace with the goals established for the number of students obtaining an associates degree. Since the release of the 2005 Educational Master Plan (2005 EMP), targets were met in some years and not in others. For example, in 2002-03, the EMP 2005 goal was to issue 791 associate degrees, but only 593 were granted ([Table 7](#)). Contributing factors might include the lack of an established program geared to assist students in the acquisition of degrees and certificates, the lack of individuals promoting the value of earning a degree, the reluctance of students to take additional GE units for a degree that are not required at a transfer institution, or other factors.

Outside of specific career education programs, community colleges in general tend to be institutions that offer courses as opposed to institutions that offer programs. Institutionally, changing a student's attitude of taking courses to that of completing a program has been a difficult transition. Retention efforts are starting to work as measured by the number of certificates issued. The 2005 EMP goal for 2002-03 was to issue 693 certificates and exactly 693 certificates were issued ([Table 7](#)). This incremental increase in the number of students succeeding in certificate programs has continually increased and is projected to continue in the future.

How are we doing?

Foothill had based the projections to 2005 on a district-wide project called CATS (Computerized Analysis of Transcripts Systems), a locally developed student advising tool, which includes a degree audit component. For a variety of reasons, including financial limitations, technology glitches, and data entry complications, this project is still in a beta test status at Foothill. Delays in this project have had an impact on Foothill's ability to identify and communicate with students

about their progress towards a degree or certificate. The district continues to make progress on this project and expects improvement towards meeting established goals.

What are our plans?

Full implementation of the CATS project may enable programs and service providers to more adequately advise students on progress towards a degree or certificate. Students in progress for a degree may not be aware of their eligibility for a certificate, or transfer students may accumulate enough units to earn a degree, but never realize their qualifications to request a degree. The individual educational planning (IEP) tool, another component of CATS, will enable students to refine their educational objectives and monitor progress towards their goals. The degree audit program is intended to notify students of their eligibility for a degree or certificate. The Office of Outreach and Retention as well as academic counselors and advisors are in place to proactively intervene, but need a systematic method of identifying which students to contact.

A combination of implementing CATS and segment concentration will allow for a more accurate response to developing appropriate programs and services for the student population. Instead of a “one size fits all” approach, we will be able to increase the amount of success by focusing on specific needs in population segments. For example, the segment of Foothill students enrolling in college for the first time has a different set of needs than the segment of students returning for classes after having successfully completed a degree.

The basic skills focused Freshman Experience Learning Community Program is an example of a segment-specific program and should play a vital part from student retention to IEP completion in the future. Many students are assessed as academically under-prepared, but choose not to enroll in English or mathematics development courses. Lacking the academic foundation to succeed in college-level courses, they fail to make progress on their IEP, become discouraged, and drop out. This program is designed to address this cycle by ensuring that students understand what it takes to succeed.

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Goal 2: DEGREES AND CERTIFICATES AWARDED

DESCRIPTION	FOOTHILL TREND						FOOTHILL GOAL				
	1993 Base	1994- 1995	1996- 1997	1998- 1999	2000- 2001	2002- 2003	2004- 2005	2006- 2007	2008- 2009	2010- 2011	2014- 2015
Degrees Awarded											
District Data: AA/AS	370	363	510	493	609	655	700	723	776	838	901
District Data: Certificates	315	244	397	517	734	693	667	741	795	858	923
District Data: Total	685	607	907	1010	1343	1348	1367	1465	1570	1696	1824
<i>State MIS Approved AA/AS & Certs (27 units or more):</i>	598	590	900	988	949	603	627	667	715	772	831
SYSTEM GOAL							METRICS				
<p>Foothill Goal for 2015: Degrees: increase degrees awarded to 901 from 700 in 2004. Certificates: increase certificates awarded to 923 from 667 in 2004.</p> <p>State PFE Goals have not been updated as of 2004 At last report, the system wide goal for 2005 was a 37% increase from 80,799 to 110,500 in the total number of degrees and certificates awarded (increase associate degrees by 37% from 57,076 to 78,000 and increase certificates awarded by 37% from 23,723 to 32,500).</p>							<ul style="list-style-type: none"> • Information on degree and certificates recorded on State Management Information System (MIS) referential files. • District data – Foothill issues certificates for less than 27 quarter units that are not found in the MIS reports but are reported here and derived from division data. 				
FOOTHILL ACTION PLAN											
<p>Contributing Foothill Programs:</p> <ul style="list-style-type: none"> • Admissions and Records Office • Counseling • Division and College Curriculum Committees • Evaluation Office • Student Success Center 				<p>Examples of Specific Action Plans:</p> <p>Continue with design and implementation of programs begun under <i>Partnership for Excellence</i>:</p> <ol style="list-style-type: none"> 1. CATS (Computerized Analysis of Transcripts Systems) Project <ul style="list-style-type: none"> • Review FHDA CCD MIS data reports to ensure all possible degrees and certificates are accounted for and current. • Move from an awarding system to an active system in the SIS+ program. 2. Pass the Torch (PTT) – In addition to providing academic support to underrepresented students in English, ESL, and mathematics courses, PTT has a strategic primary goal of increasing and promoting transfer by providing students with a pipeline to UC, Berkeley through Berkeley's Transfer Alliance Program. Additionally, PTT has further established the transfer pipeline through disseminations of the PTT model to 2 other 4-year institutions, including UC Davis and CSU San Francisco. <p>Other efforts to increase degrees and certificates awarded:</p> <ol style="list-style-type: none"> 1. Counseling – The counselors have developed and implemented the Individual Studies Degree in order to encourage students who are transferring to obtain a degree. Prior to creation of this degree, transfer students were not motivated to complete an Associate's degree since it was unnecessary in order to transfer to 4-year institutions. When the audit (2002) from the Chancellor's Office indicated our Individual Studies degree needed to be revised, the counselors and the articulation officer designed a new Individual Studies degree that met guidelines from the State. 2. Support planning agenda related to increasing degrees and certificates as stated in the program reviews, including those for Graphic Design (GRDS) and Photography (PHOT). 							

Note: Values reflected in above tables are a result of deliberations by members of the IPC.

3. Student Success: Successful Course Completion and Beyond

Academic success begins with students passing courses. Courses have defined learning objectives and students are tested to ensure a sufficient level of mastery over the stated objectives in order to prepare for further study, life skills, and how to make a living after college. Degrees are granted when a student has completed an appropriate mix of courses for breadth and depth. Assisting a student's progress on this pathway is important to Foothill and is completed one course at a time.

How is Goal 3 measured?

- Overall survey ratings of Foothill as a friendly place to learn ([IR&P 1 and 2](#))
- Percent of students finding Foothill to have a positive, friendly, and supporting environment ([IR&P 1 and 2](#))
- The State Performance for Excellence (PFE) definition of successful course completion ([Table 8](#))

Where are we relative to our 2005 goals?

As an expression of Foothill's commitment to successfully preparing students for life, the 2005 Educational Master Plan incorporated "stretch goals" in the area of student success. These goals went well beyond the State's adopted PFE goals. In almost every category, Foothill met or exceeded these high-reaching goals. The Institutional Planning Committee (IPC) considered increasing the goals for coming years, but held off on that recommendation pending actual results of the 2005-06 academic year.

How are we doing?

As reported elsewhere in this plan, Foothill's standing for success in various categories was compared to other community colleges. Foothill remains in the top percentile statewide from basic skills to workforce education courses. Special commendations are in order for all who worked so hard to reach this goal.

One area of concern for Foothill was found in the Campus Climate Survey administered to students, faculty, staff, and administrators in 2003-04 ([IR&P 1 and 2](#)). While overall the survey was positive and highly complimentary of Foothill, two areas from the student portion of the survey were outside expectations. As a friendly place to learn, Foothill was rated 1.9 (on a scale of one to five, with one being most positive), and there was only a 70 percent positive response to faculty approachability. As a result, the IPC added two new goals for these areas and requested a campus conversation to develop plans to address students' issues. It is believed that improved institutional performance in these two areas can positively influence student success.

What are our plans?

In addition to the response to improving campus climate, Foothill is developing a segment-specific approach to programs and services. Resources will focus on the corresponding needs of the student segments and will adjust or re-allocate accordingly. An example of a segment-specific approach is the development of the Freshman Experience Learning Community Program to promote success and retention among targeted groups of students. Described in

detail elsewhere in this plan, this project teams counselors with English and mathematics faculty to teach pre-collegiate-level basic skills courses. As this program develops, and if the data warrants, enrollment blocks will be placed on appropriate college-level courses for students assessed as unprepared for college-level work.

Currently, a large segment of students are entering courses requiring a higher level of reading, writing, or computation beyond what they are capable of doing. Many of these students fail or withdraw, only to repeat courses several times, which, because of enrollment caps, denies access to other students. This cycle often leads to frustrated faculty and discouraged students who ultimately withdraw from school altogether. There are several activities planned that are geared toward breaking this cycle:

- Explore various ways to enhance the curriculum to reflect the changing needs of students and continue to expand the use of a variety of teaching styles directed towards the different learning styles of students with the intent to improve student success ([Student Equity Plan](#)).
- Expand the Learning Communities Learning Model to include areas beyond basic skills. Examples being discussed include:
 - English 1A and a Social Science Department Course
 - Basic Skills Math for the Sciences
 - ESL Oral Language Acquisition and the Sciences
- Use electronic portfolios to document learning from start to finish with a goal to connect students with faculty, advisors, and counselors reviewing their portfolios.

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Goal 3: SUCCESSFUL COURSE COMPLETION

DESCRIPTION	FOOTHILL TREND						FOOTHILL GOAL				
	1993 Base	1994- 1995	1996- 1997	1998- 1999	2000- 2001	2002- 2003	2004- 2005	2006- 2007	2008- 2009	2010- 2011	2014- 2015
Course Success Rate											
All College Average (%):	83.8	83.0	83.9	83.6	82.6	84.0	84.8	86.0	87.0	88.0	89.0
African Am./Hispanic (%):	76.4	74.1	75.6	74.9	74.2	75.9	78.5	82.0	84.5	87.0	89.0
Campus Climate Survey Findings						2003- 2004					
Overall Satisfaction Rating of Foothill as a Friendly Place to Learn						1.90	1.75	1.50	1.25	1.15	1.10
% Positive Response to Faculty Approachability						70%	75%	80%	85%	90%	95%
SYSTEM GOAL							METRICS				
<p>Foothill goals for 2015:</p> <ul style="list-style-type: none"> • All-College average: Increase success rate to 89.0% from 84.8% in 2004 • African-American and Hispanic average: increase success rate to 89.0% from 78.5% in Fall 2004 to 89.0%, erasing the achievement gap <p>State PFE Goals have not been updated as of 2004</p> <p>In the EMP 2005, the system wide goal was to increase successful course completions from 66.8% to 69.2%. Sub-goals for an increase in the rate of successful course completions were:</p> <ol style="list-style-type: none"> a. from 67.3% to 69.7% (+2.4%) for transferable courses b. from 70.8% to 73.3% (+2.5%) for vocational courses c. from 60.1% to 62.3% (+2.2%) for basic skills courses 							<p>State PFE referential file data will be used for analysis for all Foothill courses. Foothill will remain in the top 10 percent of all community colleges in the state.</p> <p>Campus Climate Survey Used to Determine (IR&P 1 and IR&P 2):</p> <ul style="list-style-type: none"> • Overall rating of Foothill as a friendly place to learn. Scale used is from 1 to 5 with 1 being the most positive rating. Benchmarked to 2003-04 survey findings, which will need to be averaged over the next three census periods for indexing purposes. • Percent of students finding Foothill to have a positive, friendly, and supporting environment. Benchmarked and indexed as #1 above. 				
FOOTHILL ACTION PLAN											
<p>Contributing Foothill Programs:</p> <ul style="list-style-type: none"> • Counseling • Disabled Student Services • Foothill Global Access • Language Arts Laboratory • LITES Program • Math Center • Mfumo • Pass the Torch • Puente Program • Student Success Center • Tutorial Services 				<p>Planning Agenda:</p> <ul style="list-style-type: none"> • Maintain or exceed successful course completion rates. • Review success rates in all programs for underrepresented students and ascertain successful course completion for these student groups at rates equal to the all-college average. • Review successful course completion rates for distance learning students and assure success rates equal to the all-college average. • The 2002-03 Counseling Division Program Review pledges a commitment to improving student success (CNSL). • <i>Goal:</i> Assist students who are experiencing academic difficulties to identify ways to improve performance. • <i>Strategies:</i> Provide early alert interventions, expand course offerings to ensure student success through development of learning communities, and add additional College Success Counseling 1 sections. • Continue with design and implementation of CATS (Computerized Analysis of Transcripts) district project and expand to include degree audit, early alert, research, and student success predictive modeling. • Implement and monitor success of block scheduling, independent study, distance learning, and instructional options adjusted for individual learning styles. • As appropriate, provide students with alternatives that promote course success and completion. 							

Note: Values reflected in above tables are a result of deliberations by members of the IPC.

4. Basic Skills: Moving Students from Remedial to College-level

Moving students from remedial-level to college-level is a primary concern for Foothill College. Success rates in pre-collegiate courses such as mathematics, English, and English as a Second Language (ESL) correlate directly to the overall success rate of a student at the college-level. Foothill has identified several facets of this concern that it is ready to address as a college.

How is Goal 4 measured?

- Success and persistence rates in college-level English and mathematics classes ([Table 16](#))

Where are we relative to our 2005 goals?

Since the preparation of Foothill's 2005 Educational Master Plan (2005 EMP), entering students have continued to show insufficient academic readiness. In 1999, over 70 percent of Foothill students taking the English and mathematics assessment tests scored below the level required for entry into a college-level course. Of the students who took placement exams when entering Foothill in Fall 2001, 80 percent placed at a pre-collegiate level in at least one subject. As cited in the 2002-03 Mathematics Program Review Part A ([MATH](#)), San Jose State University has dropped over 600 students each year for the last two years because students who are not qualified for college-level math courses will be dropped after one year at a California State University school. As predicted in the 2005 EMP, demand for basic skills courses at Foothill has increased and will continue to grow.

Roundtable discussions contributing to the 2005 EMP made a number of recommendations, including:

- Increasing course sections for growing numbers of students unprepared for college-level English and mathematics
- Exploring the development of discipline-specific study skills courses
- Developing a research method to determine the effectiveness of curriculum, student support services, and to improve basic skills
- Requiring early remediation of basic skills deficiencies
- Offering faculty development on basic skills and learning styles
- Improving articulation and communication with high schools

The 2005 EMP established the following goals in basic skills education:

- By 2001, more than 50 percent of mathematics, English, and ESL students will progress to a higher-level course
- By 2005, more than 75 percent of the students entering at the lowest level of basic skills courses will be succeeding in a college-level course

The college has yet to meet its EMP 2005 goals; while success rates as of 2002 ranged from 57 percent to 85 percent in basic skills courses, quarter-to-quarter persistence rates – students progressing to a higher-level course – varied from 30 percent in mathematics, 42 percent in English, and 47 percent in ESL. Though discouraging, these figures from the District Institutional Research project have provided us with a much better understanding of the

situation. In addition, a Fall 2004 I-Journal article by Foothill's institutional researcher Robert Johnstone focused on Basic Skills research across the state and found that these are system-wide issues ([Johnstone](#)).

Addressing the 2005 EMP recommendations for research in order to improve basic skills outcomes, a comprehensive study was conducted in 2002 by Johnstone. In this study, he examined data extracted from the student information system for courses in mathematics, English, and ESL spanning the six years between 1996 and 2002. The results offered some realizations about what Johnstone described as the "extremely predictive relationship between course grades in feeder courses and grades in the subsequent courses" in the mathematics and English sequences. The findings include the following points:

- When examining the mathematics sequence, MATH 200 to MATH 101 to MATH 105 to any college-level MATH 1A, 10, 49 or 51, Johnstone found that there is a direct correlation between how well students are graded in a lower-level mathematics course to how well they are graded in the next course in the sequence. Students who received an A grade in a prior feeder course were significantly more likely to receive a passing grade in subsequent courses. Students receiving C grades in a course sequence have a relatively high risk of failure in the subsequent courses.

For example; students receiving an A grade in MATH 200 had an 81 percent chance of succeeding in MATH 101, compared to a 43 percent chance for students receiving a B grade and an 18 percent chance for students receiving a C grade. Students with no prior attempt at MATH 101 whose assessment scores placed them at that level succeeded at a 65 percent rate—higher than students who received either a B or a C grade in MATH 200.

- When examining the English sequence, students receiving an A grade in ENGL 100 had an 85 percent chance of succeeding in ENGL 110, compared to a 76 percent chance for students receiving a B and a 50 percent chance for students receiving a C grade. Results for ENGL 1A are more complex since more than one lower-level course feeds into ENGL 1A, but the correlation still exists between success in this course and success in a previous course. Similar to the results for mathematics, students placed directly into ENGL 1A by an assessment score performed at higher levels than students who received a B or C grade in a previous course.

How are we doing?

Responding to the needs identified in the 2005 EMP, a Basic Skills Task Force was formed to address current concerns and prepare for an anticipated increase in demand for developmental education. As their first act, members of the task force concurred that an institution-wide commitment to remediation exists, an important initial step in addressing issues in basic skills.

Foothill is concerned about its students not taking developmental classes based on the enrollment and success patterns from Robert Johnstone's research data and analysis. The enrollment patterns of matriculated students for mathematics, English, and ESL placement show that:

- The percentage of students taking the recommended courses was slightly higher in mathematics (52-64 percent) and ESL (64-71 percent) than in English (56-58 percent).
- Only 50-75 percent of students enrolled in the courses suggested by their placement scores.
- The remaining students enrolled only in courses outside of the placement subject or never enrolled.
- The students with the lowest placement levels were more likely not to enroll after receiving a placement—especially in ESL. For example, in English, 56-58 percent of the students with pre-collegiate placement enrolled in the suggested course; 21-24 percent took no English courses; 8-10 percent took courses above the recommended placement level; and 8-11 percent chose not to enroll.

Another concern is the varying rates of success and persistence among different ethnic groups of students enrolled in pre-collegiate courses in mathematics, English, and ESL. Johnstone’s research shows that the average success rate for all Foothill students in mathematics is 59 percent, a number below Foothill's goal. However, success rates for African-American students are 15 percent below the college average and Hispanic success rates are 10 percent below average.

Table 16
African-American and Hispanic Success and Retention Rates Comparisons

Mathematics	African-American	Hispanic	Overall Average
Success	44%	49%	59%
Persistence	22%	27%	30%
English			
Success	57%	65%	72%
Persistence	27%	36%	43%

Source: Johnstone 2002

Programs such as Puente, Pass the Torch, Mfumo, and LITES have proven successful in increasing learning outcomes, particularly for underrepresented and at-risk students. The English Department Program Review Part A ([ENGL](#)) credits Pass the Torch for having "a dramatic effect on the success of underrepresented minority students, especially in their transfer level English courses." Techniques being employed in these programs may be adapted for broader application with students in basic skills courses.

An additional concern, confirmed in Johnstone's research, is the performance of basic skills students in general education courses that do not have language prerequisites or advisories. A study of five core general education courses in the social sciences found that students who placed in developmental English were less likely to succeed in those courses than students who were eligible for freshman composition.

The Basic Skills Task Force discussed implications of the research findings and concluded that an increased effort must be made to assess Foothill students early to ensure that students whose placement scores indicate pre-collegiate skill levels have the opportunity to get into basic skills courses at the beginning of their studies. Confirming the 2005 EMP, task force members also identified the need to monitor the progress of students taking basic skills courses, to ascertain appropriate levels of support, and to educate faculty in areas related to the success of these students.

What are our plans?

A primary goal until the year 2015 must be to restructure our basic skills programs to increase the success of all student groups by five percent ([Student Equity Plan](#)). The expected increase in demand for basic skills courses presents a particular challenge in accomplishing this goal. Section offerings in basic skills courses may be increased, but limitations exist in funding levels, facilities, and other resources. While assuring adequate access is important, student success, particularly in underrepresented groups, is of equal concern and other solutions will be sought.

The planning agenda identified in the 2005 EMP seems to be right on target. Since 1999, research has confirmed the severity of the problem and data analysis has pinpointed some specific areas of focus:

- There is a strong correlation between grades received in basic skills feeder courses and the chance of success in higher-level courses.
- The likelihood is greater that students with college-level English skills will succeed in general education courses.
- Evidence points to improvement in success rates when basic skills courses are paired with another course in a learning community.
- At-risk and underrepresented students benefit from an experience that integrates instruction and student support.
- Emphasis should be placed on early assessment and remediation of basic skills.

The Basic Skills Task Force is continuing to explore ways to restructure the basic skills programs in an effort to increase student success. Some of the strategies (several of these appear in program review planning agendas) the Basic Skills Task Force recommended that Foothill pursue are to:

- Increase the percentage of students being assessed upon entry for academic readiness.
- Determine methods for ensuring early remediation of basic skills for students who place at pre-collegiate levels prior to their entry into higher-level courses, e.g., automatic enrollment into basic skills courses upon placement.
- Establish clearly specified goals and objectives for basic skills programs.
- Identify exit standards for remedial courses that are consistent with entry standards for college-level curriculum.
- Assure coordination among basic skills programs, college-level programs, and the counseling division.
- Provide faculty development on basic skills, pedagogy, and learning styles.
- Develop study skills courses for students receiving C grades in feeder courses.

- Integrate classroom and laboratory activities for basic skills courses.
- Improve coordination of assessment, counseling and registration processes.
- Refine and streamline the assessment and placement process, e.g., consider tools such as the electronically scored direct writing assessment included with ACT's COMPASS test battery.
- Create more learning communities, pairing basic skills courses with those from other disciplines.
- Explore modularized course offerings.
- Re-assess prerequisites and strict adherence to registration holds for prerequisites.
- Continue to utilize research to monitor progress.

Additionally, the Mathematics Department Program Review Part A ([MATH](#)) indicates the following planning agenda for its basic skills courses:

- Upgrade course outlines
- Support revisions and additions to existing curricula with manuals written by department faculty
- Try alternate approaches to a traditional lecture, discussion, and content delivery
- Investigate the possible addition of a study skills course
- Seek alternate ways to maintain the Math Center's current level of service to the campus in light of state budget reductions

FOOTHILL COLLEGE EDUCATIONAL MASTER PLAN GOALS, 2015

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Goal 4: BASIC SKILLS											
DESCRIPTION	FOOTHILL TREND						FOOTHILL GOAL				
	1993 Base	1994- 1995	1996- 1997	1998- 1999	2000- 2001	2002- 2003	2004- 2005	2006- 2007	2008- 2009	2010- 2011	2014- 2015
1. Success Rate in Basic Skills Courses (%)											
ESL (130-140-150-160-25):	82.8	83.2	81.1	75.4	79.7	79.2	80.0	81.0	82.0	83.0	84.0
ENGL (100):	75.9	67.8	73.1	71.0	71.2	66.3	69.0	71.0	73.0	75.0	77.0
MATH (250-200-101):	63.9	62.3	57.3	57.3	57.0	59.9	61.0	62.0	63.0	64.0	65.0
Campus Average:	74.2	73.8	73.1	68.8	72.0	72.0	73.0	74.0	75.0	76.0	77.0
Campus Average for African-Am./Hispanic:	64.8	63.4	61.3	55.8	61.4	63.7	66.0	68.5	71.0	73.5	76.0
2. Students Passing College-Level Course who started in Basic Skills in Same Area (%)											
Mathematics (1-2-10-11-12-22-49-51):	17.6	16.9	15.2	15.9	14.6	14.0	15.0	16.5	18.0	19.5	21.0
English/ESL (ENGL 1A-1B/ESL 26):	30.9	39.6	44.5	43.1	46.1	46.0	48.0	50.0	52.0	54.0	56.0
SYSTEM GOAL							METRICS				
<p>Foothill goals for 2015: Completion rate in ESL: 84% Completion rate in English: 77% Completion rate in mathematics: 65% All-College average: 77% Campus average for African-American and Hispanic students: 76% Increase college-level course success in all student groups by 5%</p> <p><i>State PFE Goals have not been updated as of 2004</i></p>							<ul style="list-style-type: none"> • Success rates are determined by percentage of students receiving a grade of A, B, C, or P divided by all students receiving a grade including W grades. • Tracking of students who started in basic skills includes those students who started at any level of basic skills, and calculated the percentage who eventually succeed in a college-level course in the same area. 				
FOOTHILL ACTION PLAN											
<p>Foothill Contributing Programs:</p> <ul style="list-style-type: none"> • Assessment • Basic Skills Task Force • Counseling • Freshman Experience Learning Communities • Language Arts Lab • Math Center • Mfumo • Pass the Torch • Puente • Tutorial Center 				<p>Examples of specific action plans:</p> <ul style="list-style-type: none"> • Basic Skills Task Force to continue design and implementation of plans to improve student performance in basic skills courses. • Improve assessment and placement procedures by: <ol style="list-style-type: none"> 1. Coordinating assessment, counseling, and registration processes 2. Examining assessment procedures and instruments to streamline process for English and ESL placement 3. Ensuring early remediation of basic skills prior to entry into higher-level courses 4. Increasing percentage of students tested • Improve services and coordination of services by: <ol style="list-style-type: none"> 1. Continuing efforts in programs such as Pass the Torch, Puente, and Mfumo 2. Supporting tutorial services and study centers 3. Revising, computerizing, and increasing usage of the Early Alert System • Improve curriculum and pedagogy by: <ol style="list-style-type: none"> 1. Utilizing learning communities and block scheduling, combining basic skills and collegiate courses with counseling 2. Ensuring consistent standards among basic skills and ESL courses 3. Developing strategies to improve success of students receiving "C" grades in prerequisite courses 4. Developing alternate approaches to course delivery, such as modularized course offerings or integration of classroom and laboratory activities • Provide staff development for basic skills and ESL by: <ol style="list-style-type: none"> 1. Providing faculty development on basic skills, ESL pedagogy, and learning styles 2. Ensuring communication with part-time faculty 3. Facilitating participation of part-time faculty in staff development activities • Wherever feasible, support the planning agenda related to basic skills as described in these and other program reviews: Mathematics, English, and ESL (Appendix B) 							

Note: Values reflected in above tables are a result of deliberations by members of the IPC.

5. Workforce Development: Lifelong Preparation for Success

Nearly a third of the students enrolled at Foothill are taking one or more courses designed for workforce preparation. Students can select courses from over 90 designated degree and certificate programs or select individual courses that best meet their evolving career development needs. Highly ranked programs are offered in a wide variety of fields including the allied health professions, fine and performing arts, applied business applications, travel and tourism, computer hardware and software applications, emerging technologies such as biotechnology, informatics, and nanotechnology, and plant and animal sciences including horticulture and veterinary technology. Because of the rapidly changing conditions in the workforce, students return to Foothill to develop cutting-edge skills. In many of Foothill's programs more than 30 percent of the students already have an earned degree and are here for life long skills enhancement.

How is Goal 5 measured?

- State referential files ([IR&P 17](#))
- Locally developed surveys
- Percentage of students reaching desired levels
- VTEA Aggregate Core Indicators ([IR&P 18](#))

Where are we relative to our 2005 goals?

Foothill's career education programs continue to perform above goals established by the State when the 2005 Educational Master Plan was drafted. The college set the following direction for workforce education to the year 2005:

- Increase marketing of career education programs
- Create more school-to-career linkages, business partnerships, and industry-certified curriculum
- Conduct research on employer satisfaction, student success, job placement rates, and economic impacts
- Expand student support in job development, job application skills, and job placement.
- Strengthen the role of advisory boards
- Implement the OTI CalWorks Plan including curriculum reform in business technology, biotechnology, pharmacy technology, and Transition to Work programs
- Meet or exceed state goals for successful completion rate for vocational education programs
- Expand vocational programs at the proposed NASA Research Park through The Collaborative for Higher Education
- Explore alternative site(s) for off-campus programming

Since 1999, Foothill has:

- Created new marketing brochures for many of its vocational education programs, including all of its allied health career programs, and has developed a brochure that offers a comprehensive overview of most of Foothill's career programs.
- Begun to translate career education brochures into Spanish.
- Expanded our Outreach Office to include a specialist dedicated to vocational education.

- Re-established the Pharmacy Technology Associate in Science degree and career certificate program, based at the Middlefield campus.
- Initiated an Associate in Science degree program in Bioinformatics.
- Established a Business Technology program that leads to any of several specialized certificates as well as an Associate in Science degree.
- Initiated the Personal Trainer career certificate program.
- Developed two new apprenticeship programs: Sheet Metal and Elevator Construction.
- Created the Learning Information Technology Environments (LITES) program, which coordinates classroom learning with practical hands-on applications in Information Technology programs.
- Established and implemented the Earn While You Learn Program for K-12 teachers who are interested in integrating technology into their classroom curriculum.
- Developed and implemented an associate degree program in Special Education.
- Expanded adult education programming and fee-based programs to the Middlefield Campus.
- Completed Phase I analysis of path of travel and architectural barriers that impede access to campus facilities for disabled students.
- Implemented a learning community through the Adaptive Learning and Physical Sciences, Mathematics and Engineering divisions that focused on improving math and technology skills of students who may have a learning disability.
- Implemented campus internships for developmental delayed students enrolled in the Transition to Work Program.
- Eliminated the Library Technology and Aviation Technology degree and certificate programs due to low demand and budget restrictions.

Additionally, the district's expansion of research capabilities promises to yield better information about how well Foothill's career programs succeed in preparing graduates for the workforce. As identified in the 2005 EMP, it is especially important to develop the means for assessing student performance once graduates leave Foothill. The expansion of research capabilities make it much more likely that we will be able to capture information about the success of graduates locating jobs, gauging pay levels, and determining employer satisfaction with Foothill graduates.

How are we doing?

Foothill's commitment to workforce education is evident in the consistent success rates of workforce students, the high demand for career and apprenticeship programs, and in the excellent reputation of programs. Based on National Board Exam scores, Foothill's Dental Hygiene program ranked second in the U.S. for the past two years out of 236 dental hygiene programs nationwide. Demand in this and other allied health programs is high and has grown in the last two years partly because of the changing economic and employment conditions in Silicon Valley.

The year 2001 was a high water mark for the information technology (IT) companies of the Bay Area. Between 1990 and 2001, a total of 138,000 high tech jobs were created, though 120,000 existing jobs declined in the same time frame. The growth came from new and small start-up companies that made up for job losses by creating 258,000 new jobs (San Jose

Mercury News, March 17, 2004). By 2001, dotcom and other IT-related industries were expanding and the unemployment rate was below three percent. In response to the workforce development needs of these companies, program enrollment in Foothill's Computers, Technology and Information Systems (CTIS) Division more than doubled between 1990 and 2001. In 2001, however, the steep decline of the dotcom industries was followed by a rapidly rising unemployment rate; within three years, unemployment in Silicon Valley had more than doubled to nearly seven percent, and UC Berkeley economists estimate that fifteen percent of the remaining technology jobs are at risk of being outsourced to foreign countries. As a result, enrollment in the CTIS Division has dropped by 48 percent since 2000-01 ([Table 2](#)).

While enrollment for computer education has plummeted, demand for courses in the Biological and Health Sciences (BHS) Division has skyrocketed. Enrollment in BHS courses increased by 28 percent between 2000-01 and 2003-04 ([Table 2](#)), and demand has continued to rise. Student access to allied health programs and prerequisite courses in the biological sciences is limited by availability of resources, including faculty and support staff, equipment and materials, and suitable facilities such as large lecture rooms and adequate laboratory space.

In a follow-up to the finding of the 2003 Office of Civil Rights site visit, the actions outlined below were taken:

- Updated notices of nondiscrimination in the District Policies on Sexual Harassment and Discrimination, all publications such as the Schedule of Classes, Catalog, and Student Handbook, and in contracts or agreements for programs requiring a practicum or internship.
- Provided notice to disabled students that information in college publications is available in alternate formats including Braille, large type, tactile graphics, and electronic text.
- Re-designed vocational program and apprenticeship brochures to be less stereotypical and more reflective of underrepresented groups.
- Began a process to develop a self-study evaluation process for Title IX, ADA, and Section 504.

What are our plans?

Foothill assumes that enrollment increases will occur in areas of high job demand requiring some level of higher education. As illustrated, between 1990 and 2001, the economy affects individual program enrollment, and planning for the future of workforce education requires flexibility and a degree of prognostication. Job demand will remain dependent on the economy, and enrollment demands will follow. According to a 2003 communication from Scott Lay, Director of State Budget Issues for the Community College League of California (CCLC), the Bay Area economy is expected to recover slowly to the year 2010, when income levels are projected to return to those of 2000. Lay forecasts a flat economy through 2007, and then a more rapid expansion. The enrollment projections for most workforce development programs follow this curve.

What types of academic programs will be needed to prepare the workforce for the next economy? Job growth is projected to be in several areas:

- Emerging fields, such as informatics, nanotechnologies, biotechnologies, and other start-ups serving these fields. Programs granting comprehensive degrees will be required for students entering these fields and will need to include preparation in the core life sciences, math, and physical sciences such as chemistry and physics. Additionally, it has been estimated that there are over 50,000 under or unemployed engineers in the great bay area needing educational opportunities to retrain in these fields. Many of these potential students have completed core courses but may need alternative curriculum to upgrade their knowledge in the core sciences.
- Expanding needs in existing fields, such as health care, pharmaceuticals, and related services in response to the needs of the aging baby-boomers, as well as evolving IT-related jobs that cannot be outsourced.
- Retraining the workforce for vacancies created by the large number of baby-boomers retiring between 2005 and 2015 in traditional retail, service sector, and manufacturing jobs.

Further, employer surveys and feedback from advisory groups repeatedly indicate a continuing interest in making sure that students possess knowledge, skills and abilities beyond those that are discipline-specific. Foothill's Student Learning Outcomes ([SLOs](#)) address this need, and increasingly, curriculum for all programs will need to incorporate aspects of learning outcomes.

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Goal 5: WORKFORCE DEVELOPMENT											
DESCRIPTION	FOOTHILL TREND						FOOTHILL GOAL				
Workforce Education	1993 Base	1994-1995	1996-1997	1998-1999	2000-2001	2002-2003	2004-2005	2006-2007	2008-2009	2010-2011	2014-2015
1a. Rate of successful course completion in vocational courses (SAM A-C):	85.8	86.7	86.8	84.9	84.8	86.3	87.0	88.0	89.0	90.0	91.0
1b. Course Completion by African-Am./Hispanic:	79.2	78.1	82.9	79.9	83.1	85.8	87.0	88.0	89.0	90.0	91.0
2a. Course Retention rate in vocational courses:	91.3	91.7	91.3	91.7	90.1	92.3	93.0	93.5	94.0	94.5	95.0
2b. Course Retention by African Am./Hispanic	89.5	88.2	89.2	91.2	89.7	92.0	93.0	93.5	94.0	94.5	95.0
3. VTEA Core Indicators					20 of 30	20 of 30	23 of 30	25 of 30	27 of 30	29 of 30	30 of 30
a. Achievement						7 of 7	7 of 7	7 of 7	7 of 7	7 of 7	7 of 7
b. Completions						7 of 7	7 of 7	7 of 7	7 of 7	7 of 7	7 of 7
c. Employment at graduation						3 of 7	4 of 7	5 of 7	6 of 7	7 of 7	7 of 7
d. Employment retention						2 of 7	3 of 7	4 of 7	5 of 7	6 of 7	7 of 7
e. Nontraditional participants						1 of 1	1 of 1	1 of 1	1 of 1	1 of 1	1 of 1
f. Nontraditional completion						0 of 1	1 of 1	1 of 1	1 of 1	1 of 1	1 of 1
4. Satisfaction Survey						85.0	87.0	89.0	91.0	93.0	95.0
SYSTEM GOAL								METRICS			
<p>Foothill goals for 2015: Rate of successful course completion to increase to 91% from 87% in 2003. Course Retention rate to increase to 95% from 92% in 2003. Goal 3 is new for 2004-05. These are the VTEA Core Indicators as reported by the State. Goal 4 is new for 2004-05. Foothill will develop and administer a student satisfaction survey. This will be designed to assess the level of agreement advanced or graduating students have with the quality of instruction they have received and how well prepared in their field of study and on the 4-Cs. State PFE goals have not been updated as of 2004</p>								<ul style="list-style-type: none"> State referential files and VTEA Core Indicators will be used for Goals 1 through 3 (IR&P 17 and IR&P 18). Locally developed surveys will be developed for Goal 4. The goals are stated in the percentage of students reaching desired levels. 			
FOOTHILL ACTION PLAN											
<p>Contributing Foothill Programs:</p> <ul style="list-style-type: none"> Adaptive Learning Division Business & Industry Institute Career Center Computer Access Center Cooperative Work Experience Education Counseling EOPS Foothill NASA-Ames Internship Program LITES Marketing and Communications Office of Economic Development Outreach and Retention 				<ul style="list-style-type: none"> Explore the feasibility of creating programs in emerging fields such as Informatics and Nanoscience. Expand career health programs to keep pace with growing demand. Expand internship opportunities such as those in the NASA-Ames Internship Program. Support the planning agenda related to workforce education as documented in program reviews, including those for: <ul style="list-style-type: none"> Adaptive Learning: Transition to Work (AL TTW) Adaptive Learning: Community-Based Learning (AL CBL) Allied Health Programs (Allied Health) Business Technology (BT) Extended Opportunity Program and Services (EOPS) Computer Science Programs (CIS) Counseling (CNSL) NASA-Ames Internship Program (NASA) Travel Careers (TC) 							

Note: Values reflected in above tables are a result of deliberations by members of the IPC.

6. Enrollment Stability: Access to Learning Opportunities

The State uses measures to cap enrollment that have never matched Foothill's enrollment demand. Changes in the high school graduation rates and adult population determine a college's funded growth allowance. Missing from this determination are factors such as changes in the employment rate, local workforce development needs, college transfer rates, and what is occurring at those transfer campuses. The later factors appear to be major forces accounting for Foothill's enrollment demand in excess of the State's cap allowances. Every year between 1999 and 2003, Foothill enrolled 100 to 1,500 FTES over cap despite major class section reductions imposed to balance the budget. Retraining demand for the unemployed or underemployed, emerging technologies, and changes in the academic standards, tuition costs, and enrollment caps at transfer universities are predicted to increase enrollment demand at community colleges.

In light of these issues, the Institutional Planning Committee sees the maintenance of access for students traditionally served by Foothill as one of the most significant problems between now and 2015. By 2008, all Measure E building projects are scheduled to be completed, but Foothill will only have 85 percent of the teaching space needed to serve its students at a growth rate of only 1.76 percent. The following goals tables attempt to depict the dilemma of demand and various growth models. The tables assume the space issues will be resolved by 2008 through a combination of efforts including: efficiencies in schedule via "block scheduling," increased use of the web for instruction such as distance learning or hybrid courses, and passage of an additional bond measure to expand facilities either on campus or elsewhere.

How is Goal 6 measured?

- State Adopted Standards to Determine Local Funding Cap Growth Rate
 - Changes in the Adult Population ([IR&P 7](#))
 - June High School Graduates Rates ([IR&P 16](#))
- Foothill Adopted Criteria
 - Meeting or Exceeding Established Enrollment Goals of 2 percent each year
 - Student Access by Ethnicity and Gender ([Table 6](#), [IR&P 12](#), and [IR&P 14](#))
 - Demand vs. Actual Enrollment

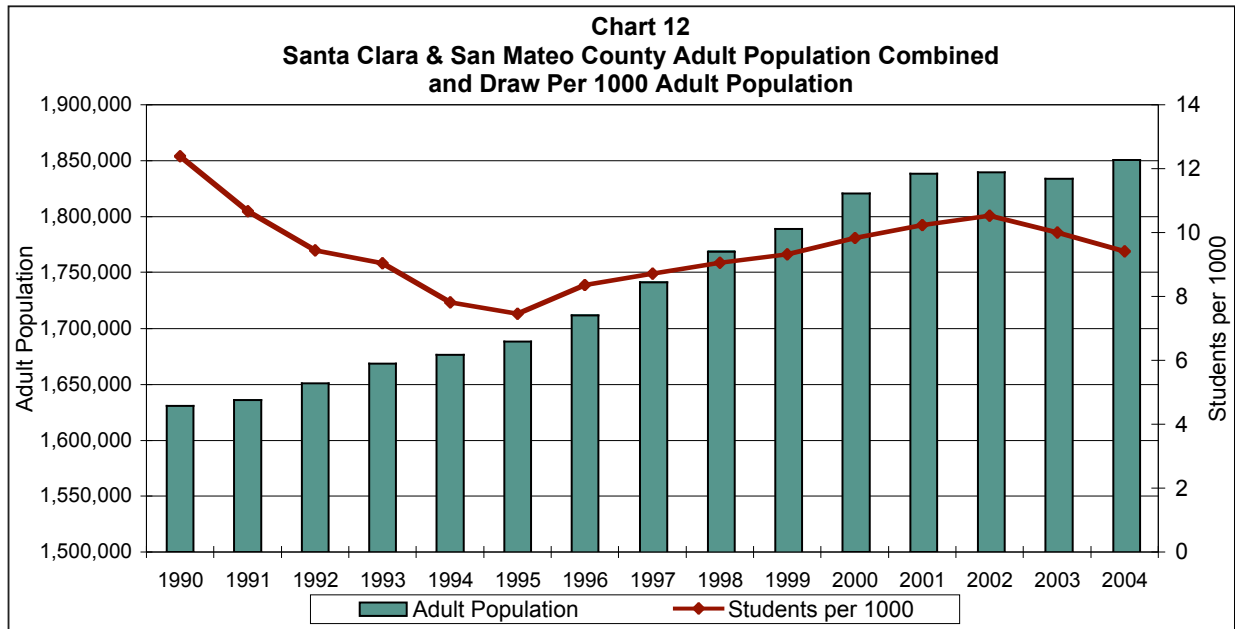
Why is this important?

The 2005 Educational Master Plan (2005 EMP) emphasized Foothill's role in providing a well-prepared workforce for the long-term economic vitality of the Silicon Valley and the State. Since 2000, the local economic climate has dramatically changed in ways that accentuate the need for educational institutions that can keep pace with rapid shifts in the needs of the community and workforce.

The stated purpose of Foothill College is "to provide educational opportunity to all with innovation and distinction." Unless the college can address the growing issue of demand versus capacity, it will limit its ability to fulfill the purpose of providing educational opportunity to all.

The ability to provide access to educational opportunities equates to more than meeting students needs, it effects Foothill’s ability to provide and maintain adequate resources: teaching faculty; administrative, program, and maintenance personnel; program, overhead, and discretionary funding; and especially facilities, including classroom and laboratory space, offices, lecture and performance halls, physical education facilities, dining spaces, and activity areas.

Where are we relative to our 2005 goals?



Foothill's student population continues to be derived primarily from northern Santa Clara and southern San Mateo counties. The 2005 EMP established a goal to increase the adult participation rate to 14 persons per 1,000 by 2005. By Fall 2004, the adult participation rate was 9 persons per 1000 in the aggregated adult population of Santa Clara and San Mateo counties (Table 17).

Foothill should observe two important details regarding declines in adult population participation. First, the significant decline in the adult

Table 17
Santa Clara & San Mateo County Adult Population Combined and Draw Per 1000 Adult Population

Year	Santa Clara Adult Population	San Mateo Adult Population	SC & SM Adult Population	Fall Headcount	Students per 1000 SC & SM Pop
1990	1,127,714	502,949	1,630,663	20,209	12
1991	1,130,839	505,189	1,636,028	17,439	11
1992	1,141,809	509,539	1,651,348	15,590	9
1993	1,156,853	512,202	1,669,055	15,073	9
1994	1,162,518	514,478	1,676,996	13,103	8
1995	1,170,471	518,570	1,689,041	12,579	7
1996	1,190,136	521,822	1,711,958	14,291	8
1997	1,211,721	530,036	1,741,757	15,178	9
1998	1,233,790	535,232	1,769,022	16,018	9
1999	1,249,572	539,800	1,789,372	16,675	9
2000	1,273,012	547,992	1,821,004	17,883	10
2001	1,288,430	550,166	1,838,596	18,804	10
2002	1,292,094	547,818	1,839,912	19,365	11
2003	1,285,748	548,408	1,834,156	18,326	10
2004	1,298,725	552,632	1,851,357	17,406	9

Sources: California Dept of Finance for Santa Clara County Adult Population, May 2004; IR&P Web Site for Fall Headcount.

Note: Population for 2004 is as of Jan 1, 2004.

participation rates between 1990 and 1995, originally noted in the 2005 EMP, directly correlate with the differential tuition fees for degree-holding students and the high level of education attainment in the college's service area. In light of the State's serious budget deficit, the college may once again be faced with the challenge of attracting degree-holding students. As of January 2004, the State of California proposed a \$50 per unit fee for baccalaureate-holders. This fee increase has not occurred, but if it eventually does, it could adversely impact re-entry students in work-force programs as it did in the early 1990's.

Secondly, starting in 2002, the adult participation rates dropped at Foothill while the county populations rose. The enrollment drop is the result of two factors. First, the decline demonstrates a downturn in Foothill's ability to accommodate students, not a downturn in student demand. The enrollment decrease at Foothill is a result of budgetary decisions to reduce the course sections offered, thus reducing enrollment. In prior years, the college continued to serve students over State enrollment caps, but cannot currently sustain additional enrollments due to budget restraints. Secondly, the decline is linked to a downturn in international students in a post-9/11 era and the reduction in the foreign worker visa program. These individual and their family members account for the largest share of enrollment decline ([Table 3](#)). If they were out of the equation, Foothill would be up two to three percent.

Another source of enrollment at Foothill are current high school graduates. The 2005 EMP goal was to increase the number of area high school graduates enrolling in the Fall by an annual 3 percent representing 1,175 graduates entering Fall 2005. During Fall 2004, 1,002 June 2004 high school graduates enrolled at Foothill. Of these June graduates, 630 students were from Santa Clara and San Mateo public or private high schools representing 3.0% of the entire graduating class. Since 1996, Foothill has averaged a 2.9% enrollment rate from local June high school graduates. Since 12th grade enrollments are projected to remain stable until 2008 and then begin declining, this may decrease the State's enrollment projections for Foothill. However, the State enrollment cap does not take into account the District feeder high schools are growing.

Student Access by Gender and Ethnicity: In the 2005 EMP, Foothill committed to a goal of increasing the participation rates from all groups to be equal to or exceed the diversity of the population served, and to increase the Latino/Hispanic, African-American, and Pacific Islander enrollments by 10 percent. Fall 2004 data shows increased enrollments of 20 percent for African-Americans, 13 percent for Asian, Pacific Islander, and Filipinos, and 9 percent for Latino/Hispanics ([Table 6](#)). The White and Native American student enrollments remained stable or dropped by 1 percent. Foothill will continue to review demographics for reflection of diversity in the college service area ([Student Equity Plan](#)).

How are we doing?

Enrollment demand is projected by the State to go up 25-28 percent statewide by 2010 but only projected to go up 17.6 percent at Foothill. However, due to State budget deficits, which are in the billions, funded growth will not keep pace with the demand. On average each year, Foothill continues to have unfunded FTES over the State's enrollment cap. Even with the passage of Measure E yielding a \$250,000,000 bond for campus renovation and new

construction, by 2008, the demand may exceed capacity by as much as 15-20 percent. Between 2001 and 2003, the Foothill-De Anza Community College District had exceeded its funded enrollment level by 800 to 1,500 FTES. In response to this growing trend, the District Chancellor directed campuses to develop master plans that will maintain or increase student learning and access while reducing spending.

What are our plans?

As stated elsewhere, Foothill's ability to respond will be determined by resource allocations including human resources, fiscal, and facilities. In response to need and in anticipation of the temporary disruption of on-campus facilities, Foothill began developing ways to allow for expanded enrollment that would not further impact facilities approaching capacity. The college's well-developed and successful Foothill Global Access ([FGA](#)) distance learning program, which has continued to expand, offers courses via ETUDES online course delivery software, as well as other Web-enhanced hybrid courses. The number of students learning partially or wholly in this mode has grown to approximately 4,000 in any one term, representing over 20 percent of Foothill's enrollment. The number of degrees available through online coursework has also expanded to now offer eight online Associate of Arts degrees. In addition, our students can earn a baccalaureate degree online through a partnership with Franklin University in Ohio, the University of Illinois at Springfield, and San Jose State University. Through curriculum and delivery adjustments, online and hybrid courses that utilize Web-supported methods, faculty and students have developed alternative learning strategies that are less constrained by place and time. FGA is playing a key role in easing the demand-to-access ratio imbalance.

Moving workforce development programs such as Pharmacy Technology to an off-campus site has placed courses in the community and expanded access for students. In this way, Foothill has been able to respond to the recent increased community demand for skilled health care workers.

Block scheduling—moving course meeting times from a configuration of five days a week to a longer duration two or three days each week—is another strategy Foothill is using to expand access. Many block-scheduled courses utilize Web-enhanced aspects of the hybrid courses to facilitate learning. By reworking the curriculum and exploring block scheduling, Foothill has created increased capacity for an additional 450 FTES in 2004 depending on funded cap limits.

Clearly, providing opportunities to learning will be one of the largest problems faced by the District's colleges. The College Roundtable group reviewed two facility master plan proposals for post 2008. After reviewing the implications of building on-campus or off-campus to accommodate the demand, the group recommended that Foothill pursue limits to on-campus building and parking space and move the balance to an off-campus site. Foothill is working with the district's facilities planning group on how to best accomplish this and the academic plans for what would be moved to an off-campus site.

Chart 13A
Theoretical WSCH Projections Assuming Availability of Money and Space

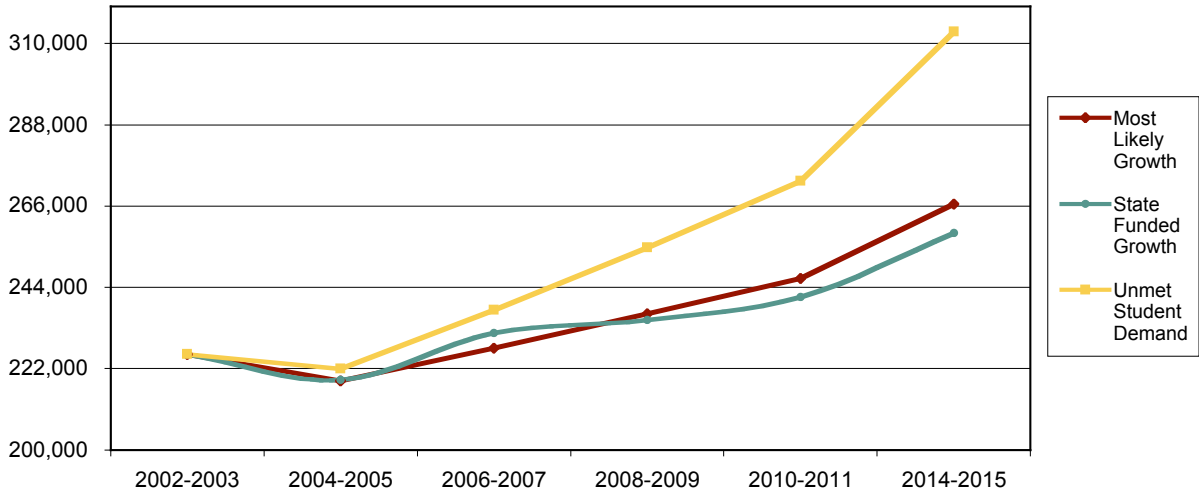
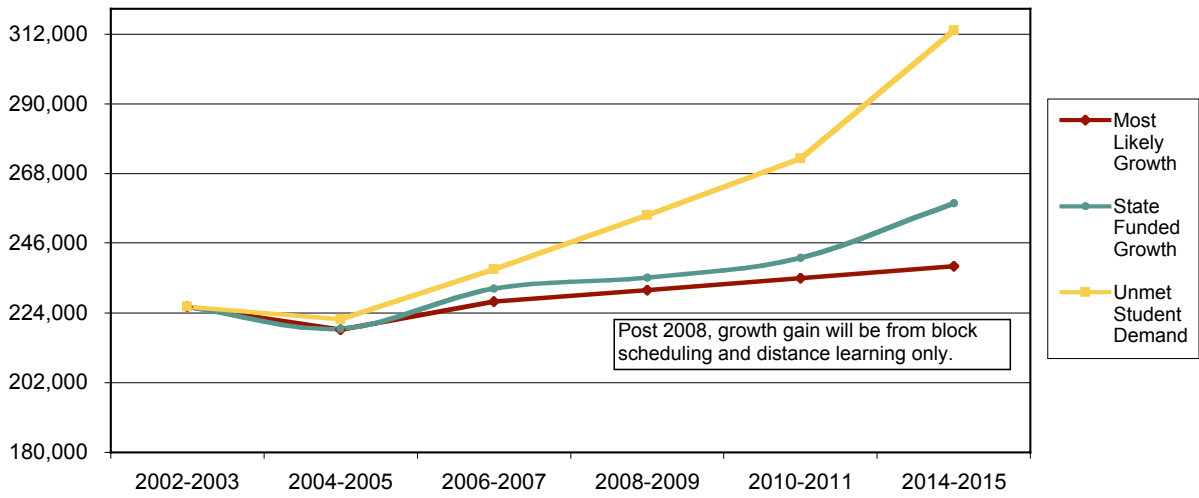


Chart 13B
Estimated WSCH Projections Without Space Expansion



FOOTHILL COLLEGE EDUCATIONAL MASTER PLAN GOALS, 2015

Spring 2005

Goal 6A: ENROLLMENT STABILITY

DESCRIPTION	FOOTHILL TREND						FOOTHILL GOAL				
Estimated Demand vs. Access	1993 Base	1994-1995	1996-1997	1998-1999	2000-2001	2002-2003	2004-2005	2006-2007	2008-2009	2010-2011	2014-2015
STATE FUNDED GROWTH @ VARYING YEARLY % GIVEN BY CCCC:											
FTES	10,968	10,822	12,068	12,871	13,779	15,055	14,597	15,143	15,677	16,087	17,243
Enrollment:	15,590	13,103	14,291	16,018	17,883	19,365	18,711	19,798	20,095	20,620	21,994
WSCH:	164,520	162,330	181,020	193,065	206,685	225,825	218,962	231,681	235,156	241,309	258,647
MOST LIKELY GROWTH RESIDENT AND NONRESIDENT @ 2%:											
FTES	10,968	10,822	12,068	12,871	13,779	15,055	14,583	15,172	15,785	16,423	17,777
Enrollment	15,590	13,103	14,291	16,018	17,883	19,365	18,693	19,448	20,233	21,051	22,786
WSCH	164,520	162,330	181,020	193,065	206,685	225,825	218,747	227,585	236,779	246,345	266,652
MOST LIKELY GROWTH RESIDENT ONLY @ 2%:											
FTES	10,968	10,822	12,068	12,871	13,779	15,055	12,952	13,476	14,020	14,133	14,437
Enrollment	15,590	13,103	14,291	16,018	17,883	19,365	18,521	19,270	20,048	20,210	20,644
WSCH	164,520	162,330	181,020	193,065	206,685	225,825	194,287	202,136	210,303	212,002	216,557
UNMET STUDENT DEMAND @ 3.5%:											
FTES	10,968	10,822	12,068	12,871	13,779	15,055	14,798	15,852	16,981	18,190	20,873
Enrollment	15,590	13,103	14,291	16,018	17,883	19,365	18,967	20,318	21,766	23,316	26,755
WSCH	164,520	162,330	181,020	193,065	206,685	225,825	221,964	237,773	254,709	272,850	313,102

SYSTEM GOAL	METRICS
<p>This chart shows various theoretical growth models assuming unrestricted budgets or space limitations with an average 2% most likely growth per year to 2015.</p> <p>Foothill goals for 2015: Funded Growth represents the increase in FTES cap allowed by the State as a growth factor. The district is predicting this to average 2% per year for the span of this plan.</p> <p>Enrollment demand represents Foothill's estimate of the demand for courses independent of funded level. In the prior five years, Foothill growth has average 3.35%. For this plan, the estimated demand is predicted to average 3.5% per year for the span of this plan. (Apprenticeship numbers have been excluded).</p>	<p>The State growth factor is determined by a formula combining local factors for the percent change in the adult population with the estimated high school graduation rate. Historic data for Foothill indicates there is no correlation to actual demand and the State's cap calculation.</p> <p>Year-ending data will be used and increased by the actual percentage growth. These goals will be updated annually based on actual data.</p>

FOOTHILL ACTION PLAN

Studies indicate that in 2003, Foothill had 85% of the assignable classroom space it needs for its enrollment level. When all Measure E projects are completed, this ratio will remain unchanged even though square footage has been added. The increased space will not keep pace with the increase in demand. The architectural firm TbP did a study of the Foothill college campus to determine Foothill's maximum capacity. They found that in order to preserve the architectural integrity of the campus and avoid building in seismically active zones, and assuming the 2% growth rate in the on-campus programs, an increase of 62,703 sq. ft. will be necessary for more classroom space (up to 217,819 in 2015 from 155,116 in 2008). At this stage, the campus would be fully developed. There would be no more expansion capacity for buildings or parking for any growth beyond 2015. Imagine, for example, a building three stories tall covering all of the vacant land on the hillside on the northwest side of campus between the existing building and the perimeter road, and a multistory parking deck covering about 35% of parking Lot 3 for 600 additional cars. Still, this would not be enough to accommodate the funded growth. Foothill would also have to add parking and additional building space in the athletic fields behind the district offices.

If the State were to fully fund the increase in demand for higher education, Foothill would not have the space for all of the students deserving access. De Anza College is having similar problems. The Facilities Master Plan outlines an alternative proposal for the development of an off-campus site similar to Middlefield in the Shoreline area. This alternative plan would allow for growth to 2015 on the main campus with reduced building space and parking capacity expansion. The advantage of this plan would allow for campus expansion beyond 2015. Additionally, from 500 to 1000 FTES could be added to the district's cap if this alternative plan is approved and granted "Center" status by the State.

Note: Values reflected in above tables are a result of deliberations by members of the IPC.

FOOTHILL COLLEGE EDUCATIONAL MASTER PLAN GOALS, 2015

Spring 2005

Goal 6B: ENROLLMENT STABILITY

DESCRIPTION	FOOTHILL TREND						FOOTHILL GOAL				
Projected Needs Related to Enrollment Changes	1993 Base	1994-1995	1996-1997	1998-1999	2000-2001	2002-2003	2004-2005	2006-2007	2008-2009	2010-2011	2014-2015
MOST LIKELY GROWTH RESIDENT AND NONRESIDENT @ 2%:											
FTEs	10,968	10,822	12,068	12,871	13,779	15,055	14,583	15,172	15,785	16,423	17,777
Enrollment	15,590	13,103	14,291	16,018	17,883	19,365	18,693	19,448	20,233	21,051	22,786
WSCH	164,520	162,330	181,020	193,065	206,685	225,825	218,747	227,585	236,779	246,345	266,652
Changes in Enrollment		-2,487	1,188	1,727	1,875	1,472	-672	755	785	818	1,735
Changes in WSCH		-2,190	18,690	12,045	13,620	19,140	-7,078	8,838	9,194	9,566	20,307
ADDITIONAL NEEDS AS A RESULT OF GROWTH											
Total FTEF at 535 WSCH/FTEF						422	409	425	443	460	498
FT FTE @ 38% OF TOTAL						162	159	164	170	177	192
PT FTE @ 62% OF TOTAL						260	250	262	272	283	307
Non-teaching FTEF @ 8.5% OF TOTAL						36	34	36	37	39	43
Professional & Clerical Classified @ 21% OF TOTAL						87	86	89	93	97	105
Administrators @ 5.25% OF TOTAL						21	23	22	23	24	26
Facilities: Faculty Offices Needed above Prior Year (Total 37 new by 2015)						0	0	2	7	9	19
ASF LECTURE											
ACTUAL										36,418	
REQUIRED										42,716	53,456
DEFICIT										6,298	17,038
ASF LABORATORY											
ACTUAL										118,698	
REQUIRED										134,456	164,363
DEFICIT										16,058	45,665

WHAT TABLE 6B IS TELLING:

This chart shows the theoretical implications for growth assuming unrestricted budgets or space limitations with an average 2% growth per year to 2015.

Foothill goals for 2015:

Funded Growth represents the increase in FTES cap allowed by the State as a growth factor. The district is predicting this to average 2% per year for the span of this plan. Within the range of growth projected in tables 6A and 6B, several challenges have been identified. Projections are only estimates of the future based on a series of complex assumptions. As circumstances change the assumptions need readjusted and the tables need recalculated. Table 6B shows that by 2008, when Measure E is completed, there will be a deficit of almost 20,000 in assignable square feet (ASF) for lecture and laboratory space. The deficit ASF increases to 62,000 square feet by 2015. Block scheduling, hybrid, and on-line classes may reduce the deficit, but additional alternatives are needed. Related to growth is the need for additional parking space, faculty, faculty offices, staff, administrators, library space, student services (staff and space), and student activities – which are not part of the ASF calculations.

METRICS

- The staffing projections are based on actual Fall enrollment data for 2003 and 2004. Calculations were made assuming the maintenance of the same relationship between total WSCH, FTEF, FT-FTEF, PT-FTEF, Classified, and Administrators. Decisions to change this level of staffing will change the projections over time.
- Facilities projections are based on Assignable Square Footage (ASF) for lecture and laboratory comparisons to 2008 when the current Measure E project will be completed, assumes no change in off-campus enrollment, or sites.
- Year-ending data will be used and increased by the actual percentage growth. These goals will be updated annually based on actual data.

FOOTHILL ACTION PLAN

As enrollment increases, Foothill (and the District) needs to plan for related changes that will have to occur to support the growth. Classroom space and related facilities for support services must keep pace. If all of the growth were to occur on the main campus, where would 62,000 ASF be located? In addition to the ASF, additional space for the library, student support services, student activities, office space, and parking will be needed as well. Space for future development is limited by the presence of active fault lines as was discovered in Measure E planning. Facilities planning studies detail two possibilities remaining for Foothill: one is near the current district offices and the other is the undeveloped north slope. If the district offices were located off-campus, then the surrounding space could be built on, but this would place classroom space outside the perimeter road creating additional pedestrian problems akin to the KCI. One concept being discussed is building a parking deck on the north slope spanning the perimeter road and serving to connect the central campus with the KCI and mitigating the pedestrian road-crossing problem. Care should be taken in this planning because once the space is developed future facilities needs could only be met but what land area is saved in the next major building project and going to multiple story buildings in the central campus.

Staffing at Foothill will need to increase. The goal is to increase the portion of courses taught by full-time faculty, but changes in enrollment demands occur faster than staffing. The calculations in table 6B assume maintenance of the current staffing to enrollment patterns. Financial realities may restrict Foothill's ability to change this pattern within the time frame of this plan. If additional staffing is added beyond those modeled in this plan additional resources will be needed.

Note: Values reflected in above tables are a result of deliberations by members of the IPC. Facilities calculations are dependent on State projections derived from different assumptions and subject variances from these tables. Foothill will work with Central Services and Planning Consultants on refining these numbers.

7. Fiscal Soundness

Along with disciplined expense management, enrollment and productivity are two critical elements in maintaining fiscal soundness. The majority of Foothill's income is generated by enrollment expressed as full-time equivalent students (FTES). FTES is calculated by weekly student contact hours (WSCH), which are determined by course enrollment. The cost of a full-time equivalent (FTE) faculty member in a course represents the primary cost associated with producing FTES. Productivity is expressed as WSCH/FTE. As long as the funding formula is enrollment driven, maintaining a proper balance between WSCH and all other institutional operational expenses is vital in all resource allocation models.

How is Goal 7 measured?

- Positive year-ending cash balances for all departmental account codes
- Total FTES enrollment equal to or greater than the established FTES goal for the college
- Productivity of program, division, and all-college enrollment for WSCH/FTE goals as established in the adopted budget for each academic year ([Table 12](#) and [Table 13](#))

Where are we relative to our 2005 goals?

While FTES increased from 11,500 in 1994 to 14,493 by 2003 (26 percent) the campus budget increased from \$26,130,797 to \$42,981,648 (64 percent). Most of the budget gains were for COLA adjustments; restoration of massive district budget cuts in 1991-1993, and other fixed costs. Between 2001 and 2003, campus budgets for materials, supplies, equipment, and other classroom operational expenses declined 38 percent leading to severely restricted programs and services—placing necessary future growth at risk.

Relative to the 2005 Educational Master Plan's (2005 EMP) goals:

- Through fiscal year 2003, thanks to disciplined budget management, Foothill has continued to have positive year-ending balances despite major budget reductions in all campus account codes.
- FTES enrollment has been on or above target by two to three percent each year. For example, the district was 1,400 FTES over its allotted cap in 2001 and 800 FTES over in 2002.
- Base budget goals were established at 530 WSCH/FTE prior to 2003 with increases to 565 WSCH/FTE through 2004. To date, Foothill has met or exceeded all productivity goals.

Additionally, Foothill made a commitment in the 2005 EMP to link resource allocation to the program review and planning process and has done so through the joint efforts of the college community led by the Institutional Planning Committee, the College Roundtable, and the Educational Resources Committee.

An important income stream – not dependent on the state's economic condition – is the nonresident tuition paid by F-1 Visa students; this money remains within the district and amounts to nearly six million dollars each year. Foothill planned a 10 percent increase in nonresident student enrollment by the year 2005 and will reassess the global economic

perspective to the maximum growth possible in subsequent years, but for the first time in a number of years, the Fall 2003 nonresident student enrollment declined by 11 percent ([Table 4](#)). Prior to 2003, F-1 Visa student enrollment was on target and meeting established goals.

How are we doing?

About 65 percent of the state's income is derived from personal income tax. In 2000, at the height of the dotcom era, the taxable income level in the state was reported to be around \$200 billion. By 2003, taxable income had quickly dropped to less than \$100 billion. This downturn in the economy has placed all tax-supported institutions in a very difficult position and has altered the basic assumptions used in Foothill's forecasts. The 2005 EMP challenged us to increase FTES growth to the maximum allowable by the state, which would put us to over 15,888 FTES by 2005 if the college were able to sustain an annual growth of three percent between the base year of 1997 and 2005. At three percent per year, enrollment would have increased to over 22,500 by 2005. Foothill committed to maintaining an instructional program mix to sustain a WSCH/FTE ratio of greater than 525 or find alternative funding for those programs that are by nature inherently low-producing but essential to promoting measurable student success outcomes. However, when the 2005 EMP was developed, planners took into consideration the possibility that the state might not continue to fund growth above cap, and the probability that between 2001 and 2003, Foothill would reach capacity. So, the 2005 EMP included a qualification that placed a more realistic growth rate at three percent to 2001, and then at 1.5 percent each year after until 2005.

In fact, by the 2001-02 academic year, fiscal conditions at the local and state levels began a dramatic descent. Educational institutions statewide began to experience sudden decreased funding and perilous budget uncertainty with climbing estimates of the state budget deficit, which at one point was projected to be as high as \$34 billion. Foothill College alone faced mid-year budget reductions of \$4 million in 2002-03, and the anticipation of an even larger cut the following year. With the sudden decline in state funding, combined with a slumping local and national economy, the Foothill-De Anza District entered the 2003-04 year with a \$12 million operating deficit gap, independent of the state budget.

By January 2004, California's new governor proposed a budget for community colleges that would yield \$6 million in new income for Foothill and De Anza, much of which would be for growth, meaning that in order to receive these funds, enrollment would have to grow three percent. The proposed budget also called for an increase in enrollment fees of 44 percent, representing a rise from \$12 to \$17 per unit, and a new differential fee that would result in an enrollment fee of \$50 per unit for Foothill students who already hold a baccalaureate degree.

What are our plans?

Foothill's approach to the budget deficits of 2002-03 and 2003-04 was to view the institution from three perspectives—academic, student, and financial—and to examine each college program to see how it fit into these three models ([Model](#)). Programs and services continue to be reviewed on the basis of their effectiveness in contributing to our academic mission (transfer, degrees and certificates), their ability to serve students effectively and efficiently (student success, persistence, and retention), and their cost-effectiveness (productivity and WSCH generation).

A formulaic process was developed and first applied in 2003-04 to rank WSCH-generating programs according to enrollment/headcount, WSCH, and productivity. These data are reviewed in a five-year average and a more recent three-year average in order to capture historical trends and recent enrollment patterns related to the changing economy. The process was designed not to generate a program elimination list, but rather to highlight programs requiring more scrutiny. Combined with narrative information from faculty, division deans, and program review documents, the program rankings offer a better understanding of what factors might be contributing to program status. Programs that rank low on the list might be asked to increase enrollment or productivity, or consider repositioning the program to become fee-based and self-supporting.

The goal of these processes is to re-examine the institution and its individual programs, and to find ways of restructuring to prevent unwarranted program elimination. Recognizing that Foothill's approach to teaching and learning has changed considerably over the last decade, the college will continue to search for ways of structuring curricula to better reflect the current educational processes. For example, the college utilizes more group work and collaborative learning strategies and integrates more Web and online experiences into instruction than it did ten years ago. The result is that students are engaging in more active, hands-on activities that might be better defined as laboratory experiences than lecture. One way of academic restructuring might be to organize course hours differently to recognize and foster the more active engagement of students in their learning by utilizing more laboratory hours.

Roundtable Guidelines for elimination of programs and funding continue to be followed throughout the process of academic restructuring.

Short-term plans:

Beginning with implementation in 2004-05 and continuing through the 2005-06 academic year, some of Foothill's plans to reduce expenses by \$4 million would include an academic, student, and fiscal restructuring with the following outcomes:

- Maintain enrollment and WSCH to generate FTES based on state funding allocations at the district-established goal level.
- Restructure basic skills programs to increase the success of our students in all academic programs.
- Restructure our other programs to address our different student segments.
- Restructure high cost, low productive programs to reflect how we are funded by the state.

The strategy for achieving these outcomes involves six steps:

Step 1: The Basic Skills Task Force will continue to frame recommendations for ways to help students achieve a greater degree of success. Recommendations include:

- a) Requiring students who test into a basic skills class to take that class the first quarter the student is enrolled
- b) Providing focused counseling and learning assistance for these students
- c) Providing alternative paths for C students or those who repeat a course

- Step 2: Curricula in some departments that have gravitated towards collaborative learning, group work, and use of Web-enhanced or hybrid approaches will be redesigned so that the lecture and laboratory hours better reflect the activities of the student. These changes will be effective in 2004-05 and will yield between 304 to 625 new FTES that will compensate for the FTES we will lose when we reduce the low enrolled/low productive areas.
- Step 3: As described above, all WSCH-generating programs will be evaluated based on a formula that ranked the programs according to their five-year average and current enrollment, productivity, and FT/PT faculty ratios.
- Step 4: Programs with lower rankings will be scrutinized and evaluated for their potential to increase enrollment or productivity, or to be converted to fee-based, self-supporting programs. There is an estimated reduction of 34.5 FTE in part-time faculty if these lower ranked programs were suspended or eliminated.
- Steps 2-4 could yield between \$1.6 to 2.8 million.
- Step 5: All vacant positions were frozen. As of January 2004, these positions included six classified positions and three management positions. If the positions remain unfilled, the savings in salary is close to \$800,000.
- Step 6: Unless mandated by program accreditation, all release/reassigned time will be drastically reduced or eliminated.

Long-term plans:

The emphasis in planning and resource allocation for the academic years from 2006-07 to 2009-10 and beyond will be on access, resource capacity, student learning outcomes, and outcomes assessment. Budget analysts around the state believe an economic rebound to the level experienced in 2000-01 is unlikely to occur before 2010. Experts predict a flat economy through 2007 before gradually rising. Budgetary goals should be similar to these economic trends in the state. Careful enrollment management guided by maximizing our funding potential will be critical as the state's economic conditions improve. Alternative funding streams such as F-1 Visa student tuition, fee-based programs, and grants should be pursued as well.

FOOTHILL COLLEGE EDUCATIONAL MASTER PLAN GOALS, 2015
Spring 2005

Goal 7: MAINTENANCE OF FISCAL SOUNDNESS											
DESCRIPTION	FOOTHILL TREND							FOOTHILL GOAL			
Fund 14 Budgets	3 Yr Av. Base	1993-1994	1995-1996	1997-1998	1999-2000	2001-2002	2003-2004	2005-2006	2007-2008	2009-2010	2014-2015
Fixed Costs A Budget	26,120,374	24,310,975	26,405,482	29,436,947	30,529,211	37,599,166	40,782,836	42,414,149	45,807,281	49,471,863	59,366,236
Operating B Budget	1,554,379	1,819,822	1,812,552	2,094,139	2,985,741	3,405,835	2,157,681	2,157,681	2,265,565	2,978,843	3,535,669
Equipment C Budget	617,449	0	62,119	126,898	115,805	132,773	41,131	41,131	20,698	21,733	103,406
Total B & C	2,171,828	1,819,822	1,874,671	2,221,037	3,101,546	3,538,608	2,198,812	2,198,812	2,286,263	3,000,576	3,639,075
Percent Change in B & C		(16%)	3%	18%	40%	14%	(38%)	0%	4%	31%	21%
Campus Total	28,292,203	26,130,797	28,280,153	31,657,984	33,630,757	41,137,774	42,981,648	44,612,898	47,700,412	52,472,439	63,005,311
Fall Productivity (WSCH/FTEF)		564	535	539	554	550	557	558	558	540	530
SYSTEM GOAL							METRICS				
<p>Foothill goals for 2015:</p> <ul style="list-style-type: none"> Maintain manageable A budget growth expenses consistent with cost of living adjustments Gradually restore B budgets to at least 2001 – 2002 levels Restore capital C budgets as needed to fund maintenance after Measure E funds are spent Maintain fiscal solvency Carry forward modest ending balances at the end of each fiscal year Maintain a prudent reserve of at least \$400,000 annually 							<ul style="list-style-type: none"> Monthly balances in all accounts (“burn rate”) Annual comparisons to prior year’s fiscal activity Productivity 				
FOOTHILL ACTION PLAN											
<ul style="list-style-type: none"> Employ the processes set forth in the <i>College Roundtable Guidelines</i> (CRG) for distribution of college-wide B funds and categorical funds as they become available Closely monitor all spending Allow carry-forward balances in all accounts to encourage prudent spending Annually, examine division and program budgets for adequacy and need, using program review data to make reallocations as deemed appropriate Inform resource allocations with student learning outcomes 											

Note: Values reflected in above tables are a result of deliberations by members of the IPC.

8. Learning Outcomes

Student progress on learning objectives is central to the mission of Foothill College. Foothill faculty and staff are engaged in documenting student learning outcomes at the course content, institutional, and departmental levels. Content-specific expected outcomes are clearly defined in the approved course outline of record for each course taught at Foothill. Foothill also identified core competencies or “critical life skills” believed to be required of everyone in the 21st century. Academic departments have linked outcomes desired of all graduates to course requirements within the major including the analysis on the four critical life skill areas. Foothill has developed a multiple phase plan to coordinate institutional efforts around learning outcomes. Phase one is currently well underway with desired outcome documentation, establishing standards, and developing best practices through experimental pilot projects. The second phase will focus on assessment by applying lessons learned through the pilot projects to the greater campus. The third phase will focus on the evaluation of outcome data and planning to fill any gaps in expectations at the course, departmental, and institutional level.

How is Goal 8 measured?

- Institutionally, measured by standards of success as identified in the Educational Master Plan goals for: transfer, degrees and certificates awarded, successful course completion, basic skills improvement, workforce development, enrollment stability, fiscal soundness, and in the four core competencies (4-Cs): communication; computation; creative, critical and analytical thinking; and community and global consciousness and responsibility.
- Programmatically, measured by standards of learning within one's field of study and on the 4-Cs as defined by each program in Part B of the program review self-study.
- At the course level, measured by standards established for successfully meeting the expected course outcomes adopted for the course.

Why is this important?

Learning outcomes encompass the whole student experience. The term "learning outcomes" includes aspects of student success as measured by course completion, grades, program persistence, degrees and certificates, and transfer rate, but it also defines success for students after they have left Foothill. Foothill recognizes that students will be expected by transfer universities and employers to demonstrate knowledge and skills beyond those of a specific discipline. These skills include written and oral communication in English, mathematics, critical and analytical thinking, creativity, computer ability, teamwork, responsibility, and other proficiencies.

In recognition of the increasing importance of learning outcomes in defining student success, the accrediting agency for community colleges in California has placed a strong emphasis on defining and assessing learning outcomes. This emphasis is ubiquitous in the accreditation standards that will direct our 2005 re-accreditation self-study.

How are we doing?

Between 2000 and 2003, Foothill was one of fifteen colleges nationwide to participate in the 21st Century Learning Outcomes project funded by the League for Innovation and a grant from the Pew Charitable Trust to develop a process to define and document a student's acquisition of critical competencies necessary for success in transfer education, the workplace, and today's society. As a part of this project, Foothill developed a set of core competencies expected of all graduates. Referred to as the "4-Cs," these four critical life skill areas are imbedded in all curriculum and extra-curricular activities. The 4-Cs combined with discipline specific content make up Foothill's student learning outcomes ([SLOs](#)).

In 2002, a new committee was formed to carry forward to the larger college community the work started in the 21st Century Learning Outcomes project ([21st Century](#)). The Learning Outcomes Assessment Network ([LOAN](#)) was created with several main functions including:

- review and modification of the SLOs expected of all Foothill graduates
- SLO documentation via e-Portfolios and other program innovations
- ensure integration of the 4-Cs while improving instruction
- ensure visibility of SLOs at the course, program, and institutional levels
- develop meaningful SLO assessment methods

The LOAN group provided an open series of workshops that featured faculty best practices on documentation of learning, electronic portfolios, testing and assessment, and concept mapping to ensure linkages of expected outcomes to activities and assessment. Members of the LOAN group continue to take responsibility for researching current methodology and products related to learning outcomes, and to act as a reference for other faculty and staff. The structure and support provided by the LOAN group has been very effective in finding resources and developing and showcasing pilot studies in selected areas. Examples of their efforts include utilizing Open Source Web-based electronic portfolios, exploring ETUDES-based portfolios, determining suitability of Educational Testing Service (ETS) standardized tests for general education, experimenting with ETS-developed subject-specific testing as a pre- and post-test in selected disciplines, and fielding a similar test with Noel-Levitz assessment products.

There is regular contact between the LOAN group and the Institutional Planning Committee (IPC), which is responsible for academic program review. Guided by efforts of the 21st Century Learning Outcomes project and the LOAN group, the IPC integrated student learning outcomes assessment into the program review process by developing a second part to the regular program evaluation update. Part B of program review is a program portfolio worksheet that documents outcomes and measures for discipline-specific and core competencies.

Responding to a board of trustees request, in Fall 2003 the effort was begun to record the work being done by Foothill's faculty to improve teaching and student learning. The Teaching and Learning Matrix was developed to document strategies being used for improving teaching and for assessing and demonstrating student learning. These charts begin to demonstrate the commitment of faculty, staff, and administrators to student learning outcomes ([Teaching and Learning Matrix](#)).

Foothill and De Anza are active in the Regional Learning Communities Consortium supported in part by a Packard Foundation grant. Learning communities connect two or more different courses enrolling the same students. Faculty members from different disciplines coordinate instruction, often including a counselor as part of the project. The goal of a learning community is to promote deep learning by connecting disciplines through coordinated assignments, connections among peers and faculty, and integration of ideas. The consortium supports faculty development and is a resource for faculty sharing best practices related to these issues.

The Foothill faculty is active in various learning community approaches: linked courses, team teaching, and coordinated studies. Examples include:

- Pass the Torch, a multi-year program, focuses on peer calibrated learning in mathematics and English. This program has been highly successful with moving traditionally underrepresented students from developmental courses to transfer level courses. Integrated teams include faculty, counselors, and student leaders.
- Puente and Mfumo are two programs that emphasize moving Latino/Hispanic and African-American students through basic skills to freshman composition transfer courses by combining the skills of an English composition instructor with those of a counselor.
- LITES (Learning Information Technology Environments) joins faculty and students in information technology programs and coordinates classroom learning with practical hands-on applications in the computing center.
- Freshman Experience Learning Community Program combines study skills and college orientation counseling courses with English and mathematics courses for the segment of students who are intending to transfer, but has been assessed as not ready for college-level work. The goal is to improve reading, writing, and mathematics skills prior to enrolling in transfer-level courses. Students also get help with study skills development and how to find resources, and the program fosters increased student engagement through a counseling component.

What are our plans?

Probably the most important academic challenges facing Foothill in the years between 2005 and 2015 and beyond are maintaining student access, and identifying and assessing learning outcomes. As an institution, we need to identify the depth of knowledge, skills, and attributes we expect Foothill students to possess, and we need to refine our processes of evaluating outcomes in order to assess how well we are achieving our goals. Once we are comfortable with the process of assessment and evaluation, meaningful progress can be made on program transformations to promote deeper learning for all of our students.

The next steps for Foothill:

2003 to 2004 – Pilot studies on the use of portfolios, student tests on the 4-Cs and general education, student surveys, and focus groups.

2004 to 2005 – Create a Center for Learning to be located in the Krause Center for Innovation. Continue to review test methods comparing one-time results to pre- and post-test results. Participate in a program for faculty interested in electronic portfolios, begin course outline analysis to strengthen bonds

between expected outcomes, course activities, and course assessment, and provide staff development for those interested in advancing the activities of the Learning Center.

- 2005 to 2007 – Evaluate the results of e-portfolios, pre- and post-testing, surveys, focus group discussions, capstone assessment methods, and finalize the research methods to be used for assessment of learning. Develop a method of reporting back the evaluation results to the academic programs for incorporation in the next cycle of program review and planning. Complete course outline review as part of the three-year Title 5 update process. Measure the institutional progress on 2015 goals and adjust planning and resource allocation accordingly.
- 2007 to 2010 – Review the assessment, evaluation, and planning process for potential improvements and refinements. Update program self-studies and program and division plans.
- 2010 to 2015 – Repeat the above cycle.

FOOTHILL COLLEGE EDUCATIONAL MASTER PLAN GOALS, 2015

Spring 2005

Goal 8: Learning Outcomes											
DESCRIPTION	FOOTHILL TREND						FOOTHILL GOAL				
	1993 Base	1994- 1995	1996- 1997	1998- 1999	2000- 2001	2002- 2003	2004- 2005	2006- 2007	2008- 2009	2010- 2011	2014- 2015
STUDENT ASSESSMENT											
<i>Survey Goals</i>											
1. 4-Cs Satisfaction								80%	82%	84%	88%
2. Discipline Content								90%	92%	94%	98%
<i>E-Portfolio Results</i>											
1. Writing Improvement								80%	82%	84%	88%
2. Appropriate Writing Skills								80%	82%	84%	88%
PROGRAM ASSESSMENT											
1. Defined Outcomes for Program Graduates: Program Review Part B							60%	70%	80%	90%	100%
2. Defined Outcomes linked to Classroom Activities in Course Outlines: Program Review Part C								50%	60%	70%	85%
3. Adoption of Alternative Assessment Mode (in progress)								80%	82%	84%	88%
SYSTEM GOALS							METRICS				
<p>Foothill Goals for 2015:</p> <p>STUDENT ASSESSMENT GOALS:</p> <ol style="list-style-type: none"> At least 80% of the students completing the exit survey will indicate a favorable response about the 4-Cs learning, and students in a declared major will respond with a 90% satisfaction rate for their content-based education. Each area will increase by 1% each year through 2015. For students participating in this project, 80% will show improvement in their writing and 80% will be performing at the appropriate writing level as defined for all graduates. This will improve by 1% per year through 2015. <p>PROGRAM ASSESSMENT GOALS:</p> <ol style="list-style-type: none"> In 2002-03, Program Review Part B defining the knowledge, skills, and abilities expected of all graduates was completed by 60% of all academic programs at Foothill (Part B). This number will increase by 5% each year through 2015. Each program completing a program review will include a Part B statement and update their Part B statements at least once every three years. Beginning in 2004, academic programs will review the expected outcome statements for each approved course outline of record for linkages between the desired outcome and assessment activities as well as desired outcomes and course content. Each course outline will be analyzed according to a student learning outcomes assessment matrix established by departments. Fifty percent of all course outlines of records will be analyzed by 2006, increasing by 5 percent each year to 2015. Calibrated faculty team review of randomly selected portfolio writing samples will find that at least 80% of the writing will be at or above the expected standards and deemed appropriate for a student getting a degree from Foothill. Annual reviews will be expected to improve by at least 1% each year. 							<p>ASSESSMENT STANDARDS</p> <p>The following is an extension of pilot projects begun by the LOAN in 2002-03.</p> <ul style="list-style-type: none"> In 2005-06, Foothill will begin a multi-year pilot of an institution-level assessment model of the 4-Cs based on the Johnson County (KS) Community College System. This faculty-driven approach utilizes actual course assignment and rubrics developed by multi-disciplinary committees. Student satisfaction surveys will be given to randomly selected students from Segments 4 and 5 who are enrolled in advanced courses to determine the self-perception of deep learning. The survey will be repeated via email one year after leaving Foothill. Foothill will participate an e-portfolio initiative. Documents of students' work will be maintained in the e-portfolio. Institutional Research (IR) will randomly select students from the project and issue a PIN for ID purposes. IR will then extract a sample of writing from the first term and one from the subsequent year. Teams of faculty will be given samples to read and evaluate for meeting Foothill's established criteria for writing. 				
FOOTHILL ACTION PLAN											
Foothill's goals established for defining and assessing learning outcomes will be addressed in part with the implementation of actions defined in the section above on metrics.											

Note: Values reflected in above tables are a result of deliberations by members of the IPC.

D. Accreditation Self-Study Planning Agendas

The accreditation self-study planning agendas result from the work done by teams focused on six themes relevant to the college. These planning agendas have not been reviewed or assessed by any other governance structure at this time.

1. Theme I: Student Learning Outcomes

- Develop and implement staff development activities to help faculty members integrate SLOs into their curriculum and to promote deep learning
- Refine the Course Analysis Matrix that guides faculty through the process of both assessing SLOs and 4-Cs
- Expand participation of student services programs in the program review process, particularly Part B
- Conduct a comprehensive evaluation of the Freshman Experience Learning Communities and the Early Alert System

2. Theme II: Organization

- Increase and improve communication among the three constituency groups (faculty, staff and administrators) so that all employees better understand SLOs
- Implement training for classified staff in the meaning of SLOs, their importance, and in the role staff plays in the development and assessment of SLOs
- Establish timetables for faculty training and implementation of learning outcomes at the course level
- Explore expanding expensive, but successful programs from serving small groups of students to serving large groups
- Design a return-on-investment model for downstream revenue to determine if we can “pay” for the expensive programs

3. Theme III: Dialogue

- Develop and publish timelines for important discussions/decisions that call for or result in rapid change
- Increase effectiveness of communication between committee members and constituents
- Implement scheduling options that ensure greater student participation in all stages of the dialogue process
- Expand dialogue across campus constituencies concerning the evolution of assessment tools for measuring student learning outcomes
- Ensure that the college research agenda is balanced to include all facets of the college mission

4. Theme IV: Institutional Integrity

- Improve ease of use of the website and the district’s online registration system
- Conduct follow-up on district climate survey results addressing the issue of occasional/frequent disrespectful treatment

- Conduct workshops for faculty to explore issues of open source and private domain
- Expand training for online and part-time faculty on academic honesty policy
- Increase translations of recruitment materials to include other languages, particularly Chinese and Vietnamese
- Improve referral and follow-up process for students referred to Disability Resource Center

5. Theme V: Planning, Evaluation & Improvement

- Maintain balance between its transfer and vocational functions in the planning process via augmentation of career placement services
- Develop a system for assessing the 4-Cs at the institutional level
- Evaluate the physical working environment to facilitate more collaborative learning
- Review, analyze, and, where appropriate, implement the Basic Skills Task Force recommendations
- Pursue evaluating the performance of distinct student groups through measures other than successful course completion
- Assess how to make the general perception of the planning process more collaborative and participatory for the whole college community
- Ensure that the goals that are being established in the Educational Master Plan are realistic, achievable, and measurable

6. Theme VI: Institutional Commitment

- Establish dialogue to help the community to understand the college's vision, mission, purpose, core values and operating principles
- Ensure the mission statement appears consistently in all documents and publish the mission statement widely where people can easily find it
- Develop and implement an inclusive process to review, adapt and recommit to the college mission
- Ensure that all academic and student services divisions and programs have mission statements that focus on student learning as the ultimate goal

Educational Master Plan 2005-2015

Appendices

[Appendix A](#): The Teaching and Learning Matrix

[Appendix B](#): Program Reviews

[Appendix C](#): Student Equity Plan

[Appendix D](#): Campus Technology

[Appendix E](#): Institutional Research & Planning

[Appendix F](#): Miscellaneous Documents

Appendix A

Teaching and Learning Matrix

1. The [Teaching and Learning Matrix](#) was developed by the Learning Outcomes Assessment Network to document the existing baseline of good practices and track changes over time.

Appendix B Selected Program Reviews

All parts of the Program Review reports are produced at the Division level. The Institutional Planning Committee reviews and evaluates the reports in comparison to institutional outcome measures found in the most recent Educational Master Plan.

The Office of Instruction and Research Web site contains all available program review reports: <http://www.foothill.edu/staff/irs/index.html>.

1. Program Review Form 2002-03 ([PR Form](#))
2. Adaptive Learning – Computer Based Learning ([CBL](#))
3. Adaptive Learning – Transition to Work ([TTW](#))
4. Allied Health Programs
 - Dental Assisting ([DA](#))
 - Dental Hygiene ([DH](#))
 - Diagnostic Medical Sonography ([DMS](#))
 - Emergency Medical Technician: Paramedic ([EMTP](#))
 - Pharmacy Technology ([PHT](#))
 - Primary Care Associate ([PC](#))
 - Radiation Therapy Technology ([RTT](#))
 - Radiologic Technology ([RT](#))
 - Respiratory Therapy ([RSPT](#))
5. Athletics ([ATHL](#))
6. Business Technology ([BT](#))
7. Chemistry ([CHEM](#))
8. Computer and Information Sciences ([CIS](#))
9. English ([ENGL](#))
10. English as a Second Language ([ESL](#))
11. Graphic Design ([GRDS](#))
12. Mathematics ([MATH](#))
13. Photography ([PHOT](#))
14. Student Support Programs
 - Extended Opportunity Programs and Services ([EOPS](#))
 - NASA Internship Program ([NASA](#))
 - Puente ([Puente](#))
15. Travel Careers ([TC](#))

Appendix C

Student Equity Plan

1. The [Student Equity Plan](#) was written and approved by the College Round Table to develop activities to support the student equity goals.

Appendix D Campus Technology

1. The [Campus Technology Plan](#) is a living document that is updated yearly by the Vice President of Technology and Instruction to inform the campus of technology progress and plans by division.
2. Technology Survey 2004 Summary Tables ([Tech Survey](#))
3. District Information Technology Strategic Plan 2005-2010 Final Draft ([ITSRP](#))

Appendix E

Institutional Research and Planning

1. Campus Climate Survey: Faculty and Staff Accreditation Survey ([IR&P 1](#))
2. Campus Climate Survey: Student Accreditation Survey ([IR&P 2](#))
3. Employees by Profession and Ethnicity 2004 ([IR&P 3](#))
4. Employees by Profession and Gender 2004 ([IR&P 4](#))
5. Fact Sheet 2003 ([IR&P 5](#))
6. Fact Sheet 2004 ([IR&P 6](#))
7. Fall End-of-Term Headcount Frequency Distribution Reports by:
 - Age Range ([IR&P 7](#))
 - Attempted Units ([IR&P 8](#))
 - Day and Evening Status ([IR&P 9](#))
 - Earned Units ([IR&P 10](#))
 - Educational Goal ([IR&P 11](#))
 - Ethnicity ([IR&P 12](#))
 - Full- and Part-time Status ([IR&P 13](#))
 - Gender ([IR&P 14](#))
 - Highest Educational Level ([IR&P 15](#))
8. Participation Rates of High School Graduates ([IR&P 16](#))
9. Selected State Referential Files Fall 2003 ([IR&P 17](#))
10. VTEA Aggregate Core Indicator Information ([IR&P 18](#))

Appendix F

Miscellaneous Documents

1. College Roundtable Guidelines ([CRG](#))
2. Robert M. Johnstone, "Community College Pre-Collegiate Research Across California: Findings, Implications, and the Future," iJournal, Fall 2004. ([Johnstone](#))
3. Student Academic Finance Model ([Model](#))