FOCUS
VISION
INNOVATE
SUSTAINABILITY
FUTURE
change
non-credit
strategy
bridge
collaborate
community
workforce
age
FOCUS in a State of Change

Foothill College STATE OF THE COLLEGE

June 2009

Judy C. Miner
Acknowledgements

- Mia Casey, Special Assistant to the President
- Daniel Peck, Director of Institutional Research
- Denise Swett, Dean of the Middlefield Campus and Noncredit Division
- Katie Townsend-Merino, Vice President of Instruction
- Richard Galope, Vice President of Workforce Education
- Administrative Council, Faculty, Staff & Students of Foothill College
The number of students indicating transfer as their educational goal shows recent increases.
Recent enrollment growth has helped to stabilize FTES.

The Current View

Foothill College
Fall Unduplicated Headcount & Fiscal Year FTES
2004-05 to 2008-09

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Headcount</td>
<td>18,804</td>
<td>19,365</td>
<td>18,326</td>
<td>17,406</td>
<td>17,677</td>
<td>18,342</td>
<td>18,522</td>
<td>19,102</td>
</tr>
<tr>
<td>Annual FTES</td>
<td>14,507</td>
<td>15,055</td>
<td>14,297</td>
<td>13,698</td>
<td>14,325</td>
<td>14,636</td>
<td>15,235</td>
<td>15,550</td>
</tr>
</tbody>
</table>

Note: 2008-09 FTES estimated
Source: Official CCFS-320 Reports (Excludes Apprenticeship)
As a percentage of the total, a marked increase has occurred in the number of students selecting “other” or choosing not to report.

The Current View

Foothill College
Headcount Frequency Distribution by Ethnicity
Fall 2004 to Fall 2008

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/PI/Filipino</td>
<td>4,492</td>
<td>4,915</td>
<td>5,321</td>
<td>5,659</td>
<td>5,303</td>
</tr>
<tr>
<td>Black</td>
<td>575</td>
<td>523</td>
<td>611</td>
<td>605</td>
<td>604</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,029</td>
<td>2,111</td>
<td>2,328</td>
<td>2,311</td>
<td>2,150</td>
</tr>
<tr>
<td>Native Am</td>
<td>77</td>
<td>73</td>
<td>69</td>
<td>80</td>
<td>78</td>
</tr>
<tr>
<td>White</td>
<td>7,190</td>
<td>7,288</td>
<td>7,484</td>
<td>7,345</td>
<td>7,429</td>
</tr>
<tr>
<td>Other/Unkn</td>
<td>3,043</td>
<td>2,767</td>
<td>2,529</td>
<td>2,522</td>
<td>3,543</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17,406</td>
<td>17,677</td>
<td>18,342</td>
<td>18,522</td>
<td>19,107</td>
</tr>
</tbody>
</table>
The Current View

International students—thus far—continue to increase in enrollment.

Foothill College
Students with F1 Visa Status
Fall 2004 to Fall 2008

<table>
<thead>
<tr>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>727</td>
<td>662</td>
<td>666</td>
<td>713</td>
<td>795</td>
</tr>
<tr>
<td>17.2%</td>
<td>-8.9%</td>
<td>0.6%</td>
<td>7.1%</td>
<td>12.3%</td>
</tr>
</tbody>
</table>

5 Year Change: 9.3%
10 Year Change: 28.2%
The Current View

Distance learning course enrollment continues to increase at a strong rate.

Foothill College
Distance Learning Enrollment Count
Fall 2004 to Fall 2008

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment Count</th>
<th>Annual Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>4,166</td>
<td>-4.0</td>
</tr>
<tr>
<td>2005</td>
<td>4,655</td>
<td>11.7</td>
</tr>
<tr>
<td>2006</td>
<td>4,974</td>
<td>6.9</td>
</tr>
<tr>
<td>2007</td>
<td>5,327</td>
<td>7.1</td>
</tr>
<tr>
<td>2008</td>
<td>6,051</td>
<td>13.6</td>
</tr>
</tbody>
</table>

5 Year Change 45%
10 Year Change 246%
The Current View

Student success and student retention—while both significantly higher than the state average—have recently shown declines, warranting deeper investigation.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foothill Retention</td>
<td>91.6%</td>
<td>91.9%</td>
<td>90.9%</td>
<td>88.3%</td>
<td>87.2%</td>
</tr>
<tr>
<td>State Retention</td>
<td>83.8%</td>
<td>83.4%</td>
<td>83.8%</td>
<td>82.4%</td>
<td>82.4%</td>
</tr>
<tr>
<td>Foothill Success</td>
<td>82.9%</td>
<td>85.5%</td>
<td>84.0%</td>
<td>81.0%</td>
<td>77.3%</td>
</tr>
<tr>
<td>State Success</td>
<td>66.8%</td>
<td>65.9%</td>
<td>66.1%</td>
<td>65.6%</td>
<td>65.6%</td>
</tr>
</tbody>
</table>
Like most colleges, Foothill struggles with an achievement gap by ethnicity, however the drastic change this year in course success for African-American students demands analysis and action.

### The Current View

#### Foothill College Course Success Rates by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/PI/F</td>
<td>85%</td>
<td>84%</td>
<td>84%</td>
<td>84%</td>
<td>84%</td>
</tr>
<tr>
<td>Black</td>
<td>67%</td>
<td>69%</td>
<td>67%</td>
<td>68%</td>
<td>59%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>75%</td>
<td>76%</td>
<td>72%</td>
<td>73%</td>
<td>69%</td>
</tr>
<tr>
<td>Native Am</td>
<td>77%</td>
<td>72%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
</tr>
<tr>
<td>White</td>
<td>85%</td>
<td>85%</td>
<td>83%</td>
<td>83%</td>
<td>81%</td>
</tr>
<tr>
<td>Other/Unkn</td>
<td>84%</td>
<td>85%</td>
<td>83%</td>
<td>82%</td>
<td>81%</td>
</tr>
<tr>
<td>All Students</td>
<td>83%</td>
<td>83%</td>
<td>81%</td>
<td>82%</td>
<td>80%</td>
</tr>
</tbody>
</table>
The Current View

The decline in certificates is largely attributable to changes in state policy.
The Current View

Foothill College
Full-Year Transfer Students to UC, CSU, In-State Private Colleges, and Out-of-State Institutions
2003-04 to 2007-08

Actual transfer to CSU has shown a recent slight dip, possibly resulting from discontinuance of some Transfer Admission Guarantees.

<table>
<thead>
<tr>
<th>Year</th>
<th>UC</th>
<th>CSU</th>
<th>Private</th>
<th>Out of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-00</td>
<td>183</td>
<td>366</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000-01</td>
<td>246</td>
<td>354</td>
<td>391</td>
<td>225</td>
</tr>
<tr>
<td>2001-02</td>
<td>210</td>
<td>364</td>
<td>391</td>
<td>236</td>
</tr>
<tr>
<td>2002-03</td>
<td>210</td>
<td>354</td>
<td>391</td>
<td>241</td>
</tr>
<tr>
<td>2003-04</td>
<td>254</td>
<td>391</td>
<td>421</td>
<td>256</td>
</tr>
<tr>
<td>2004-05</td>
<td>285</td>
<td>421</td>
<td>426</td>
<td>246</td>
</tr>
<tr>
<td>2005-06</td>
<td>267</td>
<td>426</td>
<td>420</td>
<td>264</td>
</tr>
<tr>
<td>2006-07</td>
<td>264</td>
<td>420</td>
<td>420</td>
<td>268</td>
</tr>
<tr>
<td>2007-08</td>
<td>268</td>
<td>393</td>
<td>393</td>
<td>261</td>
</tr>
</tbody>
</table>

Source: CPEC and CCCC0 transfer reports. Annual data first available for 2004-2005 year.
Looking Ahead to Accreditation

- We are preparing for a highly successful accreditation visit in Fall of 2011 that demonstrates evidence of student learning and meaningful planning processes
Looking Ahead to Accreditation

In progress are:

- Sustainable Student Learning Outcome and Assessment Cycle for instruction, student services and administrative units
- Educational Master and Strategic Plan
- Fully integrated and aligned planning and budget structure that supports participatory governance, strategic initiatives and improvement of student learning
Looking Ahead: Timeline

**June ‘09**
- New Strategic Initiatives adopted
- Review/Revision of Mission, Vision, Values & Purpose completed
- New Integrated Planning & Budget Structure adopted

**October ‘09**
- Educational Master Plan 2020 adopted

**December ‘09**
- Set of Commitments to Action for each Strategic Initiative adopted
Envisioning a Future: Education Master & Strategic Planning

- **Educational Master Plan: Foothill College 20/20**
  - Ten-year Horizon
  - Data Informed

- **Educational Strategic Plan 2009-2012**
  - Three-year Horizon: What/How/Who/When
  - Ongoing Process with Cyclical Annual Accountability to the Campus for Results

- **CRITICAL QUESTIONS**
  - How do we excel?
  - What do we do?
  - For whom do we do it?
  - How do we know if we have reached our goals?
Envisioning a Future:
Education Master & Strategic Planning

Strategic Initiative Development
Visioning Meeting
April 15, 2009
Envisioning a Future:
Educational Master & Strategic Planning / 2009

April
Faculty and Staff Develop “Future Vision” & revise Vision, Mission, Values, Purpose
• Constituent-Based Task Force Convenes to Develop 1st Draft of 4 Strategic Initiatives & Vision Statements

May
1st Draft Strategic Initiatives/Vision Reviewed @ Shared Governance & Stakeholder Meetings on May 4, 11
• Task Force Refines & Revises

June
2nd Draft Strategic Initiatives/Vision Reviewed @ Shared Governance & Stakeholder Meetings on June 1, 8, 18
• Task Force Refines & Revises
• June 24th Roundtable approves final draft
Envisioning a Future:
Strategic Initiative Development / Three Initiatives

1. Putting Access into Action
2. Building a Community of Scholars
3. Promoting a Collaborative Decision-Making Environment
Envisioning a Future:
Strategic Initiative No. 1

Putting Access into Action
(aka Outreach)

- Outreach for sustainable funding
- Aligning workforce with jobs and transfer programs
- Agile response to business community
- Retooling and re-skilling displaced workers
- Culturally relevant outreach
Envisioning a Future: Strategic Initiative No. 2

Building a Community of Scholars (aka Student Success)

- Increase learning
- Innovation
- K-16 curricular partnerships
- 4-Year university curricular partnership
- Transfer, degrees, certificates
Envisioning a Future:
Strategic Initiative No. 3

Promoting a Collaborative Decision-Making Environment
(aka Community & Collaboration)

- Transparent governance
- Clarity of purpose
- Coherence of vision
- Vibrant student, staff, and faculty life
- Blurring the boundaries
- Collegiality
Envisioning a Future: Commitments to Action Fall 2009

September
- Opening Day Workshop
  - All Staff input into Commitments to Action Plans for Initiatives

October
- Initiative Teams Convene & Develop Draft Commitments to Action for Each Initiative
  - Proposed Commitments Reviewed by Governance Groups & NEW Planning Councils

November
- Initiative Teams Revise & Draft Commitments
  - Proposed Commitments to Action Discussed by Governance Groups & NEW Planning Councils

December
- New College Shared Governance Planning Council Approves Commitments to Action!
  - Implementation begins Calendar Year 2010!

Commitment to Action Recommendations

Implementation 2010
Envisioning a Future:
Integrated Planning & Budget / Goal and Guiding Principles

The overarching goal of our integrated planning and budgeting processes is to use existing resources to drive our Strategic Plan and to support student learning. We aim to:

- Be driven by our mission and Strategic Planning goals
- Be transparent, understandable and informed by data
- Be an iterative, cyclical process, involving annual assessment and refinement
- Foster flexibility and innovation as well as accountability
WORKFORCE

CAREER

TECHNICAL

CTE

development

strategic

region

NOVA

Grants

green.jobs.act

blueprint

technology
collaborative

entrepreneurship

promotion
Mapping Foreseeable Pathways: Workforce Education—Leadership & Vision

- **US Department of Labor: CA Planning Team for Registered Apprenticeship** (Vice President Galope appointed to represent CA Community Colleges)
- **CA Community College Association for Occupational Education** (Dean Woods elected as Vice President to represent San Francisco/Bay Area Region)
- **CA Dental Hygiene Educators’ Association** (Dental Hygiene Director Phyllis Spragge elected to position of Vice President)
- **CA Dental Assisting Teachers Association** (Dental Assisting Director Cara Miyasaki elected to Board of Directors)
- **Community College Consortium for Open Educational Resources** (CTIS Faculty Jackie Hood appointed as Director of 94-college consortium)
Mapping Foreseeable Pathways: Workforce Education—Strategic Partnerships

- **CTIS Division partners with VMware Corporation** to establish the first VMware Academy in the nation
- **Music Technology Department partners with Antares Corporation** leading to a donation of industry-leading ProTools Digital software licensing worth over $100,000 – a first in the nation
- **CTIS Division partners with Juniper Technologies and EMC, Inc.** to create Academic Alliance partnerships
- **Foothill Workforce Development** partners with Joint Venture: Silicon Valley, NOVA Workforce Board and San Mateo County Workforce Investment Board to develop the Silicon Valley Workforce Initiative for regional workforce planning and outcomes
## Mapping Foreseeable Pathways:
### Workforce Education—Competitive Grants Awarded

<table>
<thead>
<tr>
<th>GRANT</th>
<th>PROGRAM</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awarded During 2008-09:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Santa Clara County Social Services Agency</td>
<td>Occupational Training Institute (OTI)</td>
<td>$750,000</td>
</tr>
<tr>
<td>2. Food Stamp Employment &amp; Training</td>
<td>Occupational Training Institute (OTI)</td>
<td>$300,000</td>
</tr>
<tr>
<td>3. CTE Community Collaborative</td>
<td>CTE &amp; Workforce</td>
<td>$369,000</td>
</tr>
<tr>
<td>4. CTE Community Collaborative</td>
<td>CTE &amp; Workforce</td>
<td>$400,000</td>
</tr>
<tr>
<td>5. Workplace Learning Statewide Leadership</td>
<td>Professional &amp; Workforce Development</td>
<td>$825,000</td>
</tr>
<tr>
<td>6. New Energy Workforce</td>
<td>Professional &amp; Workforce Development</td>
<td>$707,000</td>
</tr>
<tr>
<td>7. Responsiveness Training Fund</td>
<td>Professional &amp; Workforce Development</td>
<td>$525,000</td>
</tr>
<tr>
<td>8. NOVA Stimulus – Green Technology</td>
<td>CTE &amp; Workforce</td>
<td>$60,000</td>
</tr>
<tr>
<td>9. NOVA Stimulus – Information Technology</td>
<td>Occupational Training Institute</td>
<td>$30,000</td>
</tr>
<tr>
<td>10. Hewlett Foundation – Open Textbook Project</td>
<td>Foothill Global Access</td>
<td>$527,000</td>
</tr>
<tr>
<td>11. Hewlett Foundation – Project Continuation</td>
<td>Foothill Global Access</td>
<td>$70,000</td>
</tr>
<tr>
<td><strong>TOTAL AWARDED:</strong></td>
<td></td>
<td>$4,563,000</td>
</tr>
</tbody>
</table>
## Mapping Foreseeable Pathways:
Workforce Education—Competitive Grants Applied For

<table>
<thead>
<tr>
<th>GRANT</th>
<th>PROGRAM</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitive Grants Likely to be Awarded:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Hewlett Foundation – Textbook Collaborative</td>
<td>Foothill Global Access</td>
<td>$1,496,000</td>
</tr>
<tr>
<td>2. US Conference of Mayors – Green Workforce</td>
<td>CTE &amp; Workforce</td>
<td>$372,500</td>
</tr>
<tr>
<td>3. Nanotechnology Curriculum</td>
<td>PSME</td>
<td>$75,000</td>
</tr>
<tr>
<td><strong>TOTAL PENDING:</strong></td>
<td></td>
<td><strong>$1,943,000</strong></td>
</tr>
</tbody>
</table>

Grants Awarded: $4,563,000
Grants Pending: $1,943,500
**TOTAL APPLIED FOR:** $6,506,500
An Eye on the Bigger Picture: Middlefield Campus—Program Highlights

- Optimal General Education Scheduling
- Centralized Services: The HUB
- Communication
- Community Partnerships
An Eye on the Bigger Picture:
Middlefield Campus—Optimal General Education

- Maximize class scheduling
- Add more GE classes
- Coordinate specific GE classes
- Schedule GE classes in sequence
An Eye on the Bigger Picture: Middlefield Campus Centralized Services

- Student Services
- Computer Lab
- Tutoring
- Math My Way
- Financial Aid/Outreach
- Counseling
- Testing/Assessment
- Career & College Connections
- Student Lounge
An Eye on the Bigger Picture:
Middlefield Campus—Communication

- Campus Safety Awareness Week
- Web Portal Trainings
- Quarterly Online Newsletters
- Campus Services Resource Sheets
- Presentations on Support Services
- Faculty Orientation Handbook
- Sample Syllabus for MC classes
An Eye on the Bigger Picture: Middlefield Campus—Community Partnerships

- Community Events
- Palo Alto Neighborhood Association: Emergency Preparedness
- NOVA: Digital Literacy Classes on campus
- California Assn. for the Education of Young Children
- Boys & Girls Clubs of the Peninsula
- Pacific Oaks College
- City of Palo Alto
- Palo Alto Adult School
An Eye on the Bigger Picture:
Middlefield Campus

Foothill College Middlefield Campus
Unduplicated Headcount and FTES
Fall 2004 to Fall 2008

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Headcount</th>
<th>Fall FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>1,280</td>
<td>400.0</td>
</tr>
<tr>
<td>2005-06</td>
<td>1,166</td>
<td>364.3</td>
</tr>
<tr>
<td>2006-07</td>
<td>1,038</td>
<td>324.5</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,229</td>
<td>383.9</td>
</tr>
<tr>
<td>2008-09</td>
<td>1,392</td>
<td>434.9</td>
</tr>
</tbody>
</table>
Living with the Elephant in the Room...
What is not yet Clear…

- How much will be cut from which categorical programs in 08-09?
- What will our budget be for 09-10?
- How many students will enroll in 09-10?
- What instructional programs might have to be discontinued in 10-11?
We Do See That We Must:

- Limit expenditures to the most essential items
- Hold positions vacant for as long as possible
- Identify additional budget reductions of $3 million, $4.5 million, and $6 million
- Simulate 09-10 FTES targets between -5% and +1%
We Must Also:

- Find additional sources of revenue
- Establish more external partnerships
- Increase collaboration with De Anza
We Envision Foothill College in 2009-2010...

Focused on transfer, career technical education, and basic skills...

Providing services that support student access, retention, and success...

Engaging the entire campus in the prioritization of human and financial resources...

Rebuilding community and morale in the midst of loss...
This presentation is dedicated to all the students of Foothill College—past, present, and future.

It is you who are the State of the College and why we are here.