

List of Possible Indicators

April 19, 2017



FOOTHILL COLLEGE

Educational Master Plan

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

Create a culture of equity that promotes student success, particularly for underserved students.

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

Indicator	Description
1. Access	June high school graduates who enroll at Foothill in the immediate fall term
2. Course Success (overall)	Annual course success (grades A, B, C, P), credit course, omit apprenticeship <i>(for college and target groups)</i>
3. Course Success (online)	Annual course success (grades A, B, C, P) of sections ending in "W", credit course only <i>(for college and target groups)</i>
4. Persistence (1- and 2-term)	All students in fall tracked to winter (1-term) and spring (2-term), credit course, omit apprenticeship <i>(for college and target groups)</i>
5. Degree/Certificate/Transfer Completion	First-time students with minimum of 6 units earned who attempted any Math or English in the first 3 years and achieved any of the following outcomes within 6 years: degree, certificate, transfer or transfer prepared (60 UC/CSU transferrable units and GPA equal or greater than 2.0) <i>(for unprepared group)</i>
Basic Skills Sequence Completion 6. English 7. Math 8. ESL	Students who attempted a below transfer level course and successfully completed a college-level English/Math/ESL course within six years <i>(for college and target groups)</i>
9. CTE - Vocation Course	Annual enrollment in course with SAM codes B, C, (advanced/clearly/possibly occupational) compared to GE courses at Sunnyvale Center
10. CTE Skills Builder Median Earnings Change	Skills-builders successfully complete a limited number of courses, but do not earn a certificate, degree, or transfer; median inflation adjusted wages 1 year before and 1 year after enrollment

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

- Encourage student participation in leadership and activities outside the classroom (including service/work-based learning) that engages students with the College and the community.
- Provide effective onboarding, support and professional development for all college employees.
- Encourage employee participation in leadership and activities that engages them with the College and the community.
- Promote consistent and clear communication in order to create a more informed, cohesive and engaged community.
- Increase lifelong learning opportunities for our community.
- Promote decision-making that respects the diverse needs of the entire college community.

Indicator	Description
11. Career Development & College Preparation (CDCP, non-credit)	Students who attempt 2+ non-credit courses with at least 4 hours in each course within 3 years, and achieved any of the following outcomes within 6 years: degree, certificate, transfer or transfer prepared
12. Internship participation	Fall students with a goal of transfer or degree who enroll in at least 1 INTR 50-54 course within 2 years

Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

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

Indicator	Description
13. FTES	Annual FTES in credit and non-credit courses