



FOOTHILL COLLEGE
Educational Master Plan (EMP)
Wednesday, April 29, 2015
DRAFT Minutes

PURPOSE: Participatory Governance Leaders Meeting for the Educational Master Plan (EMP) Revise
LOCATION: Administration Building / Room 1901 / President's Conference Room
TIME: 1:30 – 3:00 PM

ITEMS	TIME	TOPICS	LEADERS	EXPECTED OUTCOME
1	1:30-1:35	Welcome	Kuo	
2	1:35-1:45	Environmental Scan Data presentation	Kuo	
3	2:45-3:00	Questions/Comments	Kuo/Miner	

Notes:

The meeting schedule for the EMP is posted online at: <http://www.foothill.edu/president/parc/esmp.php>

Attendance:

Laureen Balducci, Bernie Day, Clare Tang, Craig Gawlick, Al Guzman Andrea Hanstein Elaine Kuo, Debbie Lee, Kurt Hueg, Andrew LaManque, Debbie Lee, Judy Miner, Sarah Munoz, Teresa Ong, Roberto Sias, Karen Smith, Nanette Solvason, Bernata Slater, Paul Starer, Denise Swett, Victor Tam, John Spevak (Collaborative Brain Trust)

Meeting started at 1:30PM.

1. Welcome

College Researcher Elaine Kuo convened the meeting of steering committee.

2. Environmental Scan Data Presentation

College Researcher Elaine Kuo reminded the committee that this is the first presentation of the environmental data, and today's conversation, along with campus feedback, should drive what additional data is reviewed. The first slide highlighted the EMP process and reiterated that the data is about students, the community, and coming from the 30,000 feet level.

Kuo continued with the detailed timeline, noting that the EMP committee is in the collecting data phase. The community meetings have taken place (April 13) and that today and yesterday (April 28 and 29) are the days for the campus wide interviews. The calendar of dates was presented through the Spring quarter. Summer will begin the process of developing a draft to support the institutional goals identified

by the college. By Fall quarter, the draft will be presented to the campus and feedback will be incorporated into the editing process. The document will be sent to the Board of Trustees for approval at their December board meeting.

John Spevak from the Collaborative Brain Trust reiterated that between now and June 10 is when feedback communication must happen, and a lot of dynamic ideas and opinions should be shared. Kuo continued to explain the goals of the environmental scan are to determine what we are doing well, what we could do better and to determine what we might focus on moving forward.

Data presented by College Researcher Elaine Kuo:

Student enrollment

In Fall 2010, Foothill served 17,000 students, and in Fall 2014, that number was 13,000. Discussion took place around that decline, including repeatability and state mandated changes to reporting students. Questions that were raised including, what does the trend suggest? Are we serving these fewer students better? How else do we look at students?

Discussion took place that questioned whether we have bottomed out in terms of losing students, and the general consensus was that yes, we hopefully have. Online enrollment has continued to increase over the past five years, and online courses currently represent one-third of our course offerings.

Geographic and ethnicity data

Data was presented based on Fall 2014 numbers that showed 20% of students are from San Jose, 10% from Mountain View, Sunnyvale has 9%, Palo Alto with 7% and Santa Clara with 4%. Other cities in the top five include Los Altos, Los Altos Hills and Redwood City. Paul Starer wondered why students come to Foothill, is it some course or program that we offer to draw them? The answer is most likely yes. The data presented is to reinforce that we don't typically get students from our service area and we pull from other areas. In our service area, the rate of students has declined from 36% to 28%. Meanwhile, foreign students have increased from 8% to 12% over the period from 2010 to 2014. International students with F1 Visa status have increased from 946 in fall 2010 to 1,203 in fall 2014, with China, Hong Kong, Indonesia, Japan and South Korea representing the top 5 countries Foothill draws from in Fall 2014.

Ethnicity and course success

In Fall 2014 the student ethnicity distribution was 32% white, 25% Asian/Pacific Islander, 22% Latino, 6% African American and 6% Filipino. Latino students have increased from Fall 2010.

Course success and retention rates from 2010 to 2014 for Foothill and statewide have remained the same, no real movement. The greatest gaps in course success compared along ethnic lines is with Asian and African American students.

Additional course success data examined student success by instructional method (online compared to non-online) and was also disaggregated by ethnicity.

Graduation

From 2009-2010 to 2013-2014, the numbers of certificates and associate degrees went up from 162 to 535 with certificates, and 459 to 708 with degrees. Graduation rates by ethnicity were presented that showed Asian students earned almost half of certificates, mainly due to the transfer studies certificate. White students comprised almost half of those graduating with an associate's degree. Discussion took place that Foothill is not messaging to a certain population to let them know we're making progress with gaps in regards to transfer rates and ethnicity.

Transfer

Data from the Student Success Scorecard was presented to examine the transfer rate among cohorts from 2004-05 through 2008-09, identifying how many transferred to a four-year college or university in six years. Discussion ensued regarding the continuing caps by ethnicity, with the greatest gap between Asians and Pacific Islanders (too few American Indians to be significant).

Community interviews

Consultants from Collaborative Brain Trust did community interviews on behalf of Foothill, and Kuo presented a summary of the emerging themes:

Train a supportive workforce, for high-tech industry and related businesses, along with small business development

Professional development for students, specifically “soft skills” for workforce, which include a sense of accountability, managing a timeline and project from start to finish, ability to read/write/speak well. There was a relatively small sample size for this scan. Debbie Lee asked of the students present if there were transferrable skills being taught at Foothill, and those in attendance agreed that these skills are also valuable to the student.

Increase collaboration/partnerships

Lifelong learning

Kuo suggested that at the May 13 meeting, the role of lifelong education should be addressed, and how community involvement is being assessed, especially if another Bond measure is in the future.

Community population

1.9 million people reside in Santa Clara County, and 26% of those are under 20 years old. In 2020, it will be 2 million people, and the older population will be increasing, while a decline continues to be seen in the white population. 46% of Santa Clara County residents have bachelor degrees, and 50% of residents speak a language other than English.

Labor market

The industry with the largest gains is health care services and professional, information and tech services. There is double-digit growth for these occupations, and most will be seeing pay rates of \$20 per hour. The cost of living gap continues to increase, with an average household income of \$116,000 for Santa Clara County, while California has an average rate of \$70,000. The poverty level in Silicon Valley has risen over the last 10 years from 9% to 11%.

3. Questions/Comments

John Spevak noted that if all transcribing goes well, interview notes should be posted for all rather quickly. May 13 will be an all-day, important day for all present.