

Yellow are comments from Elaine and Darya

A. Trends

Foothill College continues to provide excellent education and training for students interested in a wide variety of careers.

Workforce Development at Foothill College is undergoing change in order to better prepare students, ensure employers have the trained employees they need, and deal with the ongoing budget reduction. Workforce Development includes both Career Technical Education (CTE) and Workforce Education (WE). In conjunction with regional, state and federal efforts and initiatives to improve how community colleges educate and train our students to be better employees, Foothill is in the process of reevaluating this area. The next year will include a significant amount of shared governance dialogue related to how the college will maintain and improve its high quality CTE programs while determining how to refine other programs in the midst of a severe budget reduction.

The College's commitment to student success in Workforce is focused on the 2005 recommendation from the State Chancellor's Office to expand and build partnerships between the college vocational education, high schools, economic development initiatives, Regional Occupational Programs, 2+2 collaborations and other capacity development projects. As a result, the college established a three-pronged vision for workforce based on the 2005-2015 Educational master Plan: 1) explore the feasibility of creating programs in emerging fields such as Informatics and Nanoscience, 2) expand career Health programs to keep pace with growing demand, 3) Expand internship opportunities such as those in the NASA-Ames Internship Program. This year will include the dialogue on each of these three prongs and how the College refines them to ensure student success in the workforce area. Paragraph C includes a lengthy description of the opportunities and challenges facing the workforce development programs at Foothill.

Since 2005, Foothill College has exceeded the planned workforce development objectives outlined in the 2005-2015 Educational Master Plan:

- Established industry-relevant and high demand Associate of Science and Certificate programs in Bioinformatics, Biotechnology, Diagnostic Medical Sonography, Enterprise Networking, Help Desk/Technical Support, Informatics, Nanofabrication and Characterization & Modeling, Nanoscience and Nanoscience Transfer, and Video Arts-Media Studies and Video Arts-Production.
- Expanded internship opportunities for students in the Foothill-De Anza Internship Program beyond those with the NASA-Ames Research Center to include placements with established and start-up firms in the private sector such as Apple, Inc., in addition to internship development with higher education employers such as Stanford University.

At Foothill College, a significant number of students ~~registered with Foothill College~~ are enrolled in one or more courses with a focus on workforce development (source?), and can select from over 100 CTE certificate and 50 degree programs or individual courses that best meet their evolving career advancement needs (source?). High demand programs are offered in a broad array of fields ~~ranging from~~ such as allied health and biotechnology, fine and performing arts, business, computer science and information systems, informatics and nanotechnology, and environmental horticulture and other green technology-associated fields such as the apprenticeship trades.

CTE programs within these divisions [which divisions?] continue to perform above goals established when the 2005-2015 Educational Master Plan was drafted.[examples?]
Given the rapidly changing conditions in the workforce and shifting trends in the economy, there are students who return to Foothill for continuous skills development to enhance their competitiveness in the workforce. In many of the college's programs, almost one-third of students (28.7% in Fall 2008) [Where is this statistic from?] already have an earned degree and are here for life-long learning. [Evidence? Are these students here for life-long learning or for a career change?]

Foothill College's students consistently demonstrate high vocational course success rates. In the 2011 Accountability Reporting for the Community Colleges (ARCC), which compiles performance indicators on a statewide level, 87.9% of enrolled students successfully completed their vocational course(s) in 2009-10. This statistic places the institution well above their peer group average of 75.7% course success rate. [Will list peer group institutions as footnote.] As table 1 shows, Foothill's vocational course success rates have remained steady around the 90th percentile over the past five years.

[Perhaps the last part of this section can be combined with the following section into one section titled "Contributing Programs and Courses?"]

[Revise and update the data and accomplishments new for this academic year?]

[Consider including a sentence or two tying these data and accomplishments directly back to the SLOs.]

Career Technical Education Data and Accomplishments

Workforce Development at Foothill College consists of both Career Technical Education (CTE) divisions and Workforce Education programs (see section B. Contributing Programs). The CTE divisions are comprised of Biological and Health Sciences; Business and Social Sciences; Computers, Technology, and Information Systems; and Fine Arts and Communication.

Biological & Health Sciences (BHS) Division

- 100% of students in the Respiratory Technology, Ultrasound, Paramedic, Dental Hygiene, and Radiologic Technology programs passed their National Board Exams, with those in the Dental Hygiene and Radiologic Technology programs experiencing class scoring averages above 89% compared with the national average of 84%, placing them in the top percentile in the nation.
- 100 percent of all allied health program students are employed within six months of program completion.
- The Veterinary Technology program launched the new, online Veterinary Assisting Career Certificate.
- The Environmental Horticulture & Design program created Certificates of Achievement in Viticulture & Enology, Vineyard Management, and Winemaking.
- The Dental Hygiene & Assisting program completed a state-of-the-art digital upgrade to the dental laboratory and clinic.
- The Radiologic Technology program completed a state-of-the-art digital upgrade to the radiologic laboratory.
- Foothill completed new construction of leading edge, energy efficient, and state-of-the-art smart classrooms, laboratories, and faculty and student facilities for the Biology, Environmental Horticulture & Design, and Veterinary Technology programs.

Business & Social Sciences (BSS) Division

- Accounting Department - Applied for and received authorization to be an approved California Tax Education Council (CTEC) provider. From Summer 2006 to summer 2009, 657 students successfully completing ACTG 67 fulfilled the qualifying requirements to become California Tax Education Council (CTEC) Registered Tax Preparers.
- The Business department developed the Foothill Entrepreneur Center to educate students and community residents with the business skills and leadership qualities needed to compete in the global market. To enhance the center, new Career Certificates in Entrepreneurship, Business Management, and Marketing were initiated.
- The Child Development department, one of the fastest growing departments in the college in the past four years, established an annual region-wide conference for Child Development professionals.
- The Geographic Information System (GIS) program within the Geography department continues to set the standard in the Bay Area. A successful National Science Foundation (NSF) grant has set the stage for future statewide grants that allow high school students to move easily into the GIS profession.
- The Real Estate department has engaged with local realtors to assist the department in preparing for the next wave of real estate education demand. Within the four years the current slump in enrollment demand will be replaced by large demand that will require the program to adjust its courses to be more in tune with the upcoming generation of real estate professionals.

Computers, Technology & Information Systems (CTIS) Division

- Established the first VMware Academy in the nation.
- Created the Foothill College Juniper Networks Academic Alliance.
- Developed the Foothill College EMC Academic Alliance.
- Initiated new Certificates of Achievement programs in Object-Oriented C++ Software, Oracle Database Administration, Microsoft Certified IT Professional, and AJAX Professional.
- Established Skill Certificate programs in Web-based Multimedia, Microsoft Certified Applications Developer, Open-Source Database, Microsoft Certified IT Professional Database Administrator, LINUX/UNIX, Microsoft Certified IT, and Professional Enterprise Administrator.

Fine Arts & Communication (FAC) Division

- Enhanced the Inter Disciplinary Electronic Arts (I.D.E.A.) Center as one of the newest, leading-edge commercial music education facilities in Northern California through sponsorship as a Digidesign school, and partnership with Antares Corporation leading to a donation of industry-leading Auto-Tune software applications licenses worth over \$100,000 – a first for a California Community College.
- Redesigned the recording arts Studio A and recently completed the new sound Studio B featuring high-end, recording hardware and software, including new equipment through another Partner in Education – Marshall Electronics, that prepares students with the core skills to competitively enter and excel in the entertainment industry.

B. Contributing Programs

Workforce Education programs at Foothill consist of the Apprenticeship, Cooperative Work Experience, and Perkins CTE, in addition to those that serve the district and are based at Foothill – Professional and Workforce Development, the Grants and Resource Development Office, and the Internship Program.

**[Focus on the programs should expand to discuss connection with P-SLOS, and how the P-SLOS are influencing specific student outcomes and efforts for students to reach these outcomes?]
[Moving forward how will these programs and the divisions in the earlier section continue to be assessed? Could be internal.]**

Economic and Resource Development

With the addition of Professional and Workforce Development to the Workforce Development and Instruction administrative area, the recent creation of the Grants and Resource Development Office, and state budgetary impacts on economic and workforce development programs and subsequent reductions in force, the workforce education programs were reorganized into a single operating unit – The Department of Economic and Resource Development. Through this consolidation of programs, economic and workforce development resources are maximized to effectively serve internal college stakeholders such as students with expanded opportunities in internships in the **Internship Program** and credit for **Work Experience**, and CTE divisions with new, competitive grant funding prospects and new program development opportunities, and enhances the college's role and value profile as a strategic partner with regional stakeholders in the private, public, community-based, K-12, and higher education sectors.

Professional and Workforce Development

Professional and Workforce Development (PWD) was reassigned to Foothill during the 2008-09 academic year to enhance the district's efforts and involvement in regional workforce development. The program consists of the Center for Applied Competitive Technologies, Contract Education, and numerous grant-funded economic and workforce development programs centered on new and emerging technologies and the latest trends and practices in business process improvement. The consistent acquisition of competitive grant funding, coupled with the program's leadership in organizing a strategic workforce partnership to create the Silicon Valley Solar Industry-Driven Regional Collaborative and the New Energy Workforce (NEW) Initiative, has resulted in the college emerging as a statewide leader in workforce development initiatives focused on Solar Technology, Energy Efficiency, and Green/Clean Technology. Through these initiatives, PWD has developed a statewide faculty professional development forum in New Energy, and has provided funding and engaged CTIS faculty with industry experts to develop a new career program in SmartGrid Technology. This model of new program development or enhancement will continue to evolve into ongoing opportunities for engagement and support of the CTE divisions.

Foothill Apprenticeship Program

The Apprenticeship Program enrolls over 3500 student apprentices annually in 22 training centers serving 44 California counties, and has been in existence for 30+ years at Foothill College. Seven union trades are affiliated with the Foothill College Local Education Agency (LEA) – Electrical Workers, Elevator Constructors, Heating-Ventilating-Air Conditioning (HVAC) Mechanics, Ironworkers, Plumbers and Pipefitters, and Sheet Metal Workers. Traditionally, the program has awarded two- through 5-year Certificates of Achievement to graduating apprentices, which prepares them for Journeyman Examinations and eventual award of the Journeyman Certification awarded by the state Division of Apprenticeship Standards. More recently, the college has engaged with the Joint Apprenticeship Training Committees to establish the Apprenticeship EXcellence (APEX) Initiative to create career pathways from Pre-Apprenticeship, Apprenticeship, and Journeyman certificate programs, to associate degree

and transfer to bachelor of science degree programs that are in adherence to three of the college's Core Missions: Workforce Development, Basic Skills, and Transfer, with basic skills embedded into the Pre-Apprenticeship and Apprenticeship certificates. Presently, the pre-apprenticeship module is undergoing development, an Associate Degree in General Electrician (Electrical Apprenticeship) has been approved, and three associate degrees in the sheet metal trades are undergoing approval. Further, with green and clean technologies and energy efficiency practices infused throughout the apprenticeship curricula, ongoing opportunities are being explored to engage the CTE divisions with the trades to pursue grant funding to enhance programming in both areas.

C. Workforce Development Opportunities and Challenges

[Can also include discussion of programs or courses that have changed in status since last year?] The continuing emphasis on 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 2005-2015 Educational Master Plan, it is especially important to develop the means for assessing student performance once graduates transition from Foothill. [More relevant to refer to ESMP v.1.0?] The expansion of research capabilities [expand?] 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.

The diversity of the college's workforce development programs positions the college to be a vital participant in the near term recovery of the Silicon Valley economy, which is currently experiencing 12% unemployment, as well as a key, higher education partner in the ongoing development of the regional workforce. Foothill assumes that enrollment increases will occur in areas of high job demand requiring some level of higher education. The economy affects individual program enrollment, and planning for the future of workforce development requires flexibility and a degree of prognostication. Job demand will remain dependent on the economy, and enrollment demands will follow.

In addition to employment projections in green technologies, occupational demand forecasts for established, high growth sectors in the Silicon Valley region project a total of 300,000 new and replacement jobs (210,000) need to be filled through 2016. The region's growing workforce needs span all major economic activity areas, including Business Infrastructure, Community Infrastructure, Green Product Producers and Service Providers, Information Products and Services, Innovation and Specialized Services, Life Sciences, and Manufacturing. From 2006 to 2016, computer and mathematical occupations, including health information technology, reflect the highest projected growth of 22%, with other occupational areas projected to experience notable growth including healthcare support (16%), life, physical, and social science, including biotechnology (13%), community and social services (13%), education and training (13%), and business and financial operations (13%). [Source?]

The occupational and workforce development forecast through 2016 reveals that of the 50 fastest growing occupations in the identified high growth sectors, 40 of these professional and technical occupations require at least some career technical education at the postsecondary education level. To develop and sustain a comprehensive workforce development infrastructure in new and evolving high growth sectors as well as those that are established, new and innovative measures and methodologies are essential.

To ensure the relevance of existing workforce development programs, and to keep in lock-step with new and emerging technology trends in the region's innovation economy, the focus of the recently reinstituted Workforce Education Advisory Group (WEAG) will be to keep the college engaged with regional economic and workforce development and industry stakeholders, and establish technology and knowledge transfer potential to the CTE divisions.

Specifically, enhancement of existing programs such as Biotechnology, and Information Technology, particularly in the areas of Energy Efficiency/SmartGrid and Health Information Technology, will be fundamentally important to the college's responsiveness to regional economic demands. Additionally, transformation of the Foothill Internship Program into a CTE & STEM Internship Academy will be vital to the foundational premise of workforce preparation for Foothill students. Effective and professional instruction in these areas are of the utmost importance in preparing students to transition into the workforce, but first-hand industry experience in the student's major is immeasurable.

Secondly, career pathways development in the postsecondary education system is essential for meeting the projected workforce needs of the regional economy. Establishment of delineated CTE career pathways through curriculum development and upgrades, and packaging of appropriate courses to develop certificate programs that are aligned with regional, high demand occupations within high growth industry sectors, ensures accessibility to programs leading to career advancement and economic self-sufficiency.

Most importantly, to ensure CTE student success, establishment of a Correlated Academic (Basic Skills and General Education) and Career (CTE) Pathways Model that aligns Basic Skills and General Education courses with CTE courses and certificate programs prepares students for successful completion of CTE course prerequisites and program requirements to facilitate student retention and persistence, leading to program completions, associate degree attainment, and eventual transfer to articulated bachelor's degree programs. The Workforce Education Advisory Group (WEAG) will focus planning and direction of the Core Mission of Workforce Development with the other three Core Missions of Basic Skills, Stewardship of Resources, and Transfer to develop this student success model.

D. Strategic Initiative Goals and Commitments to Action

Organization of this section could be as follows: listing selected priorities from v.1.0 that are still relevant, using PLOs from contributing program as evidence; listing new V 2.0 priorities with example program initiatives. Try to narrow this down to 3-5 key priorities per year (last year and next) that will be presented to PaRC formally at their first meeting next year, and then tracked through the year for measurement for version 3.0. You can use existing Program Reviews to summarize these.

Version 1.0 Priorities 2010-2011 (reduce this just to the main 5):

- Example: Expand and strengthen the curricula's focus on vocational preparation and workforce readiness and re-integration incorporating the theme of "transition to work".
 - Is there a program review snippet that updates us on this priority? How well did the college do in meeting this priority? Describe it here
- Example: Collaborate with staff and faculty from Tutorial Center, Pass the Torch, Writing Center and PSME Center to develop tutor-training programs for underrepresented student populations.
 - Is there a program review snippet that updates us on this priority? How well did the college

do in meeting this priority? Describe it here

Consolidate or eliminate these:

Strategic Initiative Planning goals aligned with Workforce Development:

- Facilitate interaction and collaboration between constituent groups.
- Ensure ongoing comprehensive and effective college-wide assessment process.
- Establish an inclusive culture of community and support for participation.
- Development of comprehensive engagement strategies that addresses the needs and challenges of all student populations, constituent groups, and community stakeholders.
- Streamline entry functions and activities into one cohesive system.
- Engage in a highly coordinated effort to equip students with the means to identify and achieve their self-defined goals.
- Improve student success by providing faculty and staff training and planning opportunities for interdisciplinary activities, including integration with basic skills, learning styles, and cultural considerations.
- Foster communication and collaboration among faculty, staff, and administrators in order to remove barriers to student success and enhance the classroom experience.
- Develop and maintain curriculum to ensure innovation, currency, and compliance with accreditation standards.

Commitments to Action

Strategic Initiative Planning commitments to action aligned with Workforce Development:

- Expand and strengthen the curricula's focus on vocational preparation and workforce readiness and re-integration incorporating the theme of "transition to work".
- Collaborate with staff and faculty from Tutorial Center, Pass the Torch, Writing Center and PSME Center to develop tutor-training programs for underrepresented student populations.
- Expand Program Review process to assess retention and success of underrepresented student populations.
- Incorporate Institutional learning outcome assessment into program SLOs and Student Achievement Outcomes.
- Staff and faculty development opportunities focused on Career Pathways and Career Education.

Can also remind readers of goals, metrics, and targets here before moving onto priorities and specifically how they will be measured.

Version 2.0 (2011-2012) Priorities:

1. Example: Finish first Transfer Degree in the Workforce area
 - Example action: The workgroup will support the department creating the first degree
- 2.