



FOOTHILL-DE ANZA
Community College District

**Advancing the Legacy
of the
Foothill-De Anza
Community College District**

Educational Master Plan 2005-2015

**Foothill-De Anza Community College District
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V. Advancing the Legacy

I. The Legacy

The Foothill-De Anza Community College District will mark its golden anniversary in 2007, celebrating its first 50 years of excellence, opportunity and innovation in educating a growing and diverse student body.

The legacy of the district had its origins in a post-World War II California that represented unprecedented opportunity. Industry burgeoned, jobs were plentiful, urban centers and suburbs flourished and affordable housing abounded. It was in this climate of growth and essential optimism that local educators came together to explore the formation of a community college district, which area voters approved by a six-to-one margin in 1957.

The year 1957 also saw the election of the first trustees of the Foothill Junior College District. Monterey Peninsula College President Calvin C. Flint was named by the five-member governing board as the district's first superintendent and president. Within six months of beginning his post in 1958, Flint hired the college's first faculty members and classes began, held for the time being in an unused elementary school—the “Highway School” in Mountain View. Foothill offered a full range of academic and career programs to 1,414 students, and just months after it opened, became the first California community college to be given full accreditation in its first year. By that time, area voters had already approved a \$10.4 million bond and trustees had selected the permanent site of Foothill College, purchasing the land for just over \$1 million. The campus, which garnered several architectural awards, opened on September 5, 1961, to rave reviews.

Even as classes were commencing at Foothill, the board of trustees was already exploring the creation of a second campus, and in 1959 established a citizens' committee to study methods of financing a new college. In 1962, voters approved a \$14 million bond for the construction of a second Foothill Junior College District campus in Cupertino. The land for the college, purchased for \$1.1 million, was the site of Beaulieu, a historic vineyard and estate. Former Foothill Dean of Students and then Director of Research and Planning A. Robert DeHart was named president of De Anza College. September 1967 marked the first classes, with more than 3,000 students attending. In 1971, the Calvin C. Flint Center for the Performing Arts was dedicated on the campus, honoring the district's first chancellor and the architect of its legacy.

By the time De Anza opened, the zeitgeist was markedly different from that in which Foothill was formed. The country, and certainly California, was feeling the incipient growing pains that marked a country in transition—the birth pangs of civil rights and women's rights movements aiming for equality and inclusion, as well as the wounds of a country fractionalized by the Vietnam War. Some held steadfastly to longtime assumptions and values, but as the postmodern age took hold, many—particularly students, teachers and intellectuals throughout the nation—questioned what had been held as truth.

Through the seemingly boundless optimism that marked the opening of Foothill and the upheaval that greeted De Anza College, the Foothill-De Anza Community College District's legacy of opportunity was born. From the academic rigor demanded and designed by the founders to Foothill's record accreditation to the carefully chosen founding faculty and later the pioneers who left Foothill to form a new college at De Anza, the legacy of excellence grew

alongside the diversity that would shape California's future. And over the next 50 years, the legacy of innovation became ever more apparent.

The Legacy Advances

In 2005, the Foothill-De Anza Community College District is one of the largest and most respected community college districts in the state and across the nation, serving primarily the Silicon Valley communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, Sunnyvale and West San Jose. Since the founding of the district, more than one million students have attended Foothill and De Anza, and each year, more than one million community members visit the campuses for study, cultural events and recreation.

A combined 45,000 students now attend the colleges each quarter—an exponential increase of the number who inaugurated Foothill College. Female students are now the majority on both campuses, a stark contrast to a half-century ago when twice as many men as women attended. From a relatively homogeneous student population to one that mirrors the diverse Silicon Valley, the district has expanded its legacy of opportunity for students of various backgrounds, needs and goals. Opportunity has also been the keyword for those directly affected by the downturn in the Silicon Valley economy, which began in earnest in 2001, and who are returning to school to update their skills or retrain for new careers. Foothill-De Anza continues to advance its legacy of excellence, opportunity and innovation even in the most challenging of times. Since the development of the previous master plan in 1999, demand has expanded and the state budget has been reduced in the face of an uncertain economy.

Diverse students have diverse needs. Foothill-De Anza is known for national contributions to the body of research about community college students and what works in the classroom to encourage student success, as well as for creating tested models of collaborative learning, the scholarship of teaching, learning communities, distance learning, global access and high learning outcomes of the thousands of students we educate each year. This spirit of innovation has never been more important than it has recently. While the economy shows signs of rebounding, California continues to struggle with a severe budget crisis that has led to unprecedented reductions for community colleges. Foothill-De Anza was forced to cut over 10 percent of our more than \$200 million budget over the past few years. Using our principles and strategies for budget reductions—which state, among other tenets, that we focus on our primary educational mission, purpose and goals on providing the highest quality education for our students as we do more with less—we have maintained and even remarkably improved many of our programs crucial for the success of our students. Nevertheless, the budget reductions have had a clear impact, particularly on student services and the infrastructure, and the human toll of staff reductions cannot be overestimated.

Since the previous master plan, there have also been major changes in the district's administrative leadership. In 2003, longtime trustees Mary Mason and Judy Moss retired and were replaced by Betsy Bechtel and Hal Plotkin. Trustee Andrea Leiderman, who had been appointed in 2002 to fill the vacancy left by Dolly Sandoval upon her election to the Cupertino City Council, was also elected. Earlier that year, Martha Kanter, the president of De Anza for a decade, was named chancellor by the board of trustees in 2003, following the departure of Leo Chavez. The presidency of De Anza College was filled in 2004 by Brian Murphy, the former executive director of San Francisco State University's Urban Institute. Meanwhile, Foothill

President Bernadine Chuck Fong continues her longtime leadership of the college at which she began her career as an instructor.

Certainly the most visible change since the 1999 Educational Master Plan is the sweeping build-out of the \$248 million Measure E construction bond. The district is tremendously grateful to our community for the overwhelming support it showed for Measure E in 1999, approving the bond by a vote of almost 72 percent. By the conclusion of construction, there will be new science, art and technology centers at both colleges, new student services buildings, renovated, modernized classrooms and a range of other improvements available to Foothill-De Anza students for generations to come. With projected enrollment estimated to increase by as much as 15 percent by 2010, the capacity of even these new facilities—and of our ability to serve students well—will be challenged. Careful facilities planning is uniquely critical at this juncture, and as suggested later in this master plan, the board of trustees may explore a new bond measure or parcel tax to accommodate new students, complete the campus renovations postponed due to rising costs, equip the Measure E buildings, and propose a third educational center to meet increasing student demand on the eastern portion of the district along Highway 101.

As we have seen at Foothill-De Anza, change is opportunity. Our vision and mission has consistently emphasized excellence, and ongoing innovation will be critical to continuing to advance the legacy of the Foothill-De Anza Community College District over the next decade.

2005-2015 Educational Master Plan—The Process

Advancing the district's legacy demands strategizing new and improved models of student learning and engagement, always ongoing at the colleges, and preparation—particularly at Central Services—for essential supporting needs: budget, staffing, facilities, technology, research and the Foothill-De Anza Foundation.

For the past 50 years, the success of students at Foothill-De Anza has been made possible by careful planning, hard work and the measurement of progress toward a clearly defined set of educational goals. Students, faculty, staff, administrators, the board of trustees and the larger community have all played significant roles in shaping the futures of the colleges, the district as a whole and students themselves. This continuous, cumulative assessment of needs and the constant pursuit of excellence inform this district Educational Master Plan. Since its inception, Foothill-De Anza has regarded its master plans as a series of foundational documents to chart the goals and progress of the district. The master plan is used to develop new programs and curricula, hire faculty and staff, seek and allocate revenues, renovate and build new facilities, and benchmark how we are doing against our goals as we seek to improve upon the educational programs and services we offer our community.

The Educational Master Plan provides us with a common framework for reviewing accomplishments, assessing initiatives, meeting challenges and taking the next steps toward realizing our vision: delivering educational opportunity and excellence for all. The master plan represents the best of our thinking as a blueprint of our priorities and goals and the strategic directions we will take to achieve them. The best of our efforts is seen in the outcomes of the students themselves, in their papers, speeches, applications, portfolios and creative works they undertake to reach their educational goals. Much of what enables their success happens in the unique series of courses that are designed for the degrees, certificates, services and courses of

studies that our students pursue. The infrastructure to support teaching and learning, however, is not easily seen: the program reviews, facilities design, employment services, technologies, ongoing financial planning, board policies and administrative procedures.

In fall 2003, Kanter convened the Chancellor's Advisory Council (CAC)—the main participatory governance group advising the chancellor on district policies and procedures, and for which planning is a significant responsibility—to begin the planning process that would result in the district's 2005-2015 Educational Master Plan. As a first task, the leadership team reviewed the district's mission, goals and priorities in use since 1990 and the foundation for the district's 1999 Educational Master Plan. The group also reviewed master plans used over the past five decades.

By spring 2004, a new mission statement was drafted, vetted at the colleges and Central Services, and then adopted by the board of trustees in June. Accompanying the mission were revised district priorities and directions statements for use in developing the Educational Master Plan. In January 2005, the board of trustees reviewed opportunities and challenges affecting the district and previewed the outline and elements of the district's Educational Master Plan. In the spring, CAC reviewed the outline and completed its detailed review of this draft in the summer prior to board action and district implementation.

During 2004-05, the colleges, supported by Central Services, engaged in detailed program reviews and analyses as part of the self-studies for accreditation by the Accrediting Commission of Community and Junior Colleges. Approved by each college, the self-studies were used to inform the college educational master plans, reviewed by the board of trustees in spring 2005 in conjunction with the annual State of the College reports. Summaries of the college planning agendas from the self-studies were then incorporated into the district's Educational Master Plan. Concurrently, the district's institutional research team examined key issues in regard to student access, achievement, human resources, finance, technology and facilities, reviewed research studies completed during the past several years, and examined external factors facing the district. The researchers updated the student, community and statewide data to be used to benchmark the district's progress in achieving its newly stated priorities and directions. Like the college planning agendas, these data were shared with the Chancellor's Advisory Council and provided to the colleges and Central Services in Spring 2005 for incorporation into the district's Educational Master Plan, which was subsequently presented to the board of trustees for its review in July. (The chart on page eight illustrates the dynamic and cyclical planning process used by Foothill-De Anza since its founding.)

The district Educational Master Plan is designed as a dynamic set of priorities and directions to meet the changing needs of the student body and the communities of the region and state served by the Foothill-De Anza Community College District.

Concepts and Terms Used in the Planning Process

Mission—a statement of philosophy expressing the overarching purpose of the college

Values—a set of principles, standards or qualities upon which all our work is grounded

Vision—an approach to future efforts derived from both the “Mission” and “Values” statements, represented in qualitative terms

Goals—aspirations, reviewed and revised annually, that define what the institution seeks to achieve and are used to guide the development of programs, services, resource allocation and other district decisions

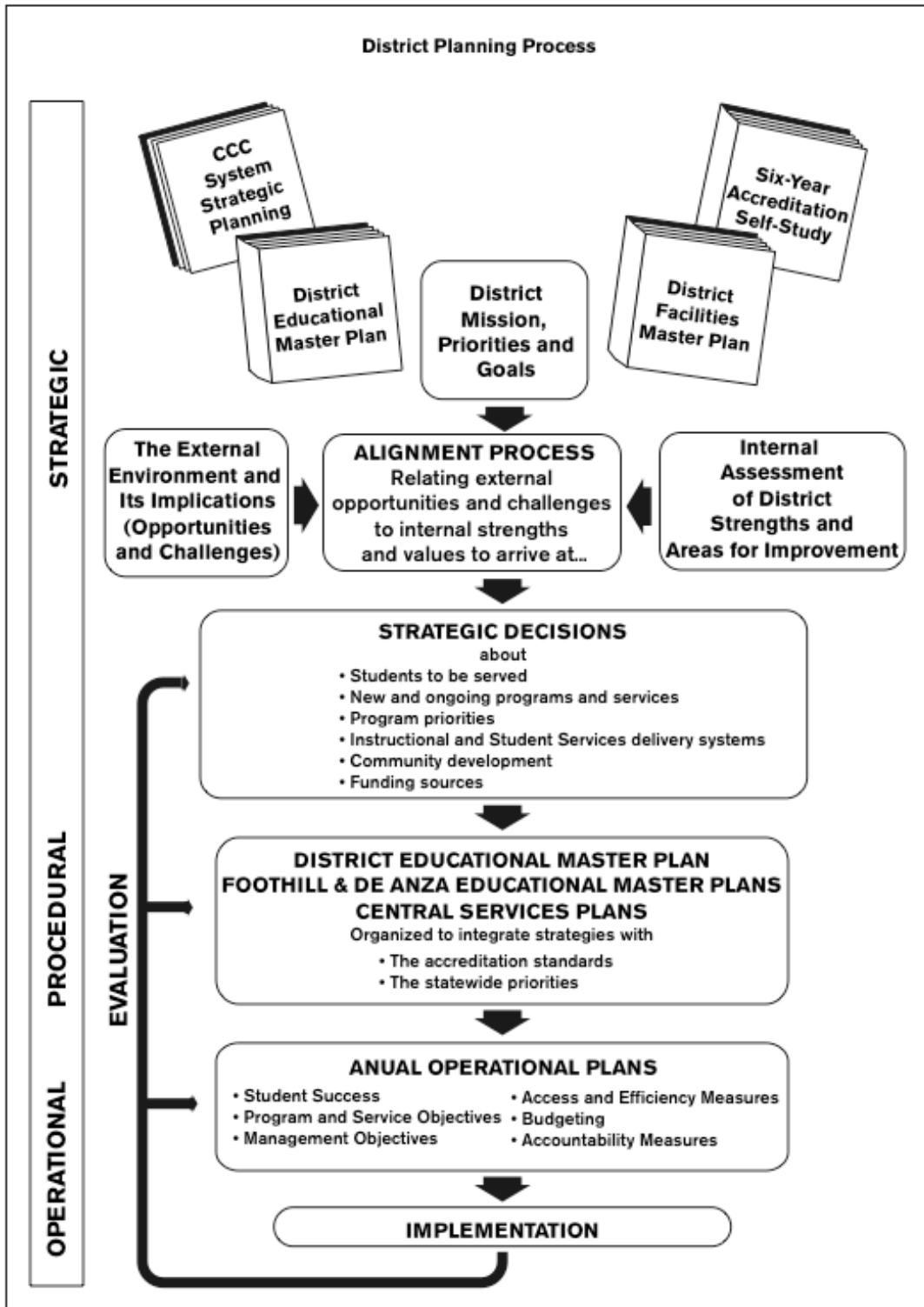
Guiding Strategies—specific plans or methods used to achieve the district’s goals

Quality Indicators—a set of data-based factors on which the district assesses progress toward achieving its mission

Educational Master Plan—a document, incorporating all the preceding elements, that provides a framework for the direction of the district over the next decade

Accreditation Self-Study—a process undertaken every six years documenting to the Accrediting Commission that each college meets or exceeds the criteria of the four standards or six themes established by the commission; the basis of accrediting the colleges

Program Review—a formal documentation of the work effort of each department and program with proposals for change and improvement; used as a basis for prioritizing both new positions and equipment expenditures



II. Advancing the Legacy: Who We Are and What's Important to Us

FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

Vision

Educational Excellence and Opportunity for All

Mission

The Foothill-De Anza Community College District provides a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the educational needs of our diverse students and community.

Values

1. The Foothill-De Anza Community College District commits itself to serving our students, our local communities, and the people of the state of California, and considers the following values as cornerstones of our mission:
 - pursuing truth and knowledge
 - recognizing inherent potential in all people
 - fostering informed and responsible citizenship
 - maintaining academic rigor and inquiry
 - developing cultural and global awareness
 - generating creativity and creative expression
 - promoting ethics and ethical behavior
 - promoting environmental sustainability

2. Foothill-De Anza provides:
 - high quality educational opportunities for all our students
 - an environment that is respectful of human dignity and diversity
 - the resources necessary to realize the vision and mission of the district

Organizing Principles

The Foothill-De Anza Community College District accomplishes its objectives by adhering to an adaptive organizational framework

1. We employ a governance structure that is open, inclusive, reflective, and flexible.

2. We recognize and support the distinct ethos of each college.
3. We emphasize clear and open communication.
4. We foster an environment that maximizes the talents, abilities, and contributions of district employees and students.
5. We establish procedures that welcome all perspectives in decision making and planning.
6. We promote and reward creativity and ingenuity.
7. We facilitate cooperation and inclusion.
8. We use district resources effectively and efficiently.

Guiding Strategies

Our values and organizing principles give rise to these guiding strategies:

1. Attract and retain students from all areas and groups within our communities and internationally.
2. Recruit and employ faculty and staff that enhance the district's emphasis on educational excellence.
3. Develop and implement instructional methods and support services that center on student success and learning outcomes.
4. Evaluate all programs regularly to ensure their continued high quality, currency and necessity.
5. Seek revenues from all sources, both public and private.
6. Inform the public of District issues and accomplishments, as well as schedules of all programs and events.
7. Promote relationships with other institutions and programs, locally, nationally and internationally.

Purposes and Functions

Drawing on the mission, values, organizing principles, and guiding strategies, the Foothill-De Anza Community College District identifies these purposes for each facet of the District:

- I. The Community, having established the Foothill-De Anza Community College District:
 - A. Elects representatives to a Board of Trustees that oversees District operations.
 - B. Supports the District through local, state, and other resources, ensuring the continued excellence of each college.
 - C. Provides valuable feedback to the district that helps shape district goals and priorities.
- II. The Board of Trustees, as representatives of the community:
 - A. Oversees the Foothill-De Anza mission.
 - B. Sets District policy and monitors its implementation.
 - C. Is responsible for all District operations.
 - D. Participates in and actively promotes partnerships with the colleges.
 - E. Employs and oversees the evaluation of all personnel.
 - F. Advocates on behalf of the District at all levels of government.
 - G. Meets regularly in open session.
 - H. Encourages and welcomes public feedback.

- III. Foothill-De Anza provides high quality educational opportunity through these elements:
- A. The Chancellor, as Chief Executive Officer of the District:
1. Provides thoughtful and proactive leadership for the District
 2. Is responsible for District resource and program coordination and master planning
 3. Implements Board policy and state and federal regulations
 4. Promotes effective communication among all District communities
 5. Directs budget development and resource allocation procedures
 6. Administers and is responsible for collective bargaining negotiations
 7. Coordinates the functions and activities of the two Colleges and Central Services.
 8. Represents Foothill-De Anza in educational and legislative matters at all levels of government
 9. Provides leadership in seeking new fiscal resources
 10. Promotes the reputation and accomplishments of the District
 11. Ensures that access to District services and programs remain open to all
- B. The Colleges, as centers of instruction and student services:
1. Identify and respond to the educational needs of their unique constituencies
 2. Provide high quality instructional programs and the support services necessary to maintain them
 3. Develop and implement programs and curricula that meet community needs while maintaining rigorous academic standards
 4. Coordinate instructional standards and goals for courses and programs offered by both Colleges
 5. Administer and monitor the College budgets
 6. Evaluate all campus programs and staff
 7. Recruit, screen, and recommend employment of all College staff
 8. Coordinate with Central Services and one another in recognition of the needs of the entire district
 9. Pursue all available methods of funding
 10. Establish and maintain educational opportunities that are meaningful and enhance the quality of life of students
 11. Review educational and support programs regularly for both quality and success
 12. Emphasize the measurable outcomes of courses and programs of study
 13. Develop, monitor, and implement budgets
 14. Support educational technology
- C. Central Services, as Foothill-De Anza's staff administrative agency:
1. Assists the Colleges in achieving their missions
 2. Provides District-wide research and information management
 3. Coordinates the development of the budget
 4. Monitors the budget, providing accounting, purchasing, and internal financial control services
 5. Performs District reporting and compliance functions
 6. Provides all necessary district-wide services, including human resources, plant, payroll, and educational technology resources
 7. Seeks to integrate services seamlessly into the daily operations of the District and the Colleges

Priorities

Our vision, mission, values and goals guide and shape the priorities of the District. In accordance with these priorities, District members work to provide a high quality teaching/learning environment that focuses on student success and sound educational programs. These programs include both formal and informal student experiences and promote ethics and a yearning for understanding. Whether enrolled in a single class or an entire course of study, Foothill-De Anza students will discover our emphasis on personal and civic responsibility, global awareness, and a meaningful exploration of the human condition, including an understanding of the physical and social sciences, written and oral expression, the arts, and quantitative reasoning.

Attaining these goals requires that program effectiveness be maintained through thoughtful and careful review. Some factors considered in assessing program effectiveness include, but are not limited to the:

- Promotion of complex critical and analytical thinking
- Development of career training, retraining, and/or preparation
- Development of community awareness and engagement
- Development of communication skills
- Number of students served
- Number of graduates from a program
- Level of community support
- Revenues involved

Inherent in our mission is the belief that each student has merit and that our programs and services are available to students without regard to enrollment status, physical ability, age, sex, ethnicity, religion, or sexual orientation.

Comprehensiveness, i.e., offering a wide range of programs, remains a District commitment. If resources do not allow specific programs to be offered on both campuses, curriculum balance should be achieved by offering courses and programs on at least one campus.

The quality of our educational programs can best be realized by maintaining a work environment that recognizes the dignity and contributions of all employees of the district regardless of whether they are full-time, part-time, temporary or casual.

Educational excellence and opportunity for all remains the District's top priority.

In view of the foregoing values, the District affirms the following priorities, as the basis for determining what programs will be offered to the community. A balance among all of these programs should be maintained.

1. In order to sustain the quality, richness, and diversity of its programs, the District gives first and equal priority to courses required for general education and to courses required for majors in all degree and certificate programs. In general, programs designed to provide entry into postsecondary fields of study and programs offering career and vocational development in areas of identified community-need would get higher priority than programs with other emphases.

2. Entry-level counseling, assessment and placement, support services, and essential instructional resources must be maintained to enroll and assist students in appropriate course work.
3. Developmental courses will be offered to provide instruction necessary for successful participation in college-level course work.
4. Support services beyond the entry-level should be maintained in proportion to the need for assistance in areas critical to the educational success of students.
5. Lifelong learning programs are an important aspect of the curriculum and services of the District in fulfilling its mission to the community.
6. Serving international students here and abroad is an essential element of the District's commitment to foster understanding and build global partnerships.

III. Advancing the Legacy: The External Environment and Its Impact on the District

Ever-changing social, economic and cultural factors require that Foothill-De Anza adapt to the needs of the larger community. These changes always present challenges, as well as a vast array of opportunities to better serve students and to effect changes of our own on the environment: well-educated, highly trained students who contribute personally, professionally and economically to their families, communities and the state of California. The analysis of data on the Silicon Valley trends that will have the greatest impact on the district led to seven planning premises for Foothill-De Anza's Educational Master Plan 2005-2015:

Planning Premises

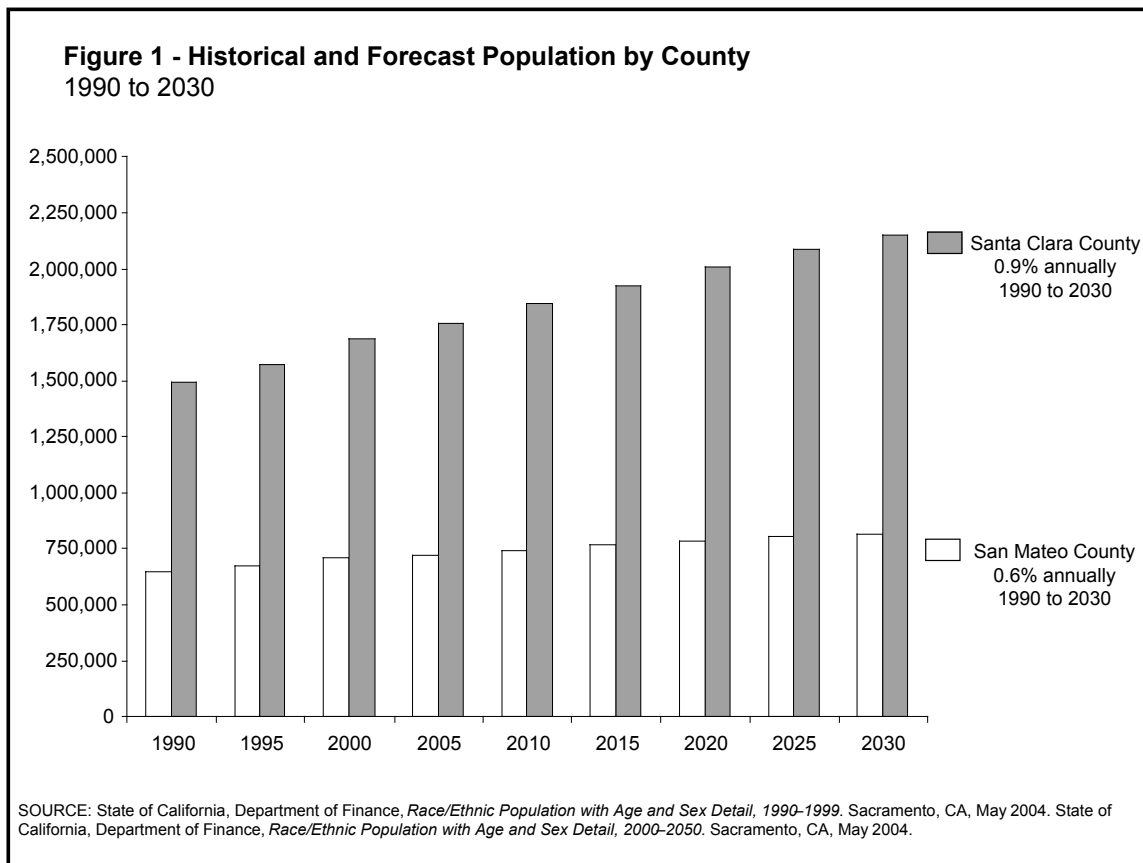
- 1) Dynamic Population Changes Are Creating Diverse Educational Needs
- 2) Knowledge-Based Industries Are Fueling the Shift from a Manufacturing- to Service-Based Economy
- 3) The Occupational Structure is Shifting Toward Jobs Requiring High-Level, Flexible Skills
- 4) Other Postsecondary Education and Training Providers Form a Context for Collaboration and Competition
- 5) Fiscal Resources Must Be Enhanced
- 6) We Must Respond to Overall Trends in the California Community Colleges

Planning Premise 1
Dynamic Population Changes Are Creating Diverse Educational Needs

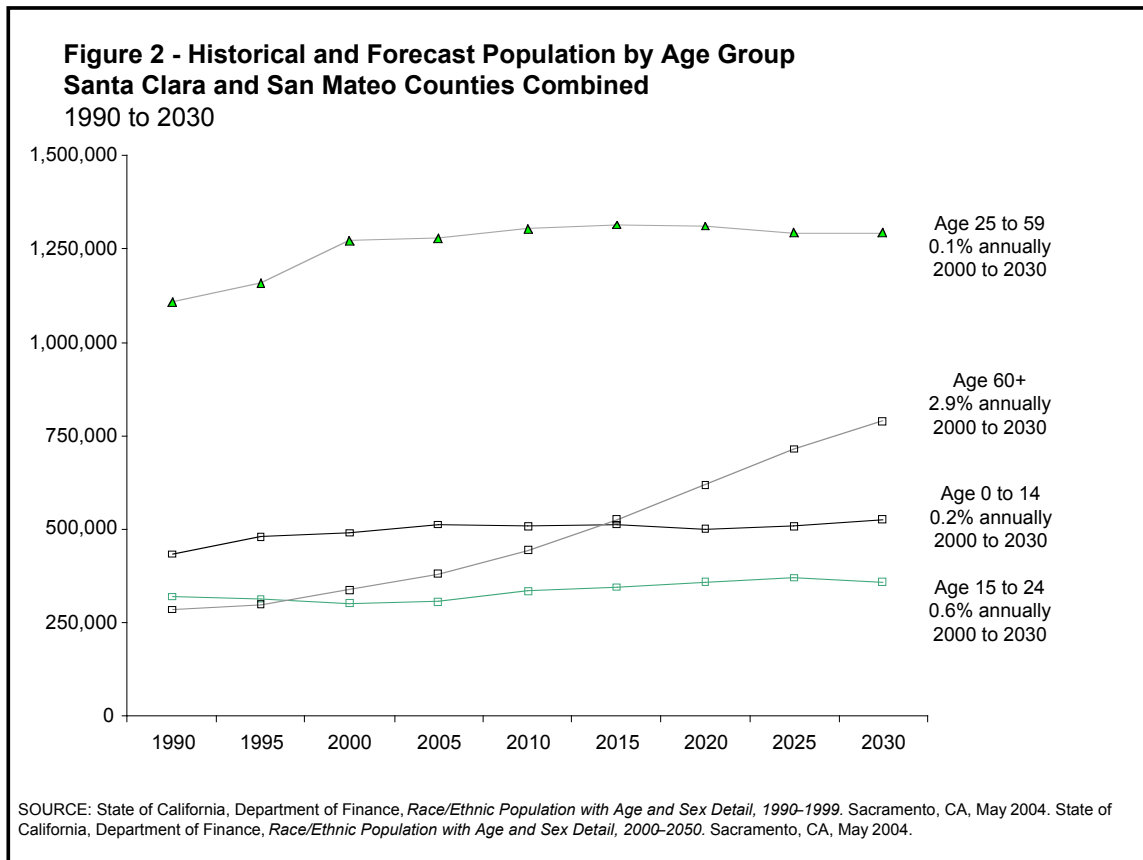
Foothill-De Anza must respond to a changing population diverse in age, ethnicity, language and lifestyles and with a range of educational needs in order to provide educational opportunity and excellence. While the demographic changes in our service area will be dramatic, they are nonetheless generally predictable.

Silicon Valley’s Changing Population

The population of Santa Clara County is expected to grow at a little less than one percent annually over the next few decades, from 1.75 million people in 2005 to 2.15 million by 2030. Growth in San Mateo County will be slower, reaching 800,000 during the same time period.

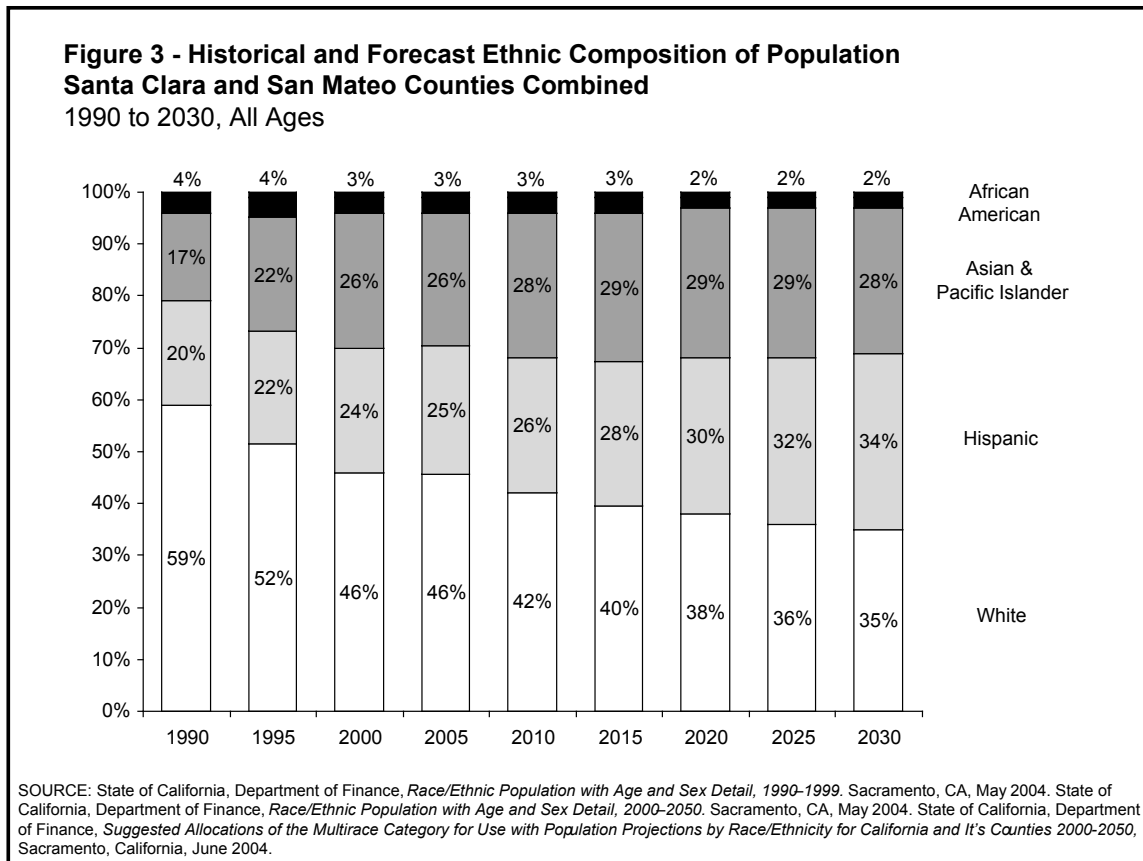


As the current workforce retires, much of the growth will be in Silicon Valley’s older population. The number of individuals 60 or older is expected to increase 2.9 percent annually to 2030, more than three times the overall rate of growth. Though the working-age population grew considerably over the 1990s as the economic boom attracted workers from around the United States and abroad, this trend is not expected to continue, with the working-age population remaining essentially unchanged. The secondary and postsecondary school-aged population is expected to experience moderate growth of 0.6 percent annually to 2030.

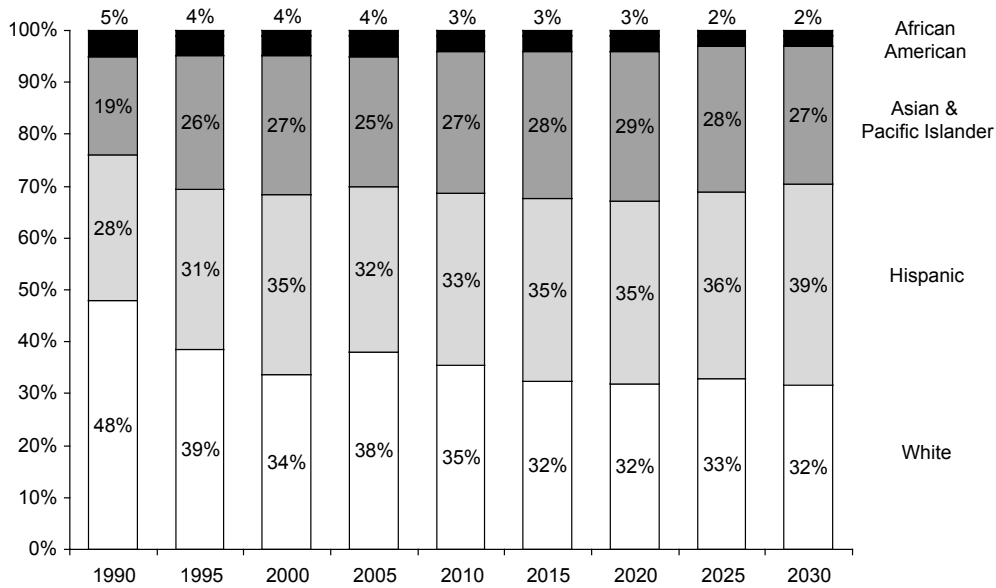


Population growth will be particularly strong for Hispanic individuals, and, to a lesser extent, Asians and Pacific Islanders. Hispanics are expected to gain 10 percent of the population share from 2000 to 2030 as the share of whites decreases by about the same amount. Silicon Valley is expected to be essentially balanced among Hispanics, whites and Asian and Pacific Islanders by 2030. African Americans and Native Americans account for a relative small and declining share of Silicon Valley’s population. [Fig. 3]

This racial and ethnic transition has already occurred for Silicon Valley’s secondary and postsecondary school-aged population. The racial composition of Santa Clara and San Mateo counties’ 15-to-24-year-olds is not expected to change significantly between 2000 and 2030. [Fig. 4]

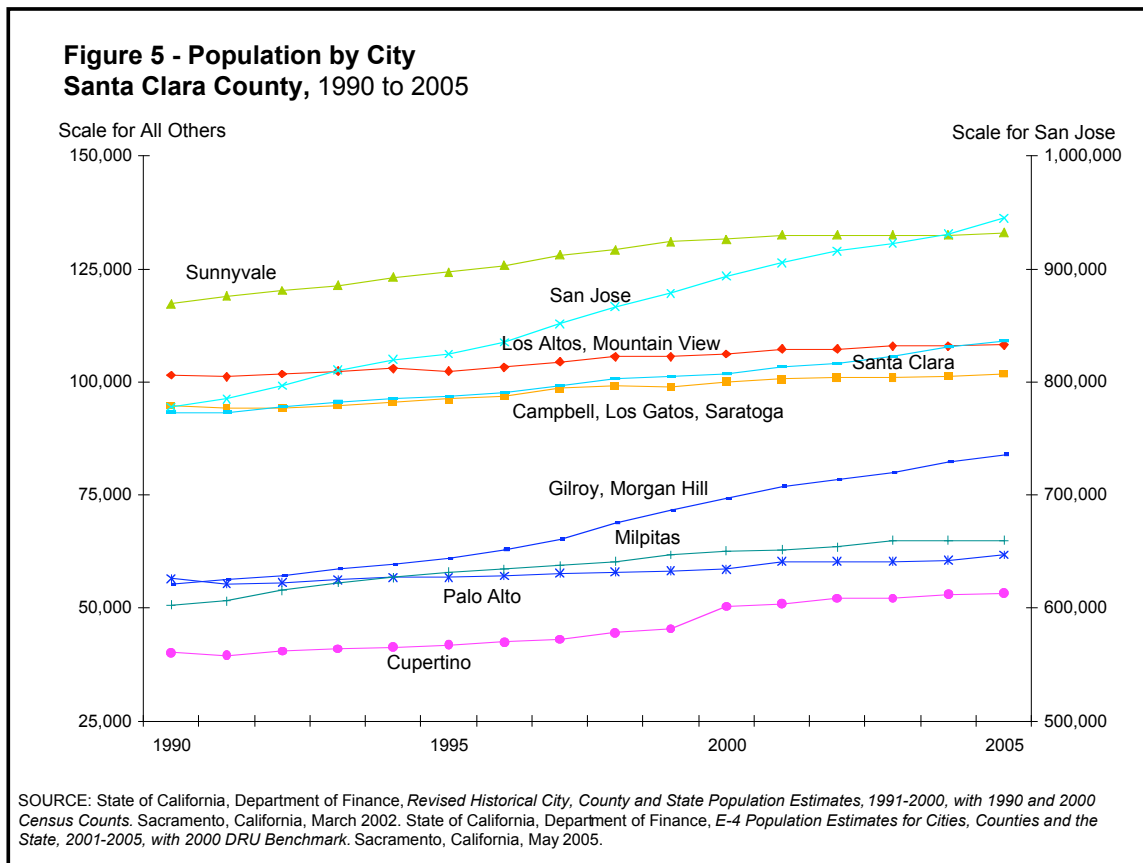


**Figure 4 - Historical and Forecast Ethnic Composition of Population
Santa Clara and San Mateo Counties Combined
1990 to 2030, Ages 15 to 24**

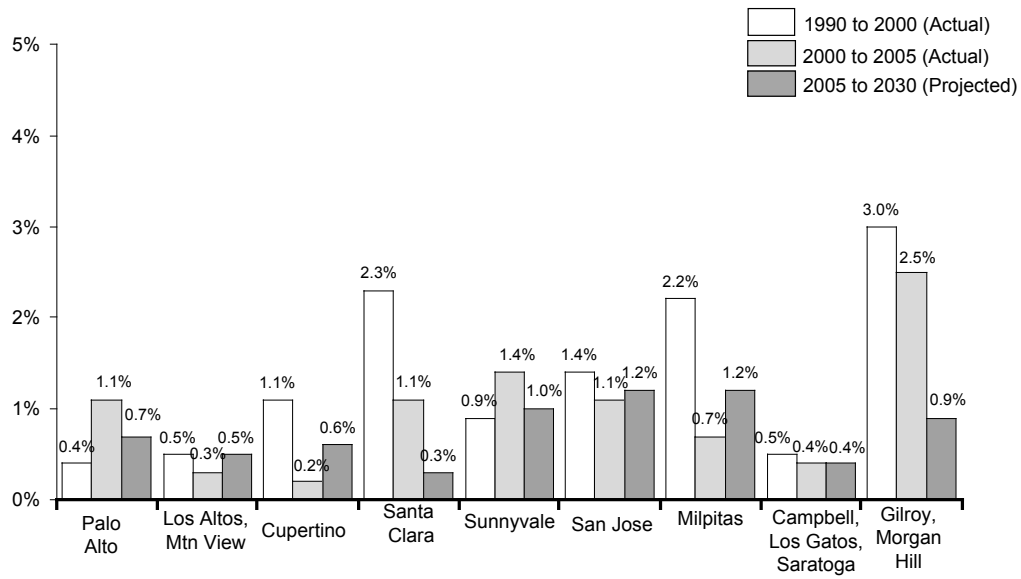


SOURCE: State of California, Department of Finance, *Race/Ethnic Population with Age and Sex Detail, 1990-1999*. Sacramento, CA, May 2004. State of California, Department of Finance, *Race/Ethnic Population with Age and Sex Detail, 2000-2050*. Sacramento, CA, May 2004. State of California, Department of Finance, *Suggested Allocations of the Multirace Category for Use with Population Projections by Race/Ethnicity for California and It's Counties 2000-2050*, Sacramento, California, June 2004.

Much of Santa Clara County's population growth has occurred and will continue to occur in the city of San Jose, which added more than 160,000 residents from 1990 to 2005. Recent population growth has also been significant in the cities surrounding and south of San Jose, including Santa Clara, Milpitas, Gilroy and Morgan Hill. Most of the cities within Foothill-De Anza's service area have experienced moderate to slow growth in recent years; this pattern is expected to continue.



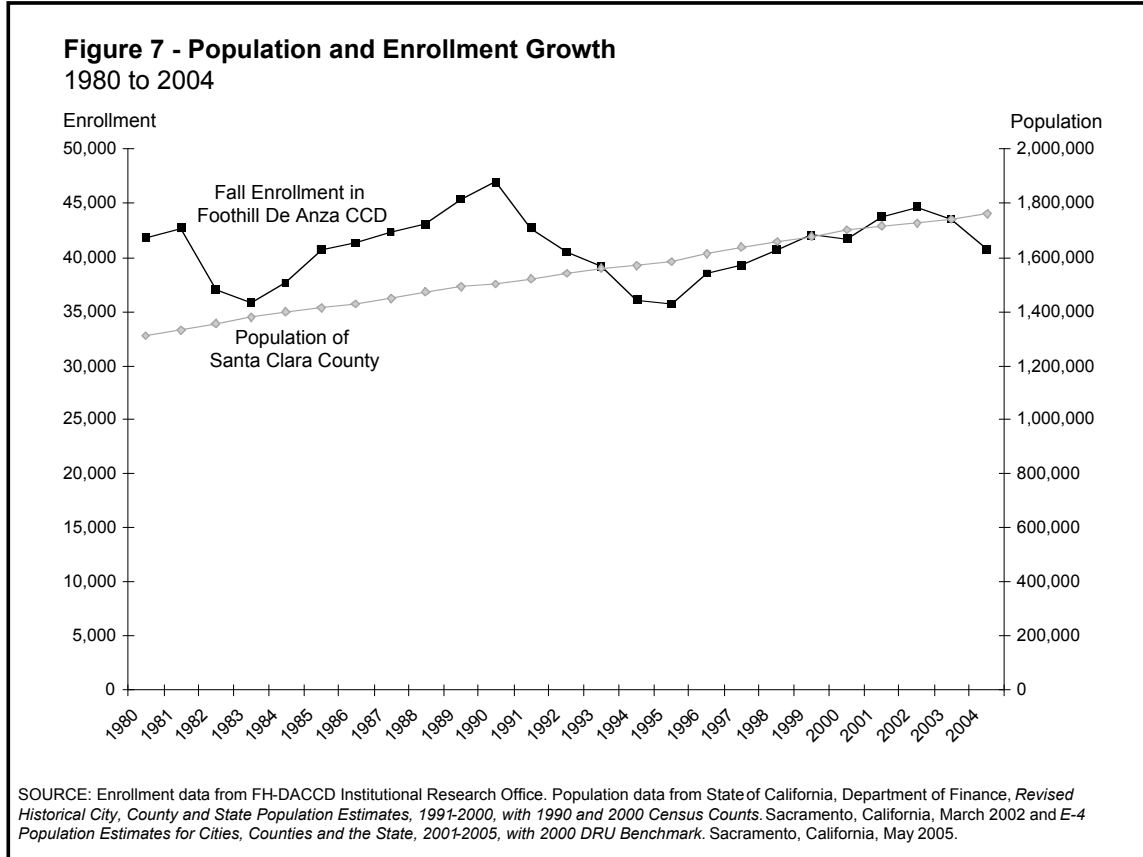
**Figure 6 - Historical and Forecast Annual Population Growth Rate by City
Santa Clara County, 1990 to 2030**



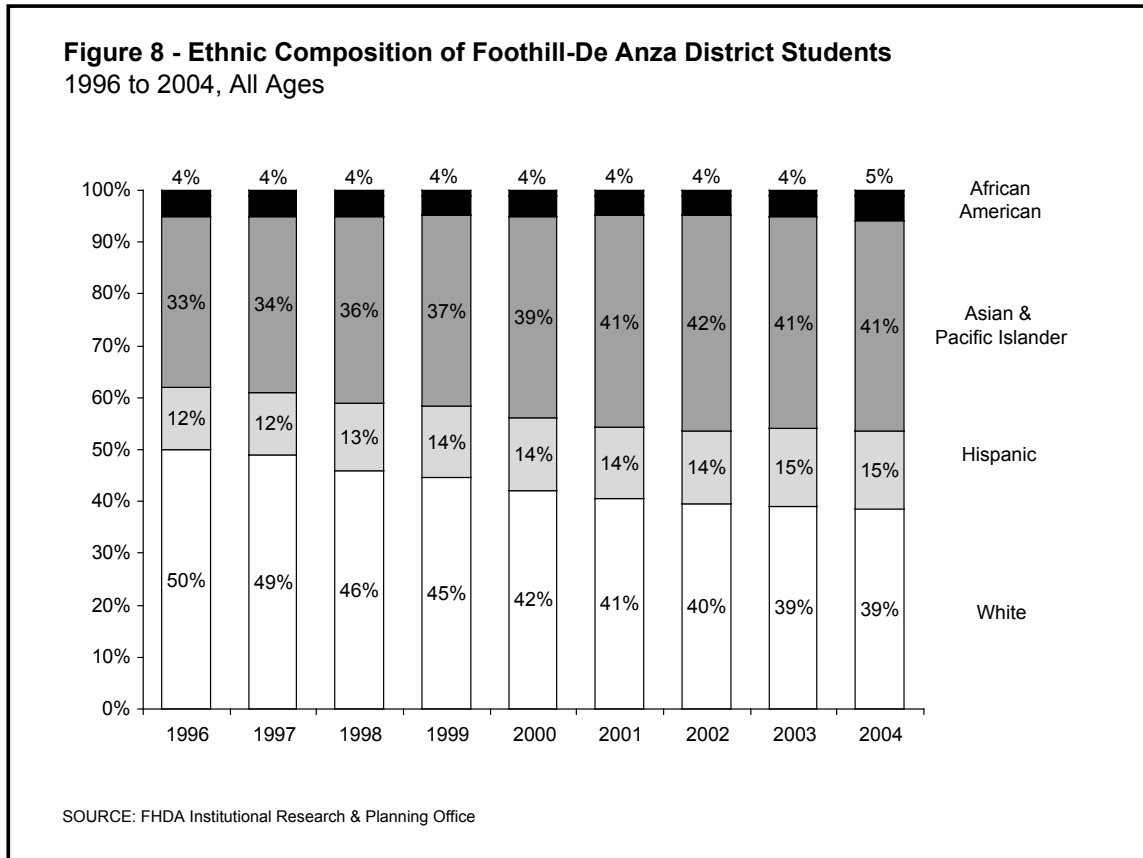
SOURCE: State of California, Department of Finance, *Revised Historical City, County and State Population Estimates, 1991-2000, with 1990 and 2000 Census Counts*. Sacramento, California, March 2002. State of California, Department of Finance, *E-4 Population Estimates for Cities, Counties and the State, 2001-2005, with 2000 DRU Benchmark*. Sacramento, California, May 2005. Association of Bay Area Governments, *Projections 2003*.

The Reach of Foothill-De Anza

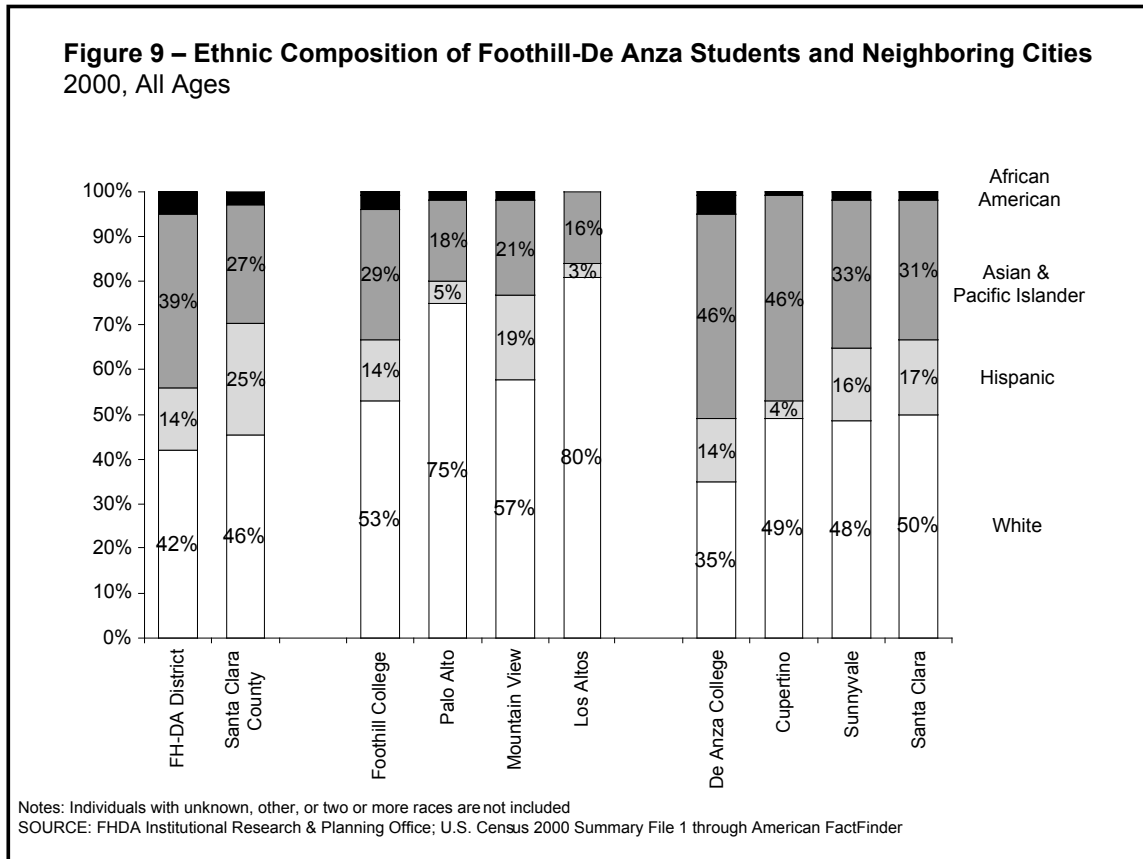
While the population of Silicon Valley has steadily increased, fall enrollment in the Foothill-De Anza Community College District has fluctuated at around 40,000 students.



Foothill-De Anza has increasingly attracted more Asian and Pacific Islander students and fewer whites, while the share of Hispanic and African American students has increased more gradually. Foothill-De Anza currently enrolls about two-fifths white and two-fifths Asian students, with Hispanic and African American students making up the balance. Some caution must be exercised, however, regarding this calculation; a significant proportion of students—as many as 20 percent in recent years—have declined to state their ethnicity, which is therefore “unknown.” In Figure 8 below, the assumption is that those of “unknown” ethnicity are distributed in the same proportion as those that are known.

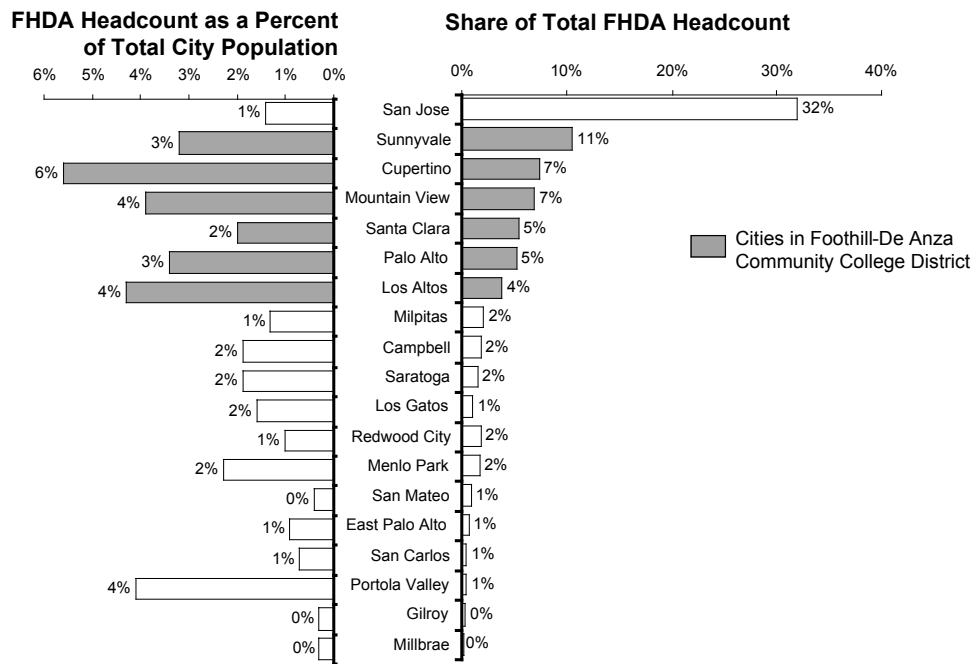


While Foothill-De Anza has disproportionately more Asian or Pacific Islander and fewer Hispanic students than the population of Santa Clara County, enrollment is fairly representative of the racial composition of cities nearest to each college. Palo Alto, Mountain View and Los Altos residents are primarily white and Asian; Foothill College has a similar racial composition. Residents of the cities of Cupertino, Sunnyvale and Santa Clara are also primarily white and Asian and De Anza's student body reflects this pattern as well.



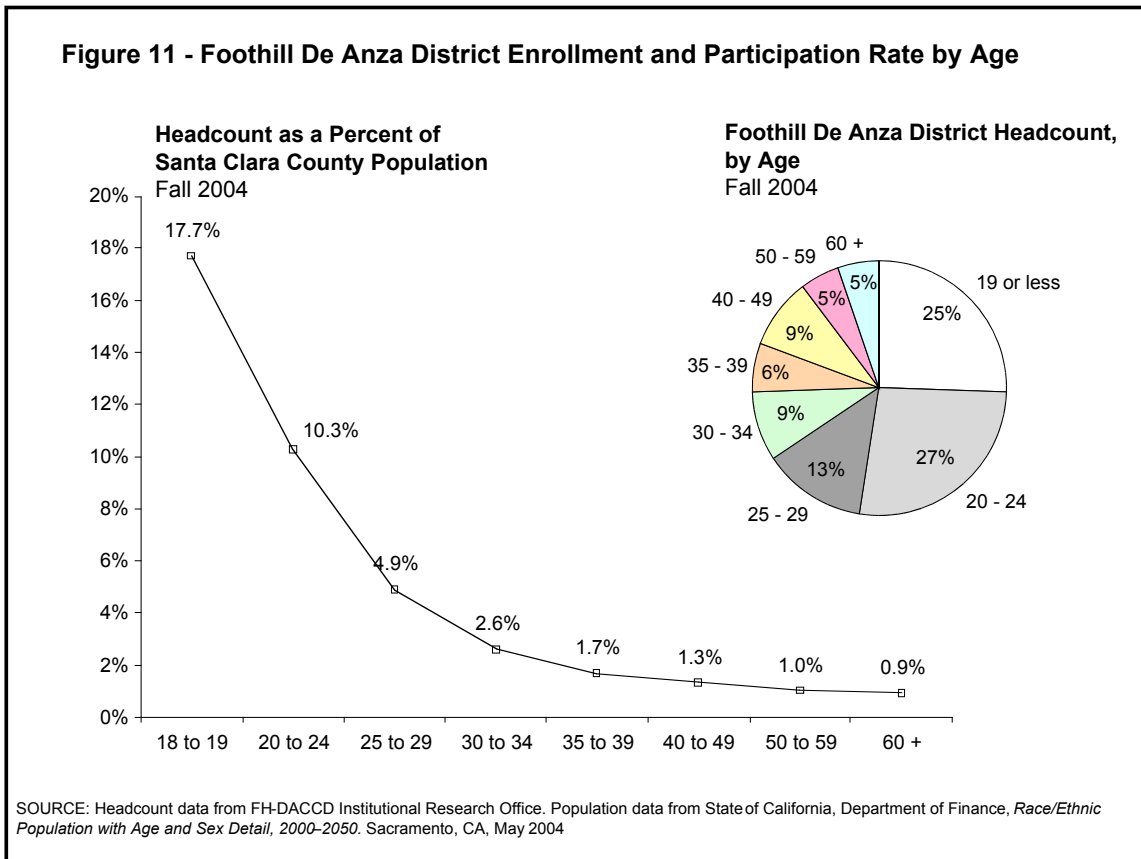
Foothill and De Anza Colleges draw disproportionately from cities in the district. More than 30 percent of the district's enrollment comes from the city of San Jose, but this high enrollment share is due primarily to San Jose's size; the participation rate of San Jose residents of all ages is only one percent. The six cities within the Foothill-De Anza Community District represent 39 percent of total enrollment and have participation rates that are two to three times greater than most other cities in Santa Clara and San Mateo. Six percent of Cupertino residents attend either Foothill or De Anza College.

Figure 10 - Enrollment and Participation Rate by City
Fall 2004



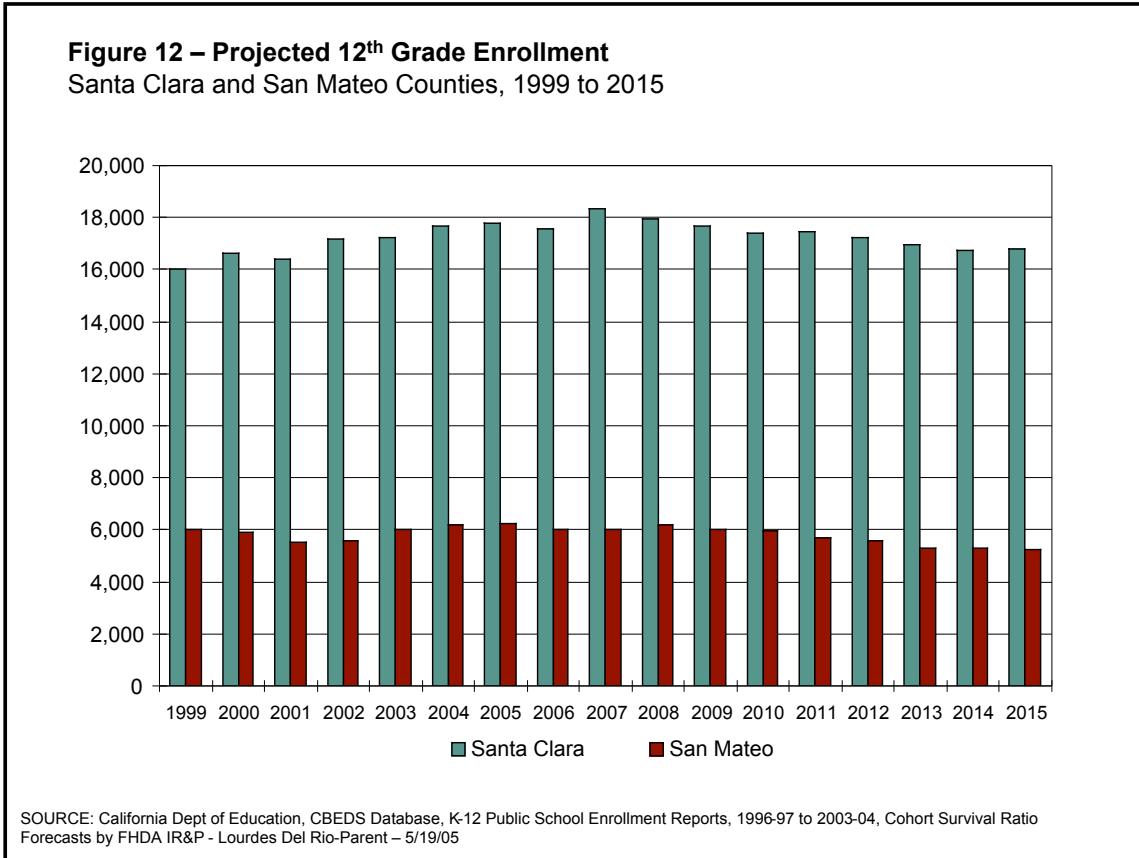
NOTE: Approximately 16% of total enrollment is in cities not listed above, Fremont and San Francisco constituting the largest share of enrollment.
SOURCE: Enrollment data from FHDA Institutional Research & Planning. Population data from State of California, Department of Finance, *E-4 Population Estimates for Cities, Counties and the State, 2001-2005, with 2000 DRU Benchmark*. Sacramento, California, May 2005.

Approximately half of the district’s students are under 25 years old—“typical” college age— although many students are much older. Nearly 18 percent of Santa Clara County residents aged 18 to 19 attend either Foothill or De Anza College, as do more than 10 percent of 20-to-24-year-olds. Participation rates decline steadily with age. The age composition of the district’s student body has changed little over the past decade.



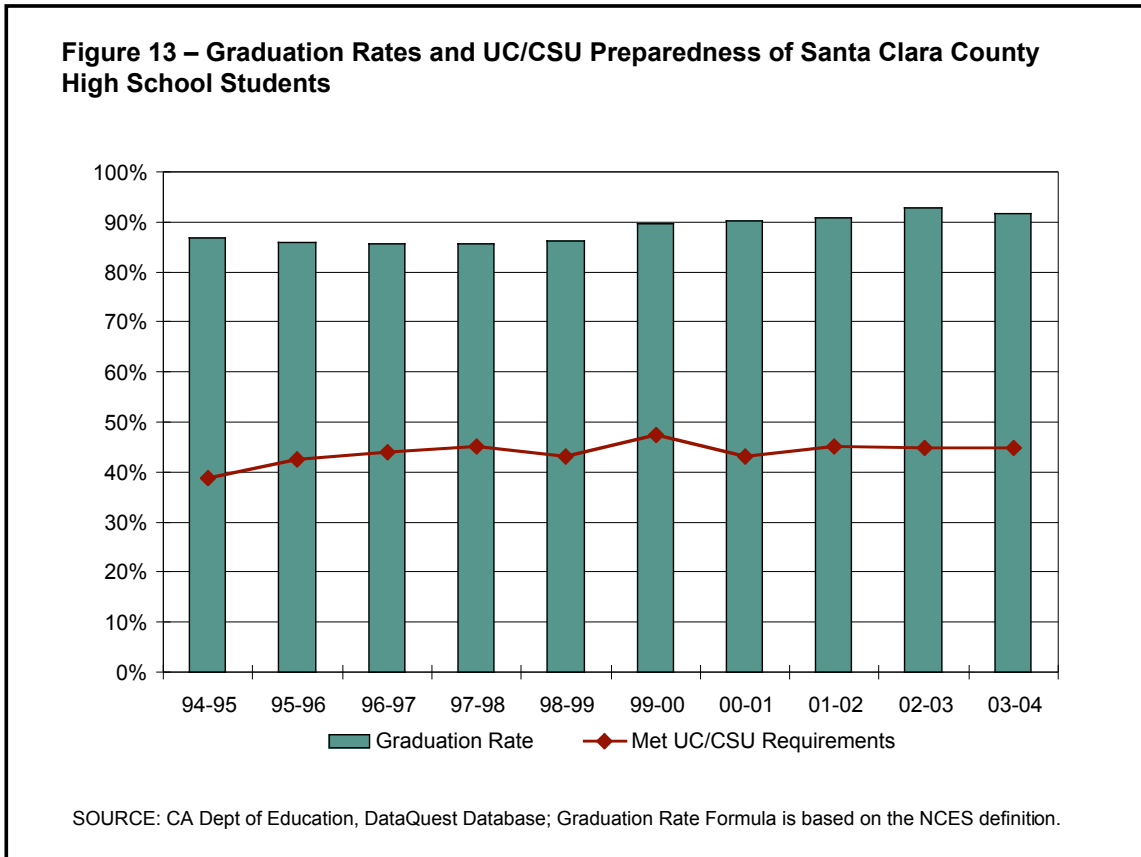
Projected Public High School Graduates

Twelfth-grade enrollment, and therefore the number of high school graduates, is projected to grow somewhat from 2004 through 2007 for Santa Clara County, but then decline slowly through 2015. Twelfth-grade enrollment for San Mateo County is projected to be stable from 2004 to 2008, then begin a gradual decline to at least 2015.

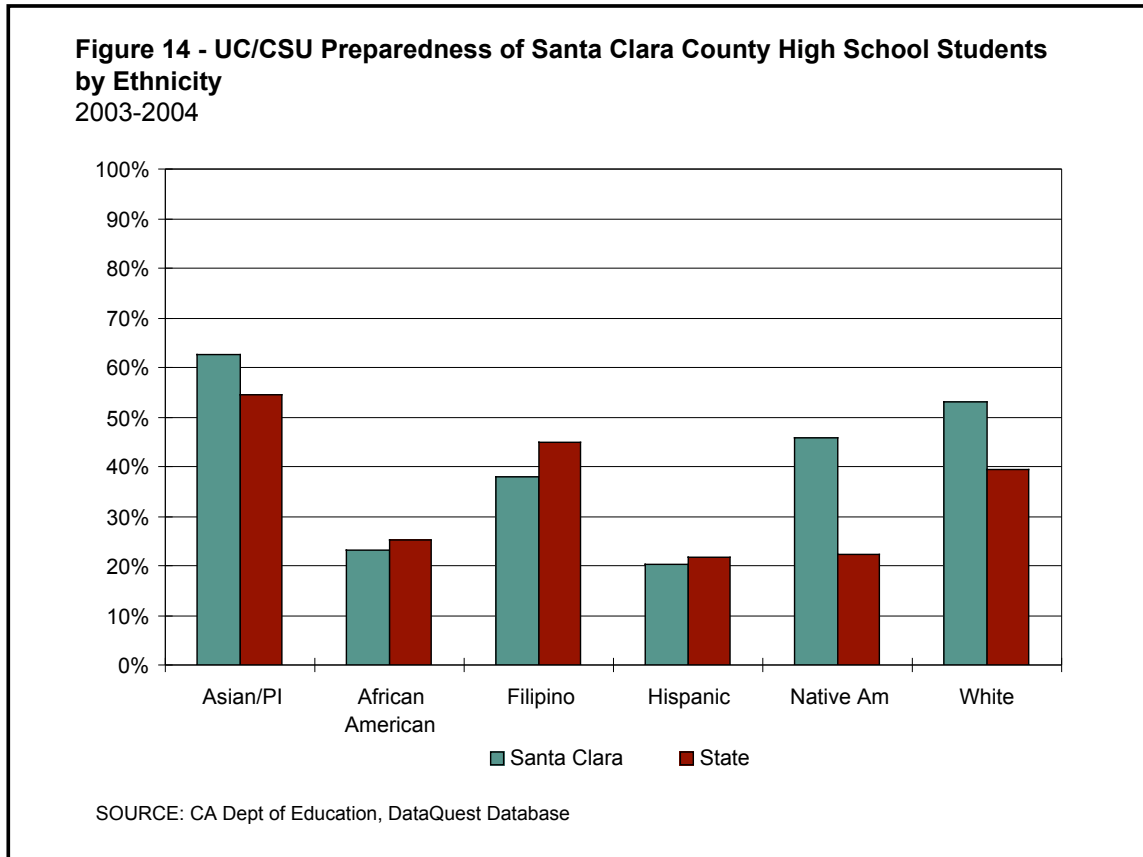


Student Preparedness

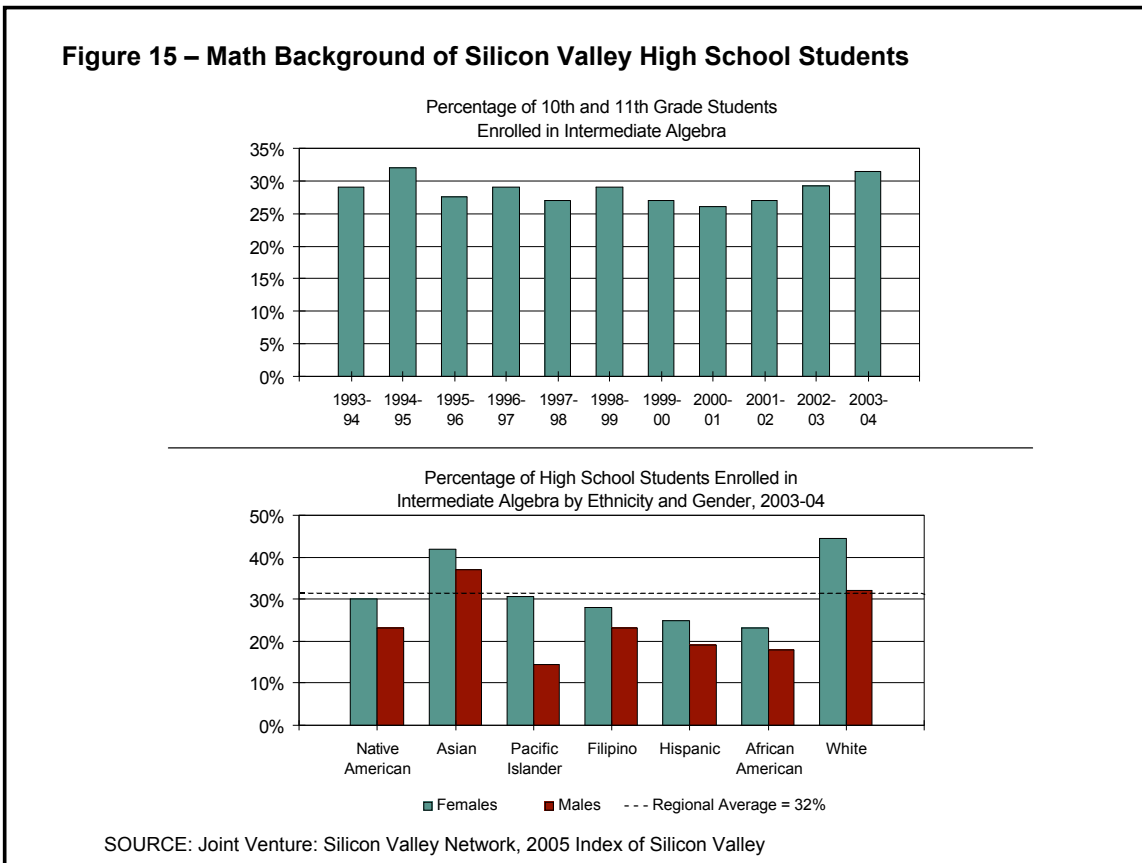
The level of preparedness of Santa Clara County high school students has increased in recent years. High school graduation rates have improved slightly since 1998-99 after a steady period during the mid-1990s. At the same time, somewhat more students are finishing high school having successfully taken courses required for admission to the University of California and California State University systems.



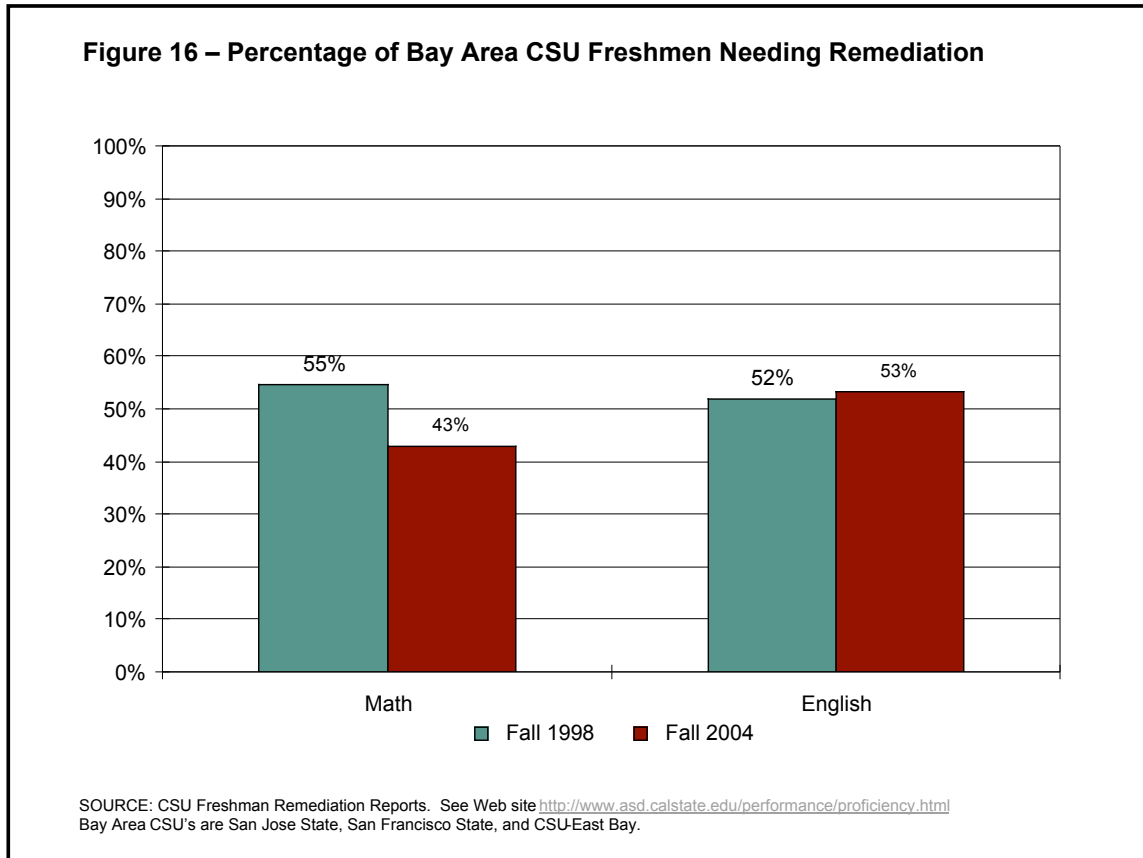
However, there are enormous racial disparities in high school student preparedness. Asian, white and Filipino high school graduates are much more likely to meet UC and CSU course requirements than African American, Hispanic, and Native American students. This pattern is replicated statewide, but the disparities are more pronounced in Santa Clara County due to the high performance of Asian and white students in the county relative to the rest of California.



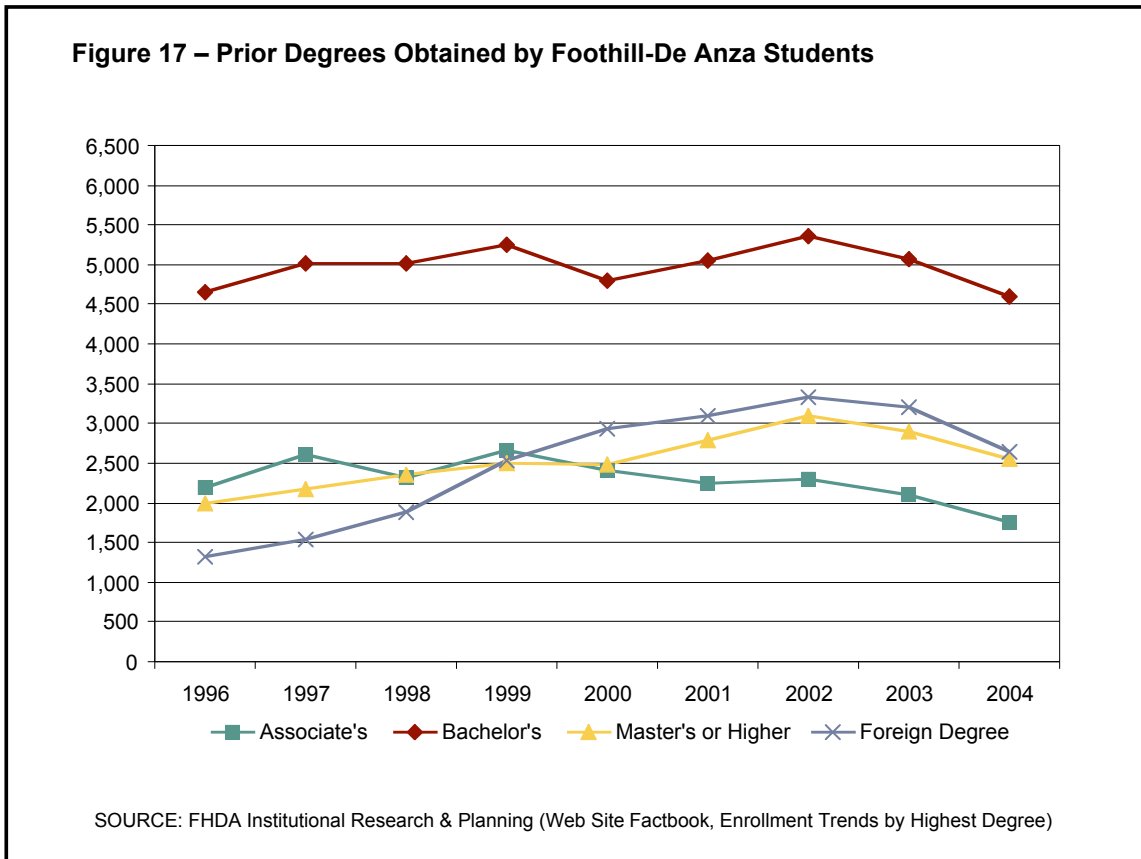
The proportion of high school students taking high-level math, such as intermediate algebra [Fig. 15] or trigonometry, has also improved, but large racial disparities persist. Asian and white students, particularly females, are much more likely to take high-level math during high school than students from other ethnic groups. Overall, more than two-thirds of Silicon Valley's high school students do not have the math and science preparation necessary for college.



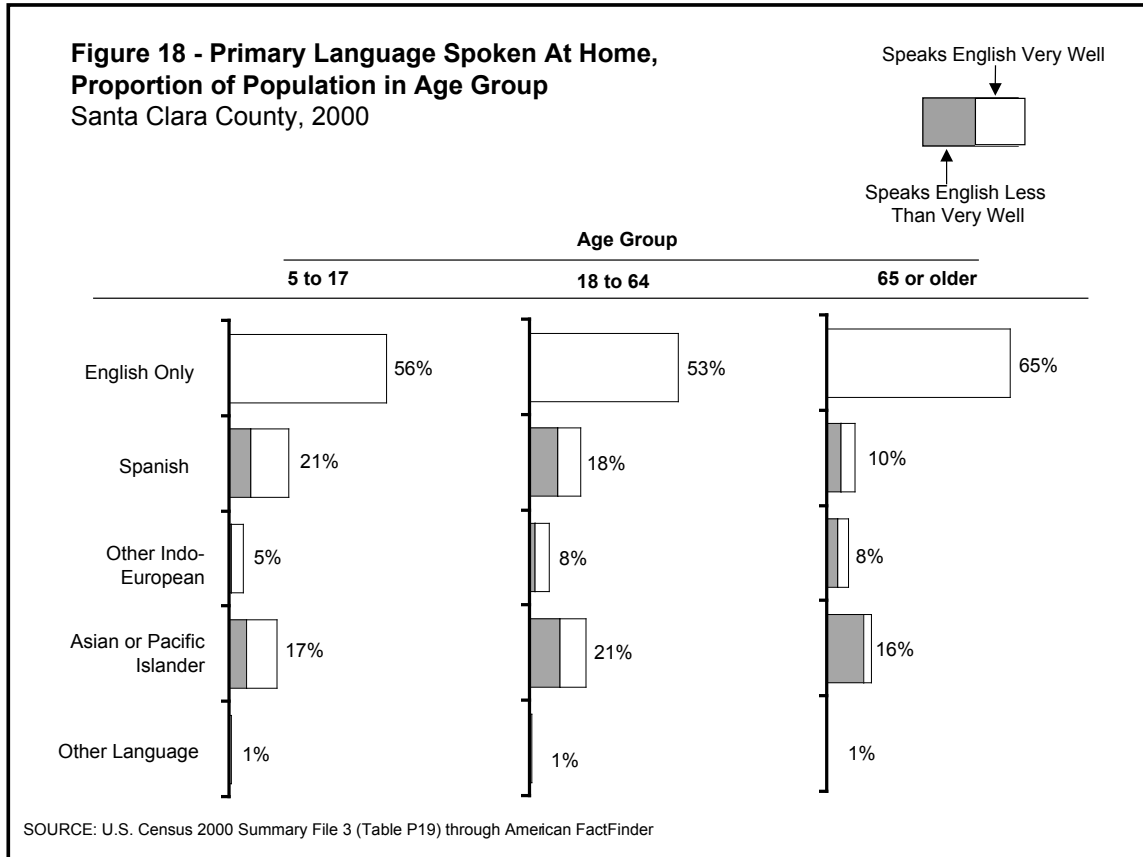
Improved high school preparedness is seen in the declining rate of local CSU students in need of remediation, at least in math. The percentage of local CSU freshman requiring such remediation has declined by 12 percentage points since fall 1998 to 43 percent in fall 2004. However, those needing remediation in English remains essentially the same at 53 percent.



Many Foothill-De Anza students are older, working adults who already have a four-year degree. The number of Foothill-De Anza students with a U.S. or foreign bachelor's degree peaked at almost 8,700 in 2002; even with the decline over the next two years, there were still 7,239 students with a bachelor's degree in 2004. Another 2,560 had a graduate degree.



English language instruction is a particular need for older Silicon Valley residents. While the majority of Silicon Valley residents speak English exclusively or at least very well, this is less true of older residents whose primary language is not English. Almost all native Asian or Pacific Island language speakers and half of native Spanish speakers over the age of 65 do not speak English well. The fraction of 18-to-64 year olds who do not speak English very well is also significant. Given the importance of basic English writing and speaking skills to all moderately paid jobs in Silicon Valley, English language education is critical.



Implications for Foothill-De Anza: Changes in Demographics and Educational Needs

As posited in Planning Premise 1, Silicon Valley's growth in population brings with it an increasing diversity in the educational needs of its residents served by the colleges. The population of Silicon Valley has undergone several pronounced changes in recent years. The share of residents that are Hispanic or Asian has increased dramatically over the past decade, particularly among college-aged residents. The share of Asian residents is expected to level off, although the portion of Hispanic residents should increase gradually. The population is also aging: Individuals over the age of 60 are the fastest-growing segment of Silicon Valley's population. Geographically, population growth will be greatest in cities beyond Foothill-De Anza's district boundaries, near and south of the city of San Jose. Finally, the level of preparedness for college among Silicon Valley's younger residents has improved somewhat, particularly in math, yet large racial disparities continue to exist. Students' lack of preparedness for college in general remains an issue for the region and the colleges should expect to continue to provide basic skills courses in language arts and mathematics over the next decade as disparities persist among high- and low-performing high schools. However, we can expect an increasing portion of students to enter our institutions with better preparation.

Student characteristics reflect some of these demographic trends. Hispanic and Asian students have increasingly comprised a larger share of the district's students, who roughly reflect the ethnic composition of cities within the district, though not that of Santa Clara County overall. The colleges draw students from throughout the Silicon Valley area; however, participation rates are highest among cities within the district boundaries. Participation rates are also very high among traditional "college-aged" Santa Clara County residents. The number and proportion of older residents is growing significantly while their share of the total enrollment of the district has remained about the same in the past 10 years. The overall aging of the population will necessarily be a consideration of the district as it moves into the future.

Planning Premise 2

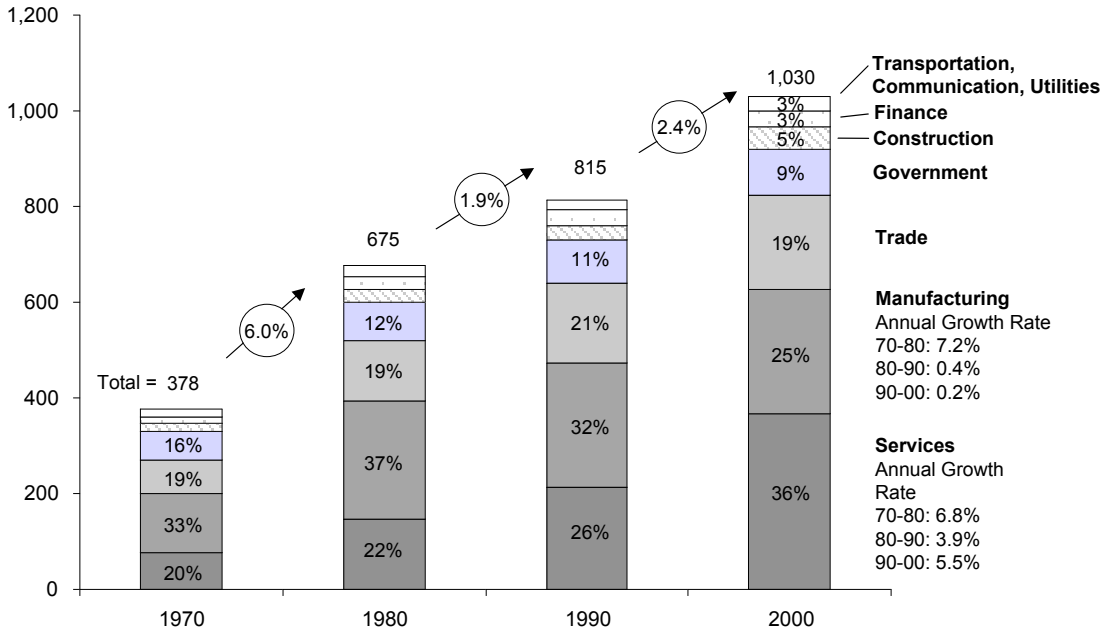
Knowledge-Based Industries Are Fueling the Shift from a Manufacturing- to Service-Based Economy

Not only is Foothill-De Anza serving a dynamically changing population, but it is also serving a region in which there has been and will continue to be large shifts in the composition of industries, employment and occupations. These changes in Silicon Valley have ongoing effects and implications for the educational needs of those preparing for careers and making career changes, and for the development of the employed workforce.

Changing Industry Structure

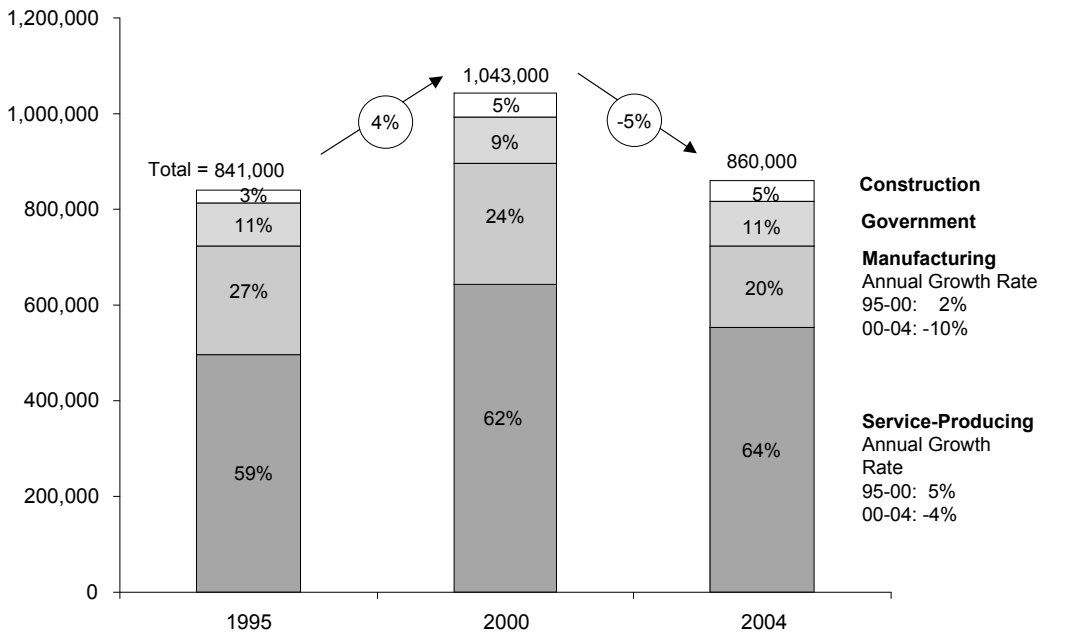
The past 30 years has brought a near tripling of employment in Silicon Valley and a rapid shift from manufacturing to service-oriented and information industries. Economic growth in the 1970s was largely due to expansions in manufacturing, particularly in high-tech industries, which expanded from 33 to 37 percent of total employment during that decade. Recent growth has been fueled by growth in services, particularly business services during the 1990s. While services grew at rate of 5.5 percent during the 1990s, manufacturing stagnated. Employment growth in other non-governmental industries such as trade, construction, finance, transportation, communication and utilities has roughly kept pace with that of the economy as a whole. The past 10 years has accelerated this transition. Manufacturing both grew more slowly during the boom of the late 1990s and has experienced much more severe job loss during the downturn — approximately 10 percent annually. Overall, Silicon Valley has lost 180,000 of its jobs since peak employment in 2000. Jobs that remain are much more likely to be in service-producing industries.

Figure 19 - Average Annual Non-Farm Employment
 Santa Clara County
 1970 to 2000, thousands



SOURCE: US Bureau of Labor Statistics Current Employment Statistics program

Figure 20 - Average Annual Non-Farm Employment
 San Jose MSA
 1995 to 2004



Note: San Jose MSA includes Santa Clara and San Benito Counties. The geographic scope and industry categories are not directly comparable between Figures 1 and 2.

SOURCE: US Bureau of Labor Statistics Current Employment Statistics program

Figure 21 divides average annual non-farm employment into three broad segments—information technology (IT), non-information technology industry (non-IT) and the local service sector—and displays three dynamics with respect to these sectors. First, it displays the overall level of employment for 1995, 2000 and 2004 (as also indicated in Figure 20). In 2000, non-farm jobs numbered 1,043,000, an increase of 202,000 over the 841,000 of 1995. However, the downturn after 2000 reduced total non-farm employment by 186,000 to 860,000 by 2004. Figure 21 also shows the relative size of sector employment compared to total employment within each of the three years displayed. As total overall employment shrank, the IT sector share of total employment also shrank, from 21 percent in 2000 to 17 percent in 2004, indicating that IT lost job proportionally faster than the overall job loss. Non-IT industry jobs also contracted from a 45 percent share to 42 percent share. However, while shrinking in absolute numbers, the local service sector nevertheless increased its share of total employment from 34 percent in 2000 to 41 percent in 2004. In addition, Figure 21 displays the average annual percentage change in jobs for the total and for each of the three sectors. Overall, the total number of jobs increased at a four percent average annual rate from 1995 to 2000 but decreased during the downturn after 2000 at an average annual rate of five percent. The average annual decrease in jobs during the downturn varied within the IT sector, losing an average of eight percent per year. The non-IT sector suffered almost as much, losing an average of seven percent of its jobs each year during the downturn. Meanwhile, the local service sector lost only an average of one percent of its jobs during the downturn, thus gaining share of overall employment from both the IT and non-IT sectors.

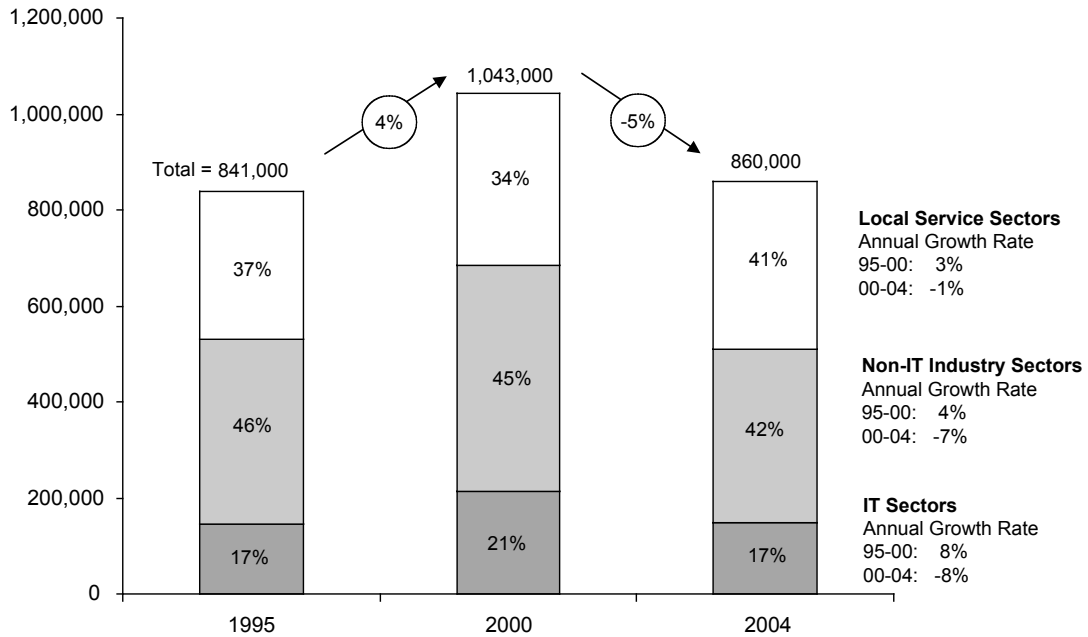
While growth in IT has clearly subsided since 2000, services in the three IT categories—Internet and data services, software publishing and telecommunications—are still well above historical levels and likely to stay there. IT-related manufacturing continues a decline apparent in the early 1990s, a trend that was halted briefly during the boom. [Fig. 22]

Non-IT industry sectors have also been hit by the economic downturn, most notably in professional services (such as engineering, accounting and consulting) and administrative support services, whose major customers include many Silicon Valley technology firms. Finance, non-software publishing, and construction have all fared comparably well since the downturn, but comprise a relatively small share of Silicon Valley employment. Non-IT manufacturing continues to experience dramatic recent employment declines. [Fig. 23]

Employment in most of the local service sector has held steady or even improved throughout the downturn, such as in the recreation fields, with arts and entertainment, hotel accommodation and food service losing few jobs. The health and educational services sectors have added jobs since 2000. Cuts in retail and local government have been more dramatic, although government cuts did not begin to occur until 2003. [Fig. 24]

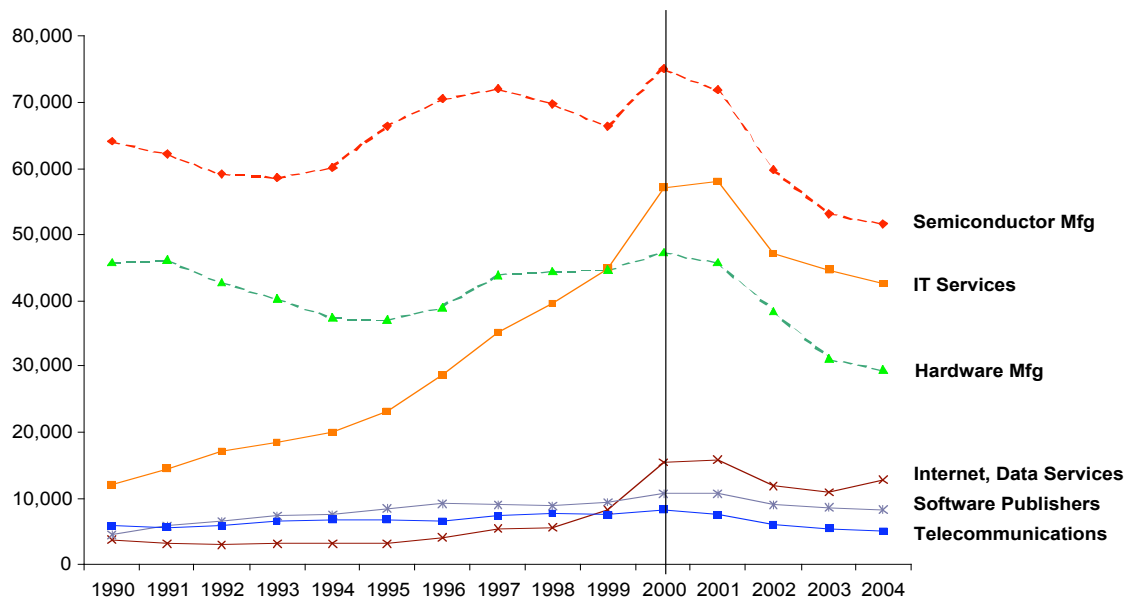
Figure 21 - Average Annual Non-Farm Employment
 San Jose MSA
 1995 to 2004

○ Annual Growth Rate



Note: San Jose MSA includes Santa Clara and San Benito Counties. The geographic scope and industry categories are not directly comparable between Figures 1 and 3.
 SOURCE: US Bureau of Labor Statistics Current Employment Statistics program

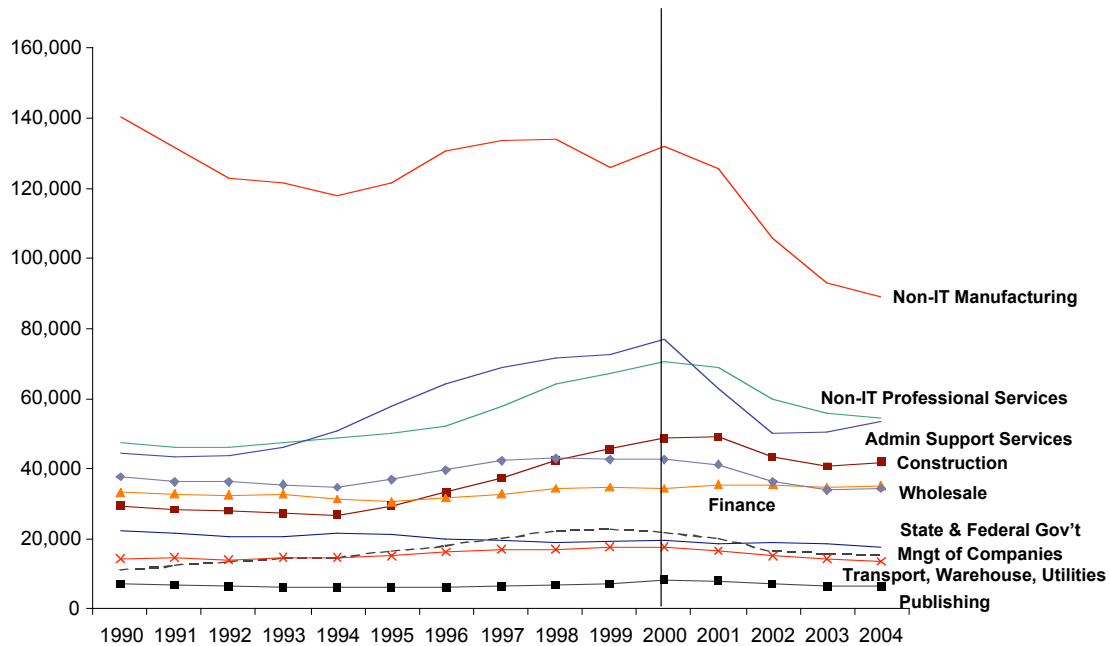
Figure 22 - Average Annual Employment in Information Technology Sectors
 San Jose MSA
 1990 to 2004



Note: San Jose MSA includes Santa Clara and San Benito Counties
 Source: California Employment Development Department, Labor Market Information Division

Figure 23 - Average Annual Employment in Non-IT Industry Sectors

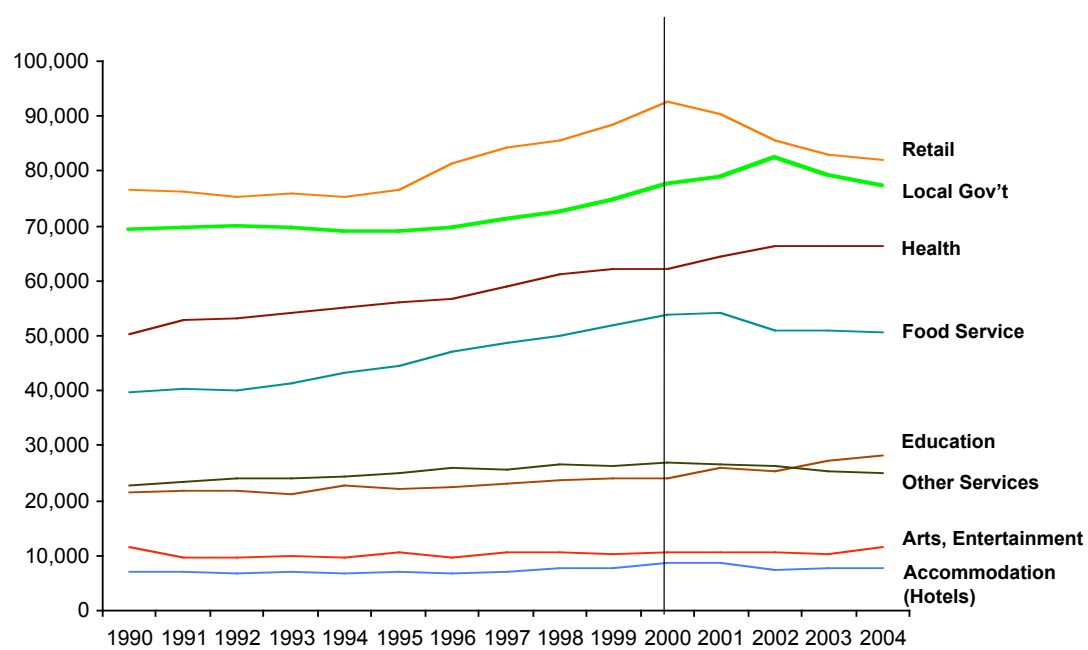
San Jose MSA
1990 to 2004



Note: San Jose MSA includes Santa Clara and San Benito Counties
Source: California Employment Development Department, Labor Market Information Division

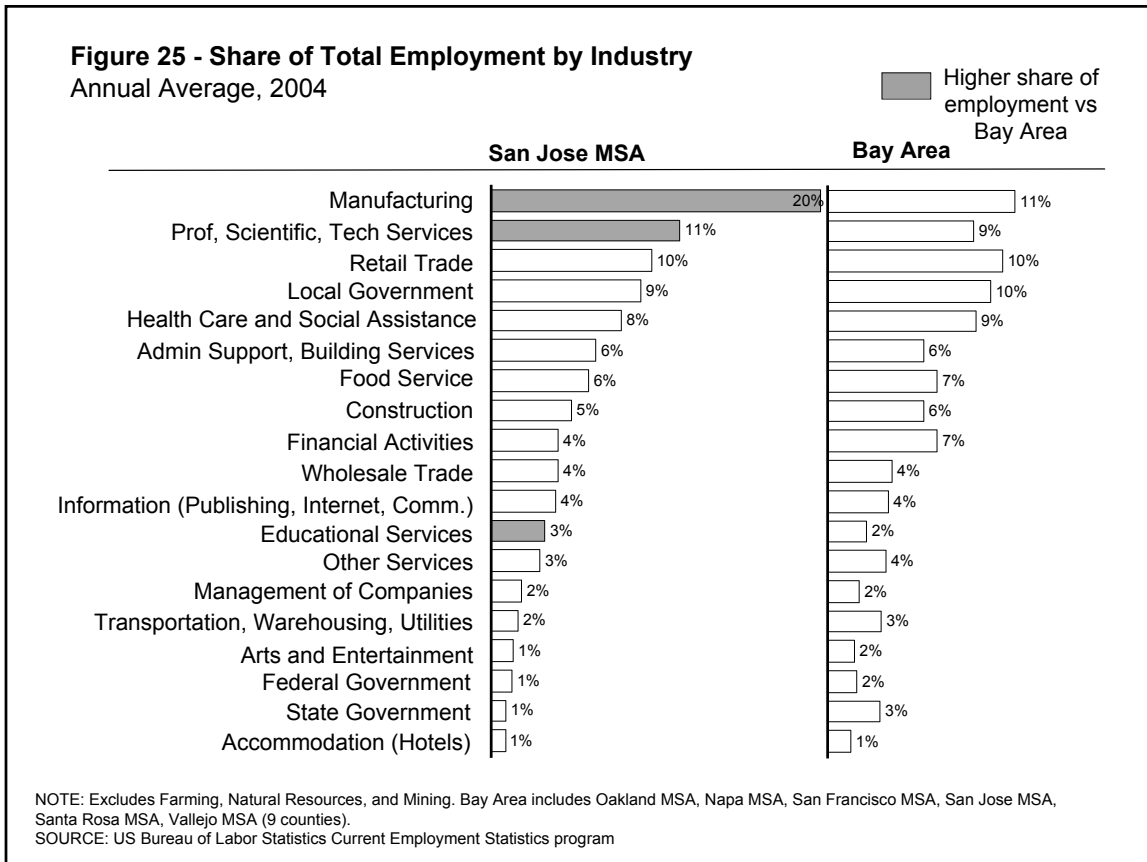
Figure 24 - Average Annual Employment in Local Service Sectors

San Jose MSA
1990 to 2004



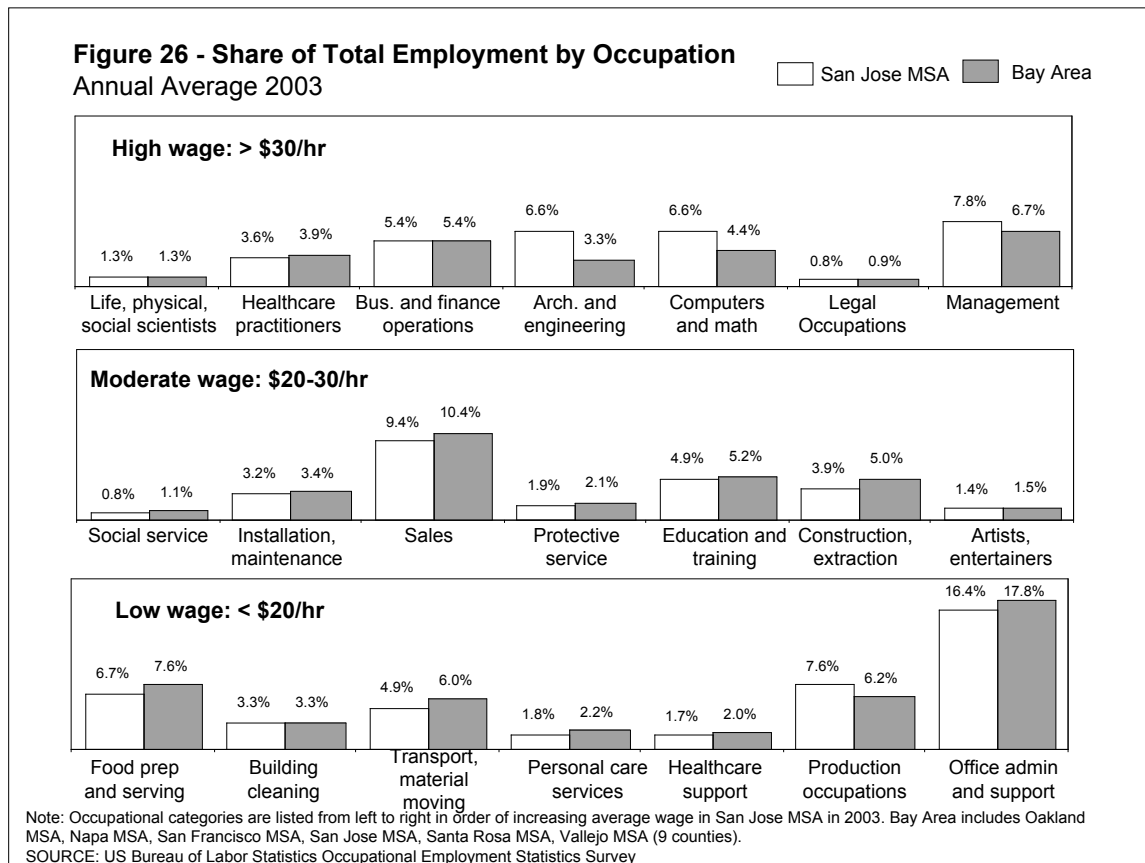
Note: San Jose MSA includes Santa Clara and San Benito Counties.
Source: California Employment Development Department, Labor Market Information Division

Despite these employment changes, Silicon Valley remains more concentrated in manufacturing and business services than the rest of the Bay Area, California and the nation. Fully 20 percent of Silicon Valley employment is in manufacturing, approximately twice the share of the Bay Area as a whole and the state. Professional, scientific and technical services constitute another Silicon Valley strength, with approximately 11 percent of total employment in this industry. The balance of Silicon Valley employment is spread broadly over many industries, as is typical of a large, diverse economy. Local services such as retail trade, local government and health care are typically large sectors in diverse metropolitan areas and this is true in Silicon Valley as well.

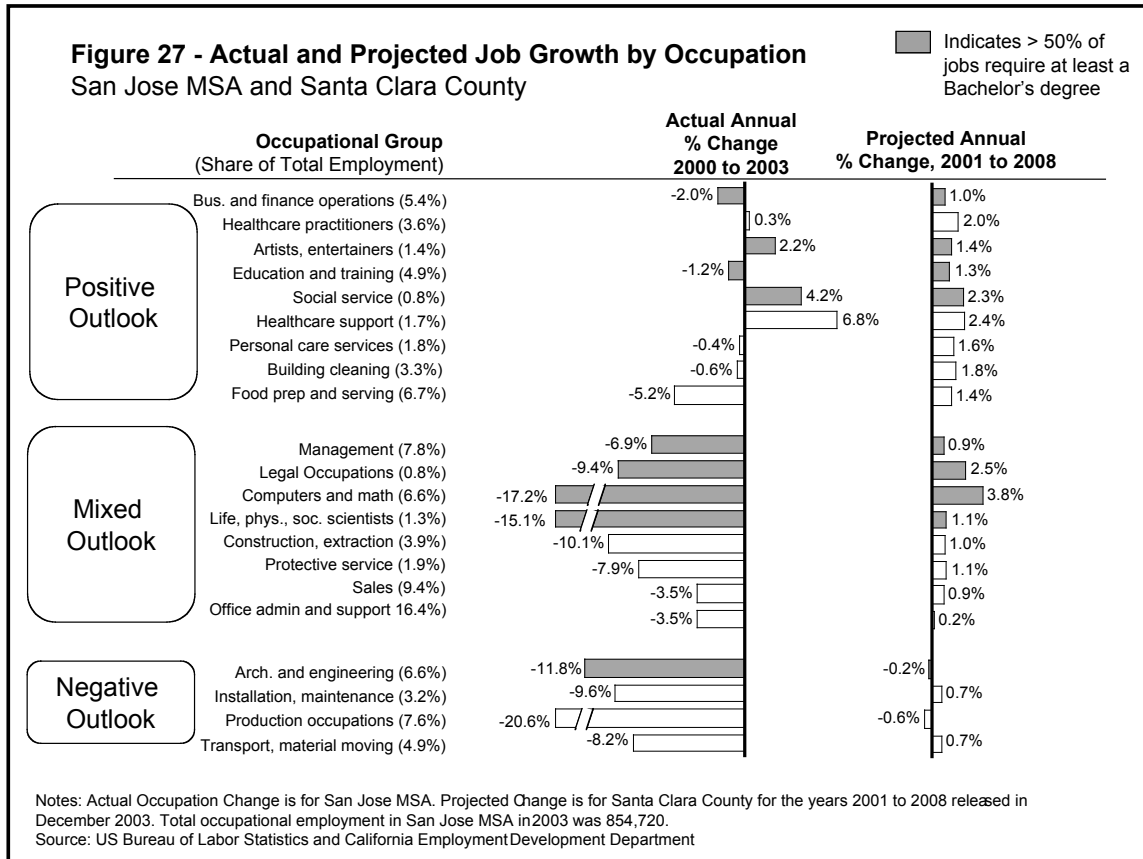


Occupational Structure

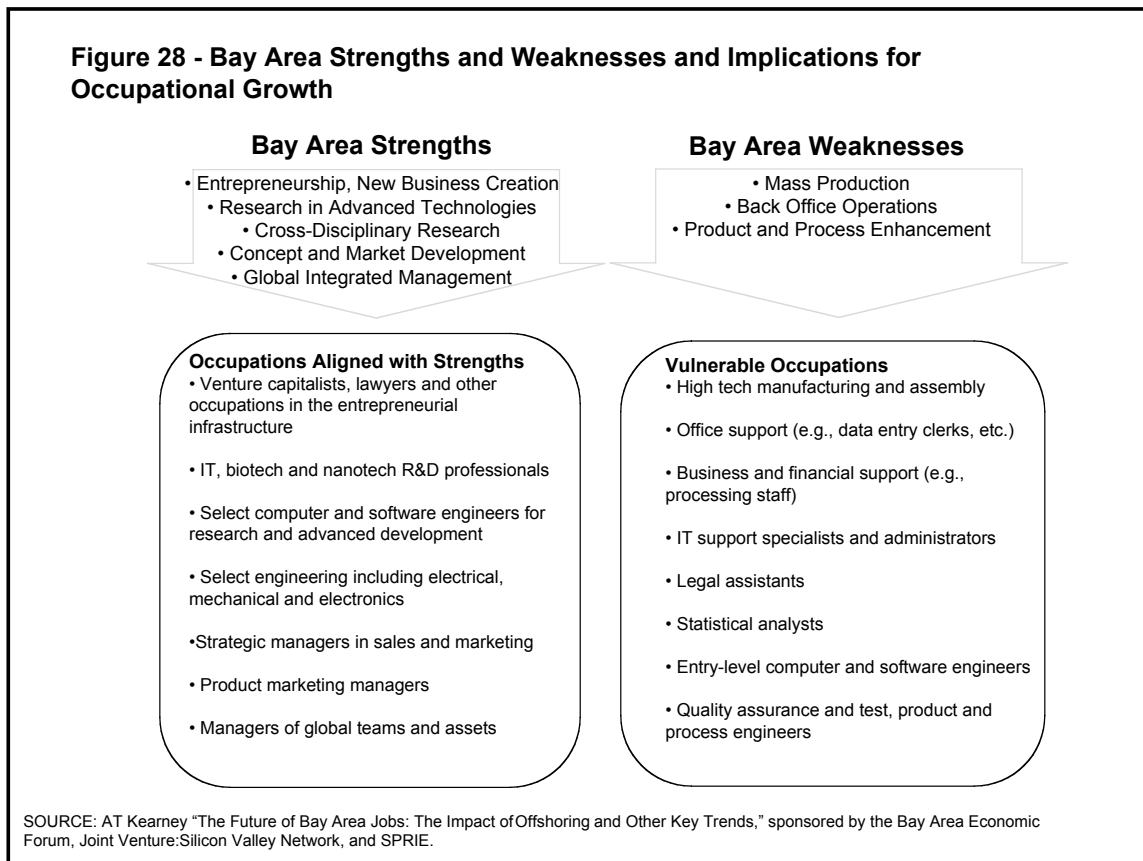
Compared to the Bay Area as a whole, Silicon Valley has a very high concentration of well-paid management and technical occupations such as computer scientists and engineers, while low- to moderately-paid sales, office support and construction jobs are all less prevalent. This high-wage occupational structure is due both to a focus in sectors that employ these types of workers and to the decision of firms to locate their most highly skilled, highly paid occupations in Silicon Valley. Production occupations are the only jobs concentrated in Silicon Valley that are not very highly paid.



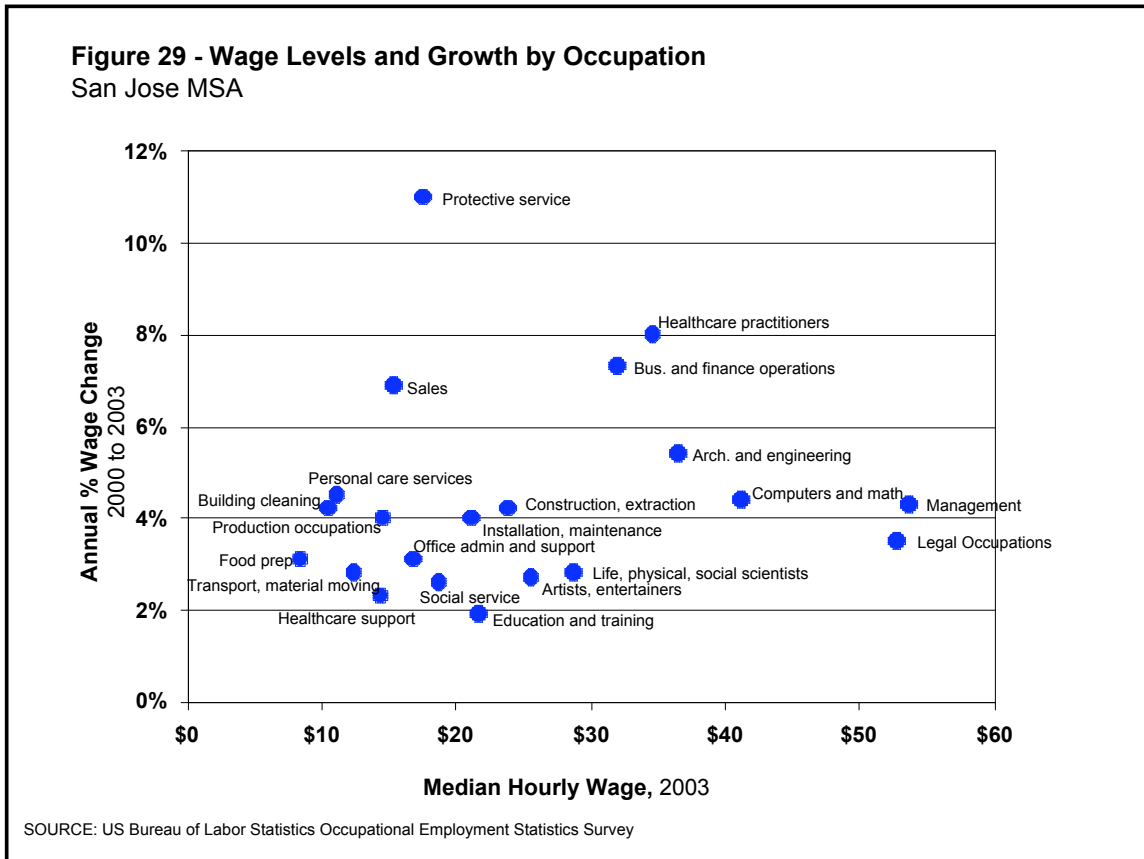
The recent downturn has made predictions about future occupational growth difficult; however, healthcare, healthcare support and social service-jobs look positive on several measures. Production-related jobs will continue to decline. The majority of professional and office jobs are expected to grow but have experienced larger-than-average losses in recent years, so the immediate outlook for these positions is less clear. Many of the occupations with a positive or mixed outlook require at least a bachelor's degree.



A recent study by management consulting firm A.T. Kearney assessed the alignment of many occupations with the Bay Area region’s competitive strengths. The Bay Area is unique in its ability to foster entrepreneurship, enable advanced technology and interdisciplinary research, facilitate concept and market development and act as global management hub. Demand for occupations closely related to these strengths—venture capitalists, R&D professionals, and managers, for example—should remain strong. However, occupations not aligned with these strengths—such as production occupations, office and IT support and entry-level engineers—are vulnerable to offshoring due to lower wage costs in other countries. Mass production, back office operations and product and process enhancement are activities companies may more profitably conduct elsewhere.



With a few exceptions, wage gains have been most significant for the most highly paid, highly skilled jobs in Silicon Valley. Business and finance professionals, architects and engineers, and computer scientists all experienced above average wage growth from 2000 to 2003. Due to an increased demand for private security services, protective service workers—i.e., security guards—experienced rapid wage gains from a relatively low level. The well-known shortage of health care professionals such as nurses and medical technicians has driven up wages in these fields as well.



Implications for Foothill-De Anza: The Shift in the Jobs-Based Economy

The Silicon Valley economy has undergone significant structural changes over the past several decades; most significant has been the shift from manufacturing to service industries. The “boom and bust” of the past decade has accelerated this transition. Knowledge-based industries such as information technology services, data and professional business services have fueled much of this transition and should continue to be the significant driving industries in Silicon Valley in the future. While not experiencing such explosive growth, local community-serving industries such as health care and education have also expanded steadily, even as the pace of population growth slowed with the downturn. These changes have left Silicon Valley with a relatively high concentration of highly skilled and highly paid jobs.

As knowledge-intensive industries and occupations continue to expand and dominate the job opportunities available to Silicon Valley workers, area colleges must continue to provide access to and ensure success in programs that develop the skills needed by these jobs.

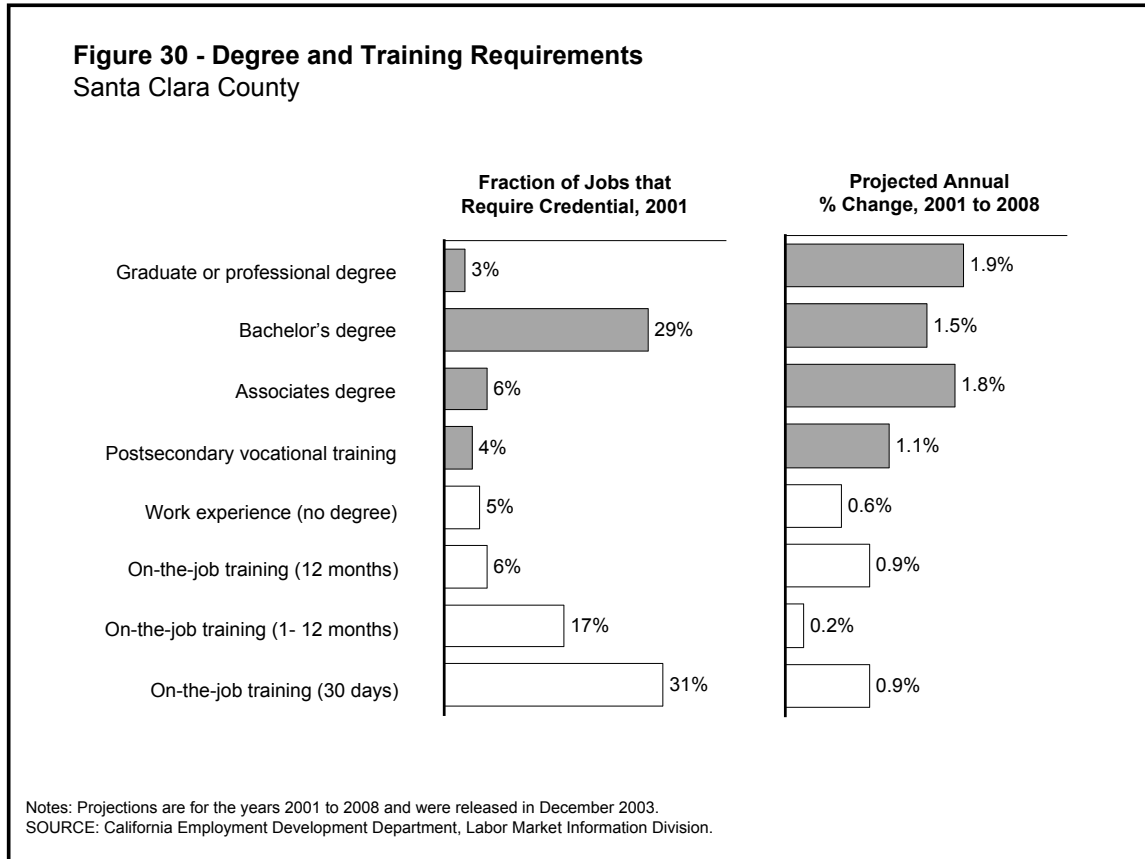
Planning Premise 3

The Occupational Structure Is Shifting Toward Jobs Requiring High-Level, Flexible Skills

The changing structure and nature of national and regional industry clearly affects occupations. As industry becomes knowledge-based and as shifts in the economy accelerate, workers are required to develop higher-level and more flexible skills. This, in turn, affects our course and program enrollments and planning for a responsive curriculum and appropriate facilities.

Occupations and Educational Requirements

Occupations requiring postsecondary schooling are expected to experience the greatest job growth over the next several years. Approximately 38 percent of jobs in Santa Clara County required at least an associate's degree in 2001. This share will increase in the coming years, as occupations requiring an associate's, bachelor's or advanced degree are expected to continue to grow more rapidly than occupations simply requiring work experience or on-the-job training.



Silicon Valley has a higher concentration of jobs requiring high levels of basic mathematics, reading comprehension and critical thinking skills than the rest of the United States, with an additional nine to 10 percentage points of Santa Clara employment is in occupations that require 60 or greater on the O*NET scale of basic math, reading, and critical thinking skills. (The O*NET system, developed by the U.S. Department of Labor, has detailed information on the skill requirements and characteristics for more than 950 occupations.) Skill levels assigned to each occupation reflect the abilities needed to perform the specific tasks of the occupation. For instance, paralegals and legal assistant jobs require above-average reading (level 63), writing (62), and speaking (61) skills. This level of reading comprehension is well above that needed to read step-by-step instructions for completing a form (low O*NET reading skill level), slightly above that needed to read a memo from management describing new personnel policies (average O*NET level), but below that needed to read a scientific journal article describing surgical procedures (highest O*NET level). Similarly, paralegals must possess speaking skills slightly more advanced than those needed to interview applicants to obtain personal and work history (average O*NET speaking skill level), but not as advanced as those needed to argue a legal case before the Supreme Court (highest speaking skill level). [Fig. 31]

Predictably, job growth is expected to be greatest in occupations requiring high levels of basic math, reading, critical thinking, speaking and writing skills. [Fig. 32]

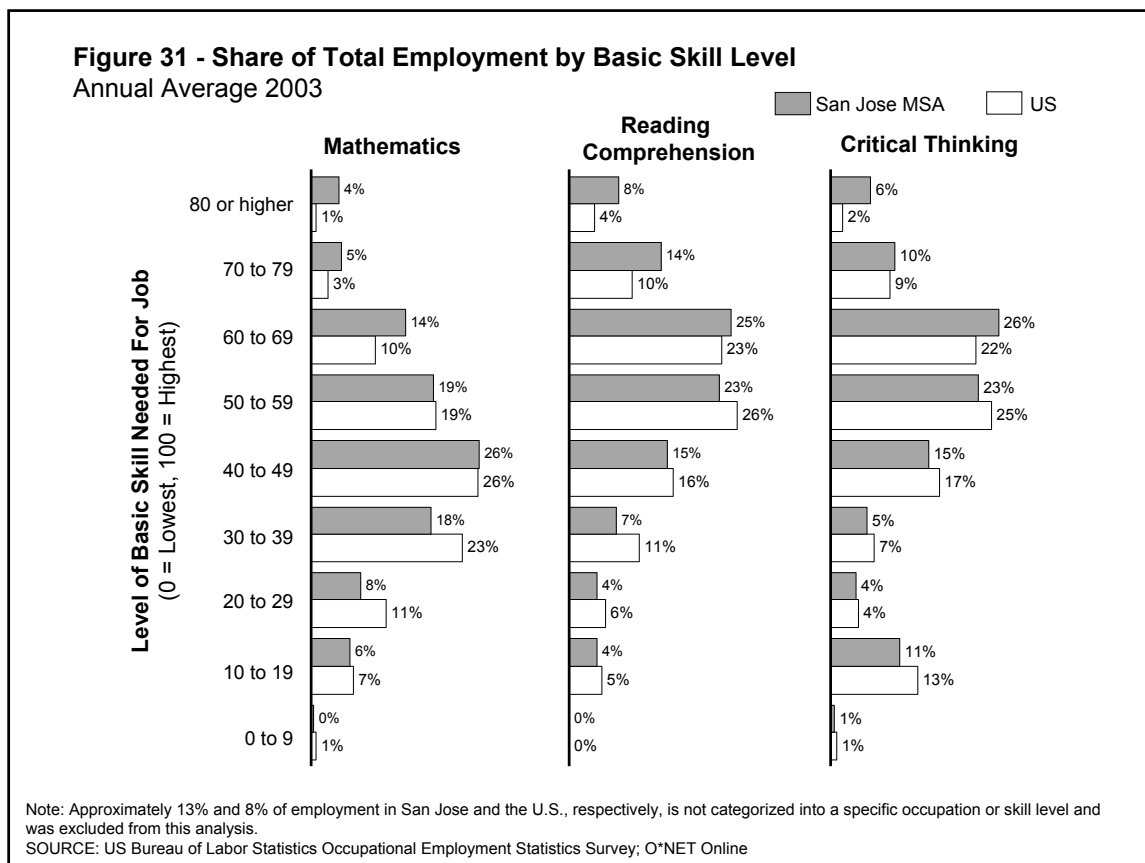
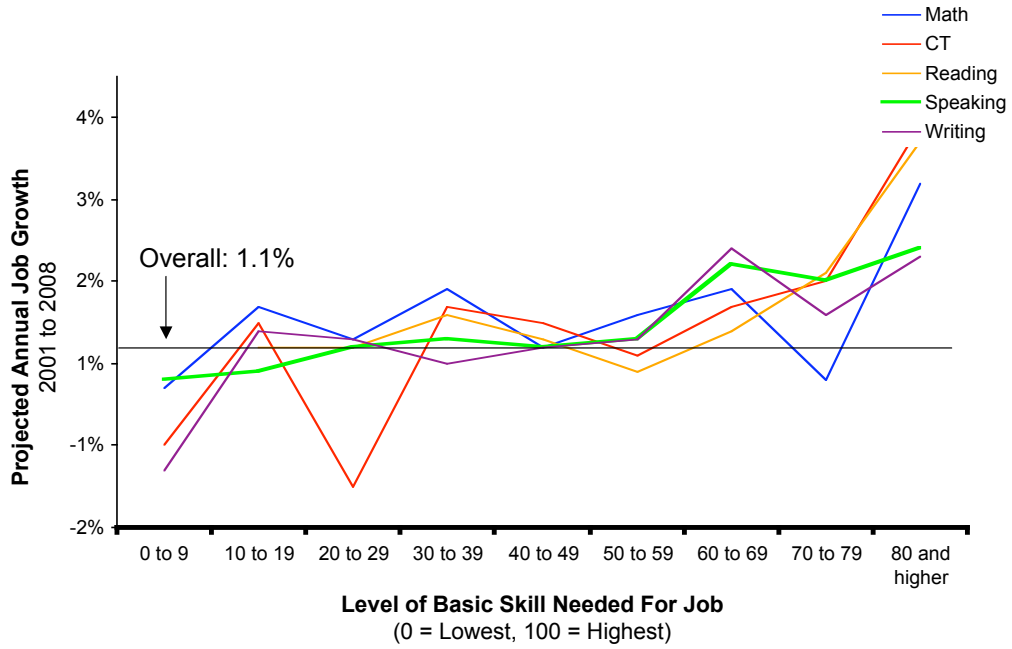


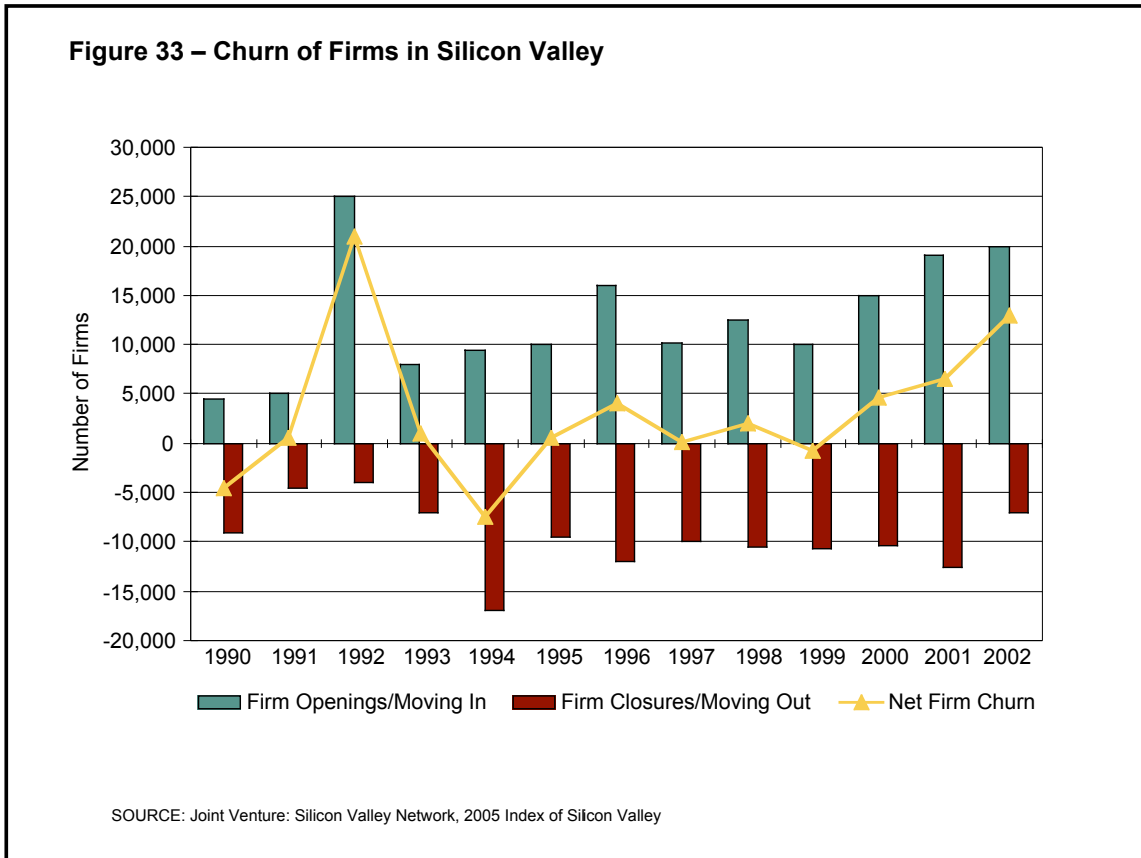
Figure 32 - Projected Annual Job Growth by Basic Skill Category
 Santa Clara County



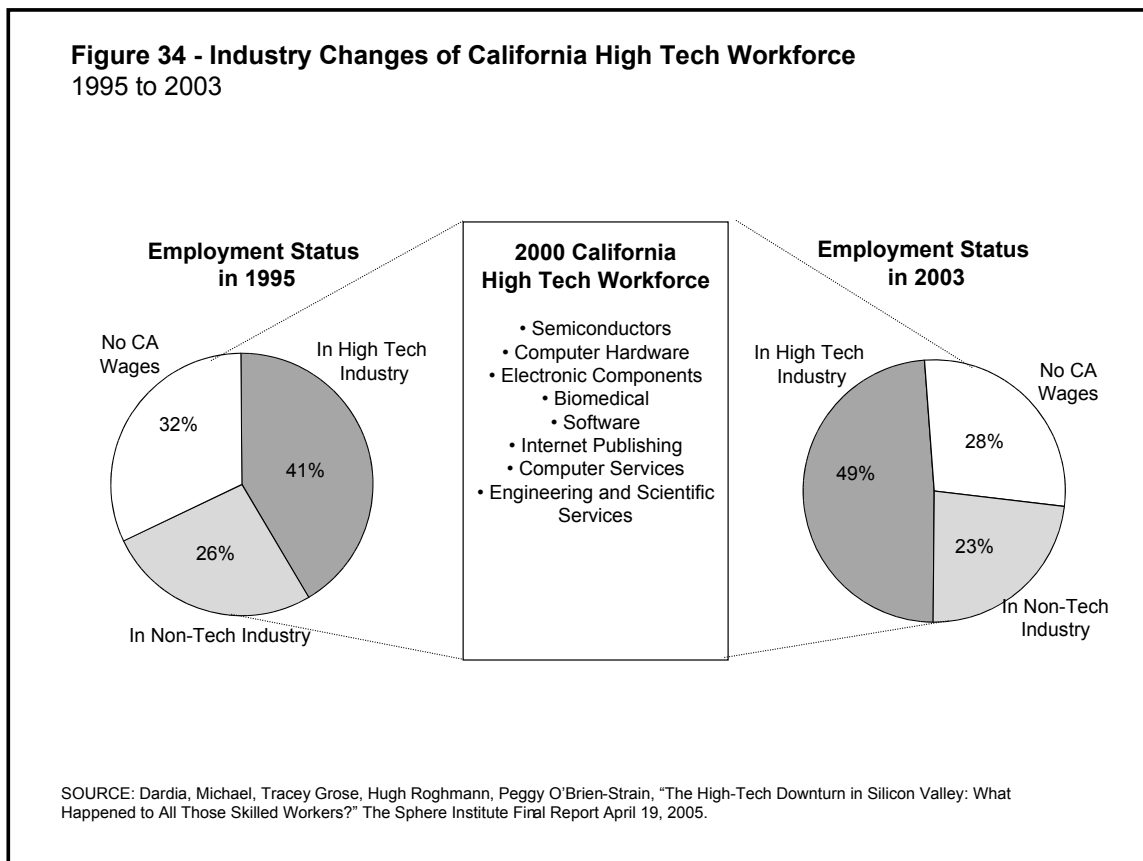
SOURCE: California Employment Development Department; O*NET Online

Rapid Firm and Job Transition

There is a high level of transition, or “churn,” among Silicon Valley firms, with firm openings actually outpacing firm closings since 2000. According to Joint Venture: Silicon Valley Network, approximately 46 percent of all Silicon Valley firms were started from 1998 to 2002, accounting for 30 percent of total employment.



As shown in Figure 34, workers are also very likely to change industries when they are separated from their jobs. Of the one million workers in California technology industries in 2000, less than half were still in the technology industry by 2003. The remainder switched to non-tech industries or dropped or moved from the California labor force altogether. This high frequency of industry transition is not confined to economic downturns; only 41 percent of the state's technology workforce in 2000 had worked in a California technology industry in 1995. Technology workers who switched to non-tech industries experienced greater wage losses than those who remained in their original high-tech industry [Fig. 35].



**Figure 35 - Wage Changes of California High Tech Workforce
2000 to 2003**

		Median wage change from 2000 to 2003 if		
		Remain in same industry	Change to other high-tech industry	Change to non-tech industry
High-Tech Industry in 2000	Semiconductors	8%	-3 to 6%	-27%
	Computer hardware	10%	2 to 18%	-17%
	Electronic components	6%	0 to 18%	-16%
	Biomedical	8%	0 to 22%	2%
	Software	13%	4 to 20%	-10%
	Internet publishing	12%	-24 to 20%	-10%
	Computer services	11%	11 to 20%	-4%
	Engineering & scientific services	14%	0 to 19%	-1%

SOURCE: Dardia, Michael, Tracey Grose, Hugh Roghmann, Peggy O'Brien-Strain, "The High-Tech Downturn in Silicon Valley: What Happened to All Those Skilled Workers?" The Sphere Institute Final Report April 19, 2005.

Implications for Foothill-De Anza: The Shifting Occupational Structure

Planning Premise 3 makes clear that people with high-level, flexible skills will be critical to Silicon Valley's future success. While the immediate short-term outlook for specific occupations is difficult to determine, it is evident that the shift towards jobs requiring postsecondary schooling and high levels of basic skills will continue. The occupations best aligned with Silicon Valley's economic strengths are knowledge-intensive. Routine production, process, and support jobs have been declining. The pace of individual- and firm-level transition underlying these aggregate shifts is even more pronounced. Companies are created and die off at a feverish rate, and workers shift jobs and industries often in Silicon Valley.

Current and projected economic trends have several implications for the role of postsecondary education. First, knowledge-intensive industries and occupations will continue to dominate the job opportunities available to Silicon Valley workers; therefore, clearly, area postsecondary institutions must continue to provide access to the skills needed by these jobs. Second, these jobs will increasingly require both high levels of basic skills and formal postsecondary credentials. Basic skill proficiency, whether obtained during high school or afterward, is required of almost all workers in Silicon Valley. Lastly, fluctuating occupational demand, the frequency of firm turnover and job changes, and the importance of basic skills all underscore the importance of worker and institutional flexibility. Workers must possess transferable skills and the ability to learn new jobs quickly. Educational institutions and training providers must both equip workers with this flexibility and respond to changing demand by adjusting curriculum.

Planning Premise 4

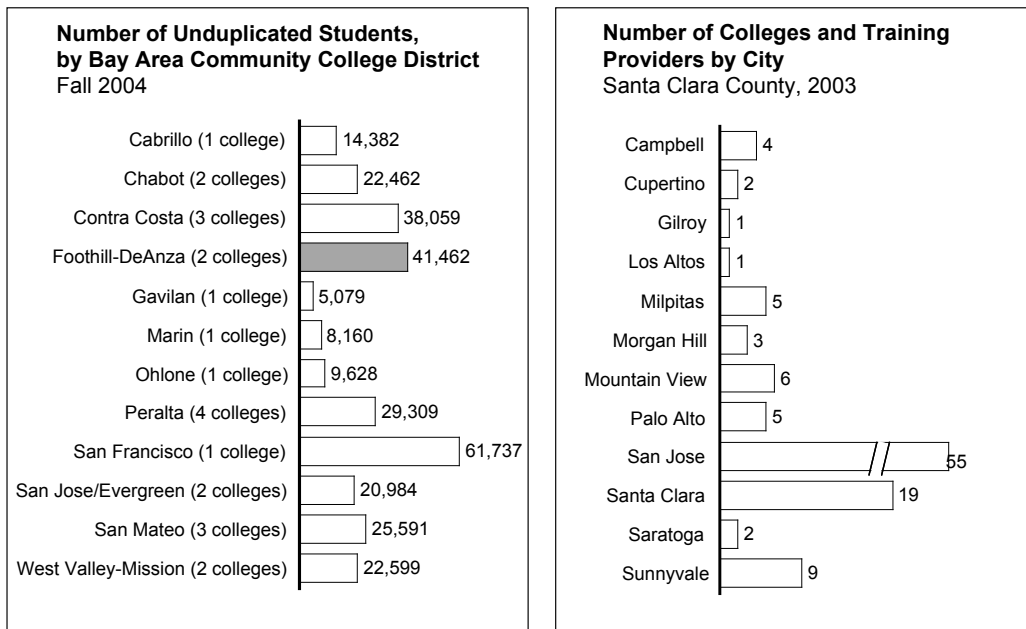
Other Postsecondary Education and Training Providers Form a Context for Competition and Collaboration

Foothill-De Anza is not alone in meeting the postsecondary educational and training needs of Silicon Valley residents. The many other colleges and training providers serving the region represent not only competition and but also opportunities for cooperation and collaboration in meeting these needs successfully and efficiently.

Other Postsecondary Education and Training Providers

There are more than 100 colleges and training providers in the immediate vicinity of the district, with two-thirds of these training providers in the cities of San Jose and Santa Clara. The 23 colleges in this group serve almost 300,000 residents every fall. In the Bay Area, the Foothill-De Anza Community College District serves the second-highest number of students, behind only City College of San Francisco.

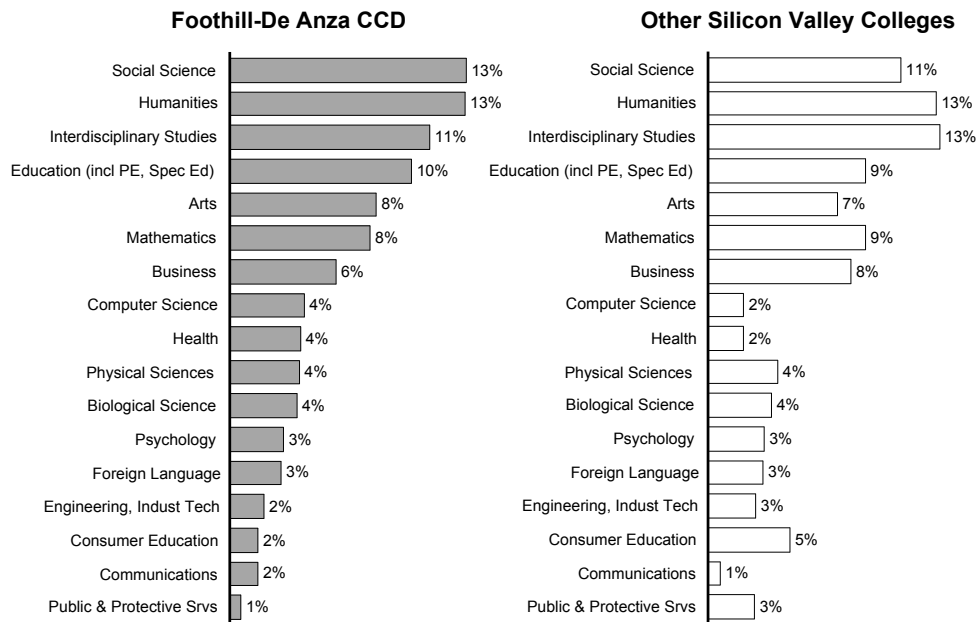
Figure 36 - Other Local Postsecondary Education and Training Providers 2003-2004



SOURCE: Chancellor's Office, California Community Colleges. NOVA 2003 Training Directory Santa Clara County

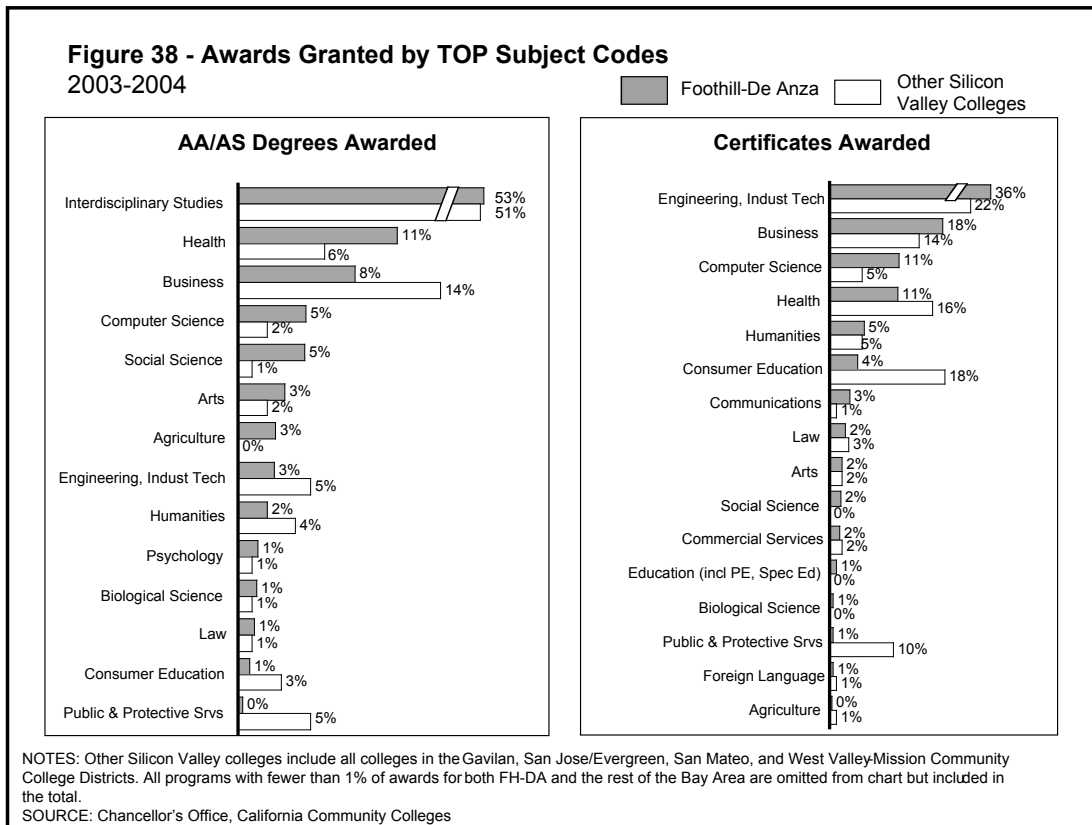
The course offerings at Foothill-De Anza are very similar to those offered at other Bay Area community colleges, with social sciences, humanities, interdisciplinary studies and education (including special, physical and health education) accounting for almost half of all full-time equivalent students (FTES) in fall 2003. Foothill-De Anza offers more instruction in computer science and health and slightly less in consumer education, interdisciplinary studies and business than other colleges.

Figure 37 - Full Time Equivalent Students by TOP Subject Code
Fall 2004



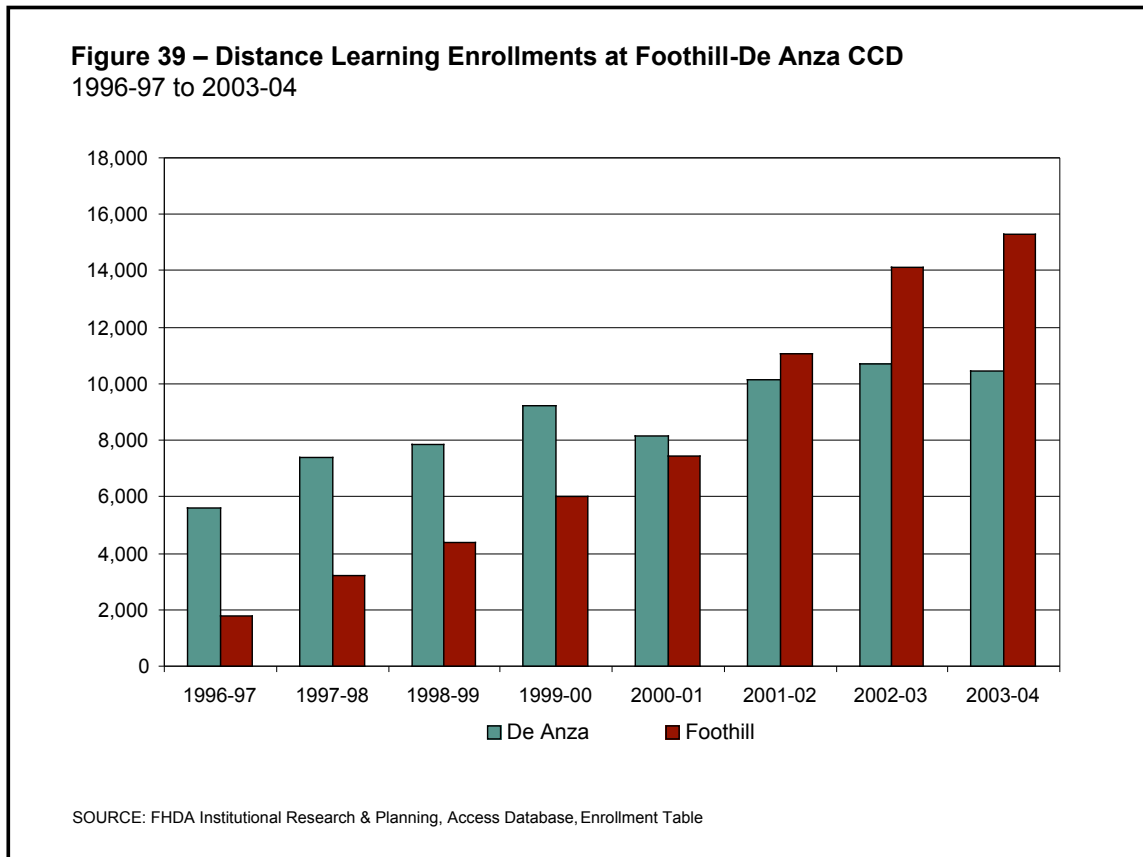
NOTES: Other Silicon Valley colleges include all colleges in the Gavilan, San Jose/Evergreen, San Mateo, and West Valley-Mission Community College Districts. All programs with fewer than 1% of FTES for both FH-DA and the rest of the Silicon Valley are omitted from chart but included in the total. Both credit and non-credit courses are included.
SOURCE: Chancellor's Office, California Community Colleges

The awards granted by Foothill-De Anza are less similar to surrounding colleges than course enrollment patterns would suggest, however. Foothill-De Anza grants far more health, computer science, social science and agriculture degrees and fewer business, consumer education, engineering and public and protective services degrees than other nearby colleges. The district also grants relatively more engineering, business, computer science and communications certificates and relatively fewer health, consumer education, and public and protective services certificates. The awards offered by Foothill-De Anza generally reflect the relative needs of the Silicon Valley economy.



Online Education Expands

The development and expansion of online learning opportunities continues to grow significantly each year. Enrollment will increasingly be drawn from part-time and nontraditional students beyond the traditional 18-to-24-year-olds.



Implications for Foothill-De Anza: Collaboration and Competition

As stated in Planning Premise 3, collaboration and competition will continue among educational institutions in Silicon Valley. Foothill-De Anza is one among many postsecondary educational and training providers serving Silicon Valley residents. The 23 area colleges serve almost 300,000 residents every fall while more than 75 training providers serve thousands more. Two-thirds of these training providers are located in the cities of San Jose and Santa Clara. As most area community colleges serve a region beyond their district boundaries, it is not surprising that course offerings are similar to those offered by other Bay Area community colleges. Social sciences, humanities, interdisciplinary studies and special, physical and health education accounted for almost half of all course enrollments. The degrees granted by Foothill-De Anza reflect the relative needs of Silicon Valley. The development and expansion of online learning opportunities continues to grow significantly each year, both through our colleges and those of the other Bay Area colleges. As workers increasingly require training to remain current and to prepare for new jobs or careers, and as their time is limited by work and family responsibilities, they will continue to take advantage of online learning opportunities.

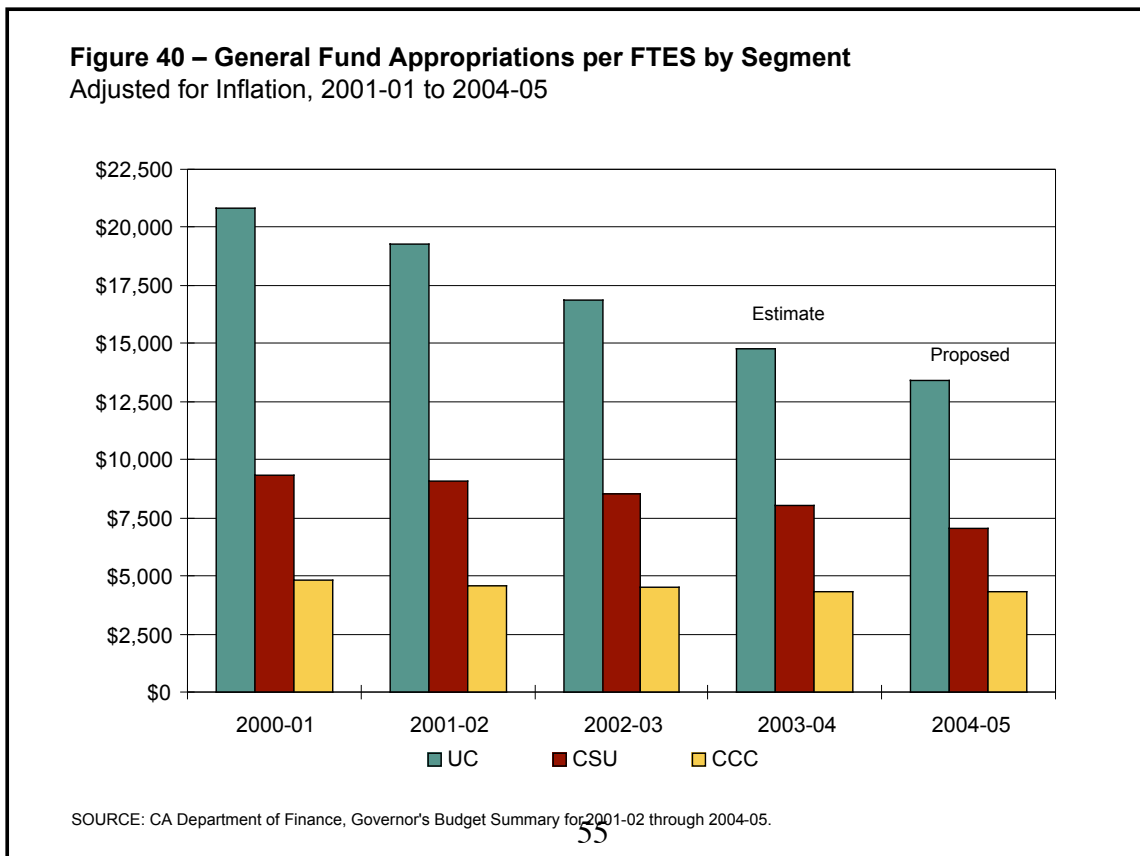
The many other colleges and training providers serving the region represent not only competition for Foothill-De Anza, but also opportunities for cooperation and collaboration in meeting the educational needs of area residents and workers successfully and efficiently. Collaborative efforts will be necessary to address diverse and changing job and occupational skill and knowledge requirements, especially cases in which programs are very expensive, such as nursing and other allied health fields. Partnerships will increase as community colleges look for opportunities to leverage their resources with other public and private sector providers.

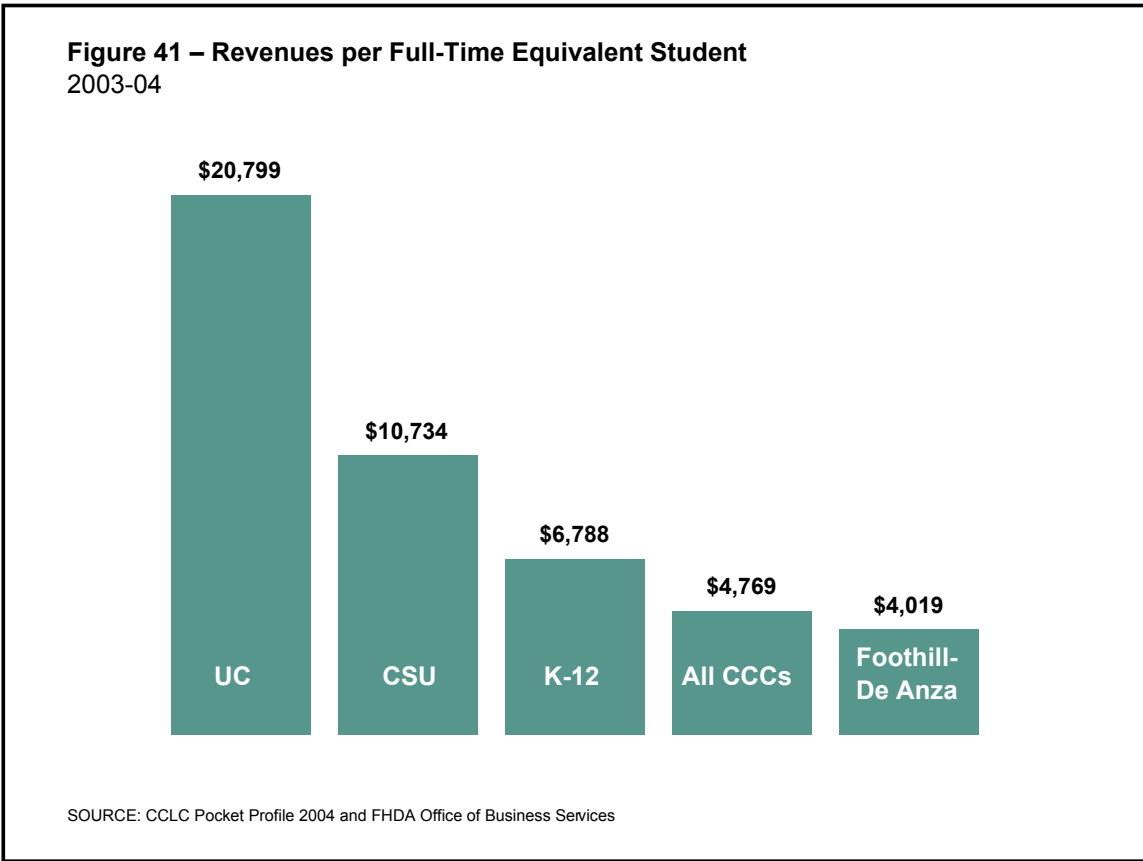
**Planning Premise 5
Fiscal Resources Must Be Enhanced**

The Foothill-De Anza Community College District is among the lowest-funded districts in the state in funding per full-time equivalent student (FTES). For the past decade, the district has built a reputation for legislative advocacy to bring California’s 57 community college districts to the state average in FTES, with initial results in bringing the district and sister colleges about one-third of the way toward equalization in per-student funding. Unfortunately, the state average cost in funding for a community college student is about half of the national average cost, and California remains 46th of 50 states in funding per FTES for its community colleges.

Ongoing Trend: Underfunding of the California Community Colleges

When California is compared to the entire nation, the 10 largest states, or the western United States, the taxpayer support for each student in every comparison exceeds the taxpayer support in California. This revenue difference is exacerbated further when student tuition is factored into the equation. The California Community Colleges are clearly underfunded when compared to the rest of the nation, spending only an average of \$4,769 per community college student [Pocket Profile, Community College League of California, 2004]. California community colleges are funded at about half the rate of California State Universities and about one-fourth that of the University of California [Fig. 40]. The California Community Colleges are not funded at the rate of California public K-12 schools (about one-third less in state revenues), and Foothill-De Anza is funded at less than the average for California Community Colleges [Fig. 41].





Implications for Foothill-De Anza: The Need for Increased Revenue

As shown in the charts associated with Planning Premise 5, California’s community colleges are chronically underfunded, and the effects of this funding inadequacy have been compounded over time. Economic trends, notably skyrocketing health care costs as well as increasing retirement contribution costs, further intensify the problem. In order to increase state funding, Foothill-De Anza, together with the Community College League of California and the system office of California Community Colleges, must advocate legislatively for structural changes in community college funding. The emerging reality in public education is that fundraising must be maximized in order to fill gaps in state funding. As noted in the previous section, we must enhance and increase partnerships with other educational institutions as well as businesses, and further develop and encourage the infrastructure to pursue, support and monitor partnerships. Other internal efforts must include continued high productivity and expansion of enterprise programs that are self-supporting and return net income to the colleges, as well as expense-side such as workflow efficiencies and energy and space management.

Another crucial element for Foothill-De Anza may be the pursuit of a future bond measure or parcel tax. Given the chronic underfunding of public education in California, these alternative

revenue measures are being pursued with increasing frequency by K-12 and community college districts across the state. While Measure E provided funding for facilities construction and renovation, equipment for the new buildings, technology infrastructure and additional facilities remain outstanding needs.

Planning Premise 6

We Must Respond to Overall State and National Trends Affecting the California Community Colleges

Like most public entities, Foothill-De Anza must respond and react to opportunities and challenges resulting from state and national. Community colleges have long been known as the “economic engine” of American. As a result, economic, social and political pressures bear upon the work of Foothill-De Anza as it educates an increasingly diverse student body for transfer and career preparation, in addition to the lifelong learning that will be vital for Silicon Valley residents over the next decade.

Enrollment Demand for Higher Education Expected Over the Next Decade

Tidal Wave II, the influx of 450,000 additional college-aged students, will confront California’s higher education institutions in the next 10 years, particularly in Southern and Central California. It is expected that 400,000 of these new students will seek enrollment in community colleges. This does not include the additional 350,000 to 400,000 people who may not have completed high school and have minimal job skills. In order for these individuals to prosper, they will need to enter postsecondary education, most likely through the community colleges. Silicon Valley is expected to grow between one and two percent annually over the decade. Accordingly, Foothill-De Anza will need to base its future educational and facilities needs by expanding its capacity to serve at least a 10 percent increase in the student population over the next decade.

Retraining for New Careers and Skills Upgrades Will Be Essential for Residents

Between 2000 and 2005, industry need for IT workers dropped by half as manufacturing and software production companies moved out of state or lost revenues due to the dot-com bust. The Valley lost 200,000 of its 400,000 jobs during this period; however, during this same time, start-up enterprises in bio-, info- and nano-technologies grew quickly. In 2005, San Francisco—with stiff competition from San Diego and several other cities—became home to the Institute for Regenerative Medicine, California’s biotech gateway to stem-cell research, winning \$3 billion in investment funds, including Proposition 71 bond funds. As *The New York Times* reported on July 3, 2005, in “Profits, Not Jobs, Rebound in Silicon Valley”:

Changes in technology and business strategy are raising fundamental questions about the future of the valley, the nation's high technology heartland. In part, the change is driven by the very automation that Silicon Valley has largely made possible, allowing companies to create more value with fewer workers...Some economists are wondering if a larger transformation is at work—accelerating a trend in which the region's big employers keep a brain trust of creative people and engineers here but hire workers for lower-level tasks elsewhere.

With the rapidly aging population and six new or expanding area hospitals, jobs in allied health fields abound. At the same time, industry analysts predict that Californians will likely change jobs five to 10 times over their working lives. Given these trends, Foothill-De Anza should expand its course offerings and facilities to meet anticipated demand and promote the necessity of postsecondary education for residents who will need to retrain for second, third or fourth careers, or upgrade their skills in order to remain competitive.

Educational Achievement Gaps Persist

Our continued attention must be directed to persistent achievement gaps in postsecondary preparation, as well as English language instruction, curriculum specifically addressing workers' needs for transferable skills and curriculum for older Silicon Valley residents.

CSU Remediation Education Goals Affect Community Colleges

The California State University Trustees and Chancellor have called for an end to all remediation courses taught in the CSUs by the year 2007. For community colleges, this means a major increase in students seeking pre-collegiate or developmental level courses in mathematics and English. The colleges will need to plan for and seek additional funding and partnership agreements with San Jose State and California State University East Bay to provide more remediation courses for CSU-bound students who are not prepared for transfer.

More Accountability Will Be Required

The national and statewide sentiment for all publicly supported institutions to be more accountable for their use of taxpayer's monies, especially in terms of student learning outcomes, continues to increase. Recently, for example, the state legislature required the California Community Colleges system office to propose a new accountability model replacing the Partnership for Excellence model that would focus more directly on student outcomes at the district level. The system of state and national accreditation is under scrutiny by the federal government, which questions the effectiveness of the peer review system that has been in place for more than a century. Governing boards—both public and private sector—are struggling to address the escalating costs of health care, pension fund and retiree medical benefits liabilities for which state and federal agencies may not have the reserves for bail-outs. Finally, as California legislators find themselves out of office due to term limits, community colleges and their university and K-12 counterparts find themselves spending countless hours staving off additional unfunded mandates approved by the legislature. For example, as this Educational Master Plan is being prepared in 2005, community colleges have more than 600 accountability reports that are submitted to the state, many of which have no bearing on the effectiveness or efficiency of serving students. Foothill-De Anza must advocate for simpler reporting requirements and Education Code mandates as well as respond to an increasingly number of requirements that impinge upon time that could and should be devoted to the education of students.

Digital Age Increasingly Affecting Our Quality of Life and the Way We Learn

Silicon Valley studies report that more than 90 percent of its residents use the Internet. (However, Foothill-De Anza and its sister colleges and universities must be ever mindful of the digital divide, since the remaining 10 percent of residents still do not have access to the technologies needed for higher education.) The demand for wireless access, computers with accelerated processing speeds, online courses, programs and services, facilities that allow laptops to plug in at any time, and faculty and staff who are comfortable with a variety of technologies will continue to be the predominant expectation of students. The need for critical thinking in the information age—"information literacy" skills—are embedded into the curriculum for most courses and into our ways of doing the business of educating students. Continuous technology education and training is required, as well as systems that can accommodate learners and employees from off-site locations. While not a panacea, technology provides useful tools for

learning and implementing many of the academic, human resources, and business processes of the district, and Foothill-De Anza will need to keep pace with the technology trends that are changing how we live, work and learn.

Implications for Foothill-De Anza: Trends in California Community Colleges

The issues identified above will cause shifts in the quality and quantity of instructional programs and student services, as well as changes in policies and procedures that govern Foothill-De Anza. Also noted are broad responses—the specifics of which will be guided by this Educational Master Plan—grounded in quality, passion for learning, and collaboration as we respond to demographic, social, fiscal and political trends.

IV. Advancing the Legacy: Educational Master Plan

Where We're Headed

The district's mission emphasizes a dynamic learning environment for a diverse student body focused on excellence, innovation and opportunity. Foothill College and De Anza College have each prepared educational master plans that inform the district's overarching Educational Master Plan, supported by a network of core central services. In fall 1999, each college developed its master plan through 2005, knowing that the plan would be reviewed and revised by 2005-06 to chart the course of the district for the next decade. From academic years 1999-2000 through 2005-06, two significant planning processes took place concurrently at both colleges in order to address the colleges' accreditation requirements. Both Foothill and De Anza completed year-long accreditation self-studies in 1999 and again in 2005. Both colleges followed the plans outlined in both their prior accreditation self-studies and educational master plans, incorporating the contributions, needs and aspirations of Central Services.

This section includes charts illustrating the alignment of the college and district visions, missions, values, goals and strategies as well as the quality indicators that will measure progress toward our goals over the next decade. Following the charts are summaries from the Educational Master Plan of each college and Central Services' plans to support the colleges.

Planning informs the process of learning; meanwhile, learning occurs within the process of planning. Further, learning results in the need to change plans over time, as we better understand the needs and challenges of our students, our colleges and the district as a whole. The word "dynamic" in the mission statement was a conscious choice to signify the evolving nature of student learning and our colleges as we respond to the internal and external factors and conditions.

VISION AND MISSION

Foothill-De Anza Community College District

Educational Excellence and Opportunity for All

The Foothill-De Anza Community College District provides a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the educational needs of our diverse students and community.

Foothill College

The vision for Foothill College 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 provide lower division academic instruction, career programs, and continuous workforce improvement to advance California's economic growth and global competitiveness.

De Anza College

Mission

Building on its tradition of excellence, De Anza College challenges students of every background

- to develop their intellect, character and abilities,
- to achieve their educational goals, and
- to serve their community in a diverse and changing world.

Purpose

To accomplish its mission, De Anza College provides

- a quality teaching and learning environment, and
- sound educational programs and services, accessible and responsive to the needs and interests of the people of our community.

Outcomes

De Anza College fulfills its mission by fostering successful students who become

- knowledgeable and self-directed members of the workplace
- appreciative of the aesthetic expressions of humankind,
- vital participants in the diverse cultures of our community
- informed and active citizens of the world, and lifelong learners.

CORE VALUES

Foothill-De Anza Community College District

- pursuing truth and knowledge
- recognizing inherent potential in all people
- fostering informed and responsible citizenship
- maintaining academic rigor and inquiry
- developing cultural and global awareness
- generating creativity and creative expression
- promoting ethics and ethical behavior
- promoting environmental sustainability

Foothill-De Anza provides:

- high quality educational opportunities for all our students
- an environment that is respectful of human dignity and diversity
- the resources necessary to realize the vision and mission of the district

Foothill College

- Honesty
- Integrity
- Trust
- Openness
- Forgiveness

De Anza College

- Institutional integrity
- Community Relationships
- Diversity
- Quality of student and staff life learning
- Access and quality in concert
- Collegiality
- Self-assessment and innovation
- Student success
- A “Personal Best”

GOALS, GUIDING STRATEGIES, AND QUALITY INDICATORS

GOALS

<p>Foothill-De Anza Community College District</p> <p>Opportunity: Provide greater access for students from diverse backgrounds and cultures seeking higher education</p> <p>Quality: Increase student success by maintaining high standards and closing the performance gaps</p> <p>Accountability: Ensure fiscal stability, planned growth and the wise and careful use of district’s resources</p> <p>Sustainability: Preserve the learning environment and enhance the excellence of the district for future generations</p>	
<p>Foothill College</p> <ol style="list-style-type: none"> 1. Transfer: Meeting the Challenge 2. Degrees and Certificates Awarded 3. Student Success: Successful Course Completion and Beyond 4. Basic Skills: Moving from Basic Skills to College Level 5. Workforce Development: Success after Completion 6. Enrollment Stability: Access to Learning Opportunities 7. Fiscal Soundness 8. Learning Outcomes 	<p>De Anza College</p> <ol style="list-style-type: none"> 1. Achieve levels of excellence in a climate of learning for a diverse student body 2. Provide effective pathways to learning for every student 3. Improve student learning, student life, and the management of resources through the appropriate use of technology. 4. Achieve planned growth and maintain fiscal soundness.

GUIDING STRATEGIES

Foothill-De Anza Community College District

1. Attract and retain students from all areas and groups within our communities and internationally.
2. Recruit and employ faculty and staff that enhance the district's emphasis on educational excellence.
3. Develop and implement instructional methods and support services that center on student success and learning outcomes.
4. Evaluate all programs regularly to ensure their continued high quality, currency and necessity.
5. Seek revenues from all sources, both public and private.
6. Inform the public of District issues and accomplishments, as well as schedules of all programs and events.
7. Promote relationships with other institutions and programs, locally, nationally and internationally.

Foothill College

1. Prepare basic skills students for transfer through the First Year Experience Project
2. Increase student success with new advising methods using IEP and CATS tools
3. Leverage the segment-specific approach to prepare students for college-level course
4. Restructure basic skills programs with better assessment, placement, coordination and faculty development
5. Encourage and expand academic programs in emerging and growing fields for a well-educated workforce
6. Expand enrollment with more options for students, including global access, block scheduling, and off-site delivery
7. Implement careful enrollment management guiding by maximizing funding potential
8. Identify and assess learning outcomes to promote deeper learning for all students

De Anza College

- 1.A. Improve the climate for learning
- 2.A. Enhance programs for freshmen and students seeking career preparation and retraining
- 2.B. Clarify the pathways to success in college
- 2.C. Encourage new forms of scholarship in the classroom
- 3.A. Improve student learning with new tools
- 3.B. Improve student learning through new systems and facilities
- 4.A. Increase student access
- 4.B. Ensure fiscal soundness and accountability
- 4.C. Increase external resources to support innovation and entrepreneurship

QUALITY INDICATORS

Measuring Our Improvements in Student Learning and Success

To determine how to improve student learning and success, the district and the colleges have developed a broad array of measures and indicators. Reports on the progress of the previous Educational Master Plan have made extensive use of quality and improvement indicators, sometimes known as critical success factors.

The quality indicators allow us to see how we are doing and measure whether we are becoming increasingly better at our work of enabling students to learn and succeed. The count of degrees awarded—a volume measure—tells us how many students have completed a degree program, while the percentage of entering cohorts earning degrees tells us whether we have improved our ability to enable students to complete their programs. Thus, volume indicators tell us the number of students who are succeeding, while rate indicators measure Foothill-De Anza's performance as an institution over time.

The rate measures listed below do not, of course, provide a full picture of our performance in improving student learning and success. These indicators will be combined with measures and research developed by the district's Office of Institutional Research and Planning and faculty and staff in the departments and disciplines. Local research not only enables us to track our improvement in a much more complete way but also provides the necessary data and analysis to help us determine what factors and approaches positively affect student learning.

**Foothill-De Anza Community College District
Selected Quality Indicators for Measuring Results**

Access and Opportunity

- Enrollment distribution by ethnicity, age and sex compared to prior years and to service area population
- Participation rates by ethnicity, age, sex and service areas

Student Progress and Achievement: Degree/Certificate/Transfer

- Number and percentage of entering cohorts earning 15 credit units within three and six years of consistent enrollment; earning an AA/AS degree within three and six years; and earning a certificate within three and six years
- Number and percentage of entering cohorts transferring to a four-year institution within three and six years; achieving “Transfer Directed” status within three and six years (i.e., having successfully completed both a transfer-level math and English course); and achieving “Transfer Prepared” status within three and six years (i.e., having successfully completed 90 quarter units of UC/CSU transferable units with a GPA \geq 2.0)
- Number and percentage of entering cohorts earning at least 45 quarter units while in the CCC system within three and six years (wage studies show a positive effect with 45 or more units)
- Persistence rate of entering cohorts to the second year

Student Progress and Achievement: Vocational/Occupational/Workforce Development

- Annual successful course completion rate vocational courses coded SAM A, SAM B & SAM C
- Number and percentage of AA/AS/certificate completers reporting employment with one year
- Number and enrollments of contract education sections offered to business and industry annually
- Annual number of award recipients in selected occupational programs

Pre-collegiate Improvement: Basic Skills/ESL

- Annual successful course completion rates in basic skills English, Math and ESL
- Basic skills improvement rate in reading, English and math (percent of students who attempt/complete at least one credit basic skills course who then attempt/complete a higher level course in reading, English or math)
- ESL improvement rate, if applicable

Improvement of the Learning and Work Environment

- Employment—Full and Part-Time
- Faculty, Staff and Administrator Ratios
- Faculty and Staff Development and Training
- Scholarship/Pedagogical Excellence

Equal Opportunity

- Employment Opportunities
- Hiring
- Diversity Survey

Fiscal Stability

- Growth
- Productivity
- Efficiency
- Reserves

Accountability

- Bond Rating
- Audit Reports

Facilities & Environment

- Continuous Facilities Improvement
- Environmental Safety and Sustainability

Technology

- Student Access
- Tech Support
- Educational Information System
- Security
- Distance Education
- Public Domain

Reputation

- National, State and Community Leadership
- Economic Impact Reports
- Community Survey Results
- Communications

**Foothill College
*Quality Indicators***

- Access: Educational Opportunity for All
- Student Success: Improving Student Performance
- Pedagogy: Scholarship and Support of Learning
- Climate for Learning
- Fiscal and Enrollment Stability
- Reputation: Innovation and Distinction

**De Anza College
*Quality Indicators***

- Attractiveness to Students
- Comprehensive Quality Programs
- Exemplary Faculty and Staff
- Collegial Campus Climate & Successful Shared Governance
- Fiscal Soundness
- Reputation

Excerpt: Foothill College Educational Master Plan 2005

Foothill College's Vision, Core Values, Purpose, Mission, and Core Learning Outcomes

Foothill College continues its distinctive and innovative reputation into the 21st century guided by a vision that encompasses its core values, purpose, and mission.

Core Values	Honesty, integrity, trust, openness, and forgiveness
Purpose	To provide educational opportunity for all with innovation and distinction.
Mission	To provide lower division academic instruction, career programs, 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. Courses are scheduled to maximize student accessibility in a variety of settings and modes. Foothill provides the support services required 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 Certificates of Achievement, Completion, and Proficiency
- 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

Core Learning Outcomes

- Communication
- Computation
- Critical Thinking
- Community Responsibility
- Content-Based Knowledge, Skills, and Abilities

Foothill College, based on comprehensive internal and external research and using its shared governance planning processes, has set the following goals in their 2005-2015 educational master plans. The complete plans, with extensive context, are contained in the colleges' individual Educational Master Plan document that are accompanied by its 2005 Accreditation Self-Study that provides a learning organization framework drawn from six themes which the

college has addressed in its plans for the future. The specific plans that Foothill has identified through its accreditation self-study are provided in the appendix to the district's Educational Master Plan.

Foothill College's Goals and Plans

1. Transfer: Meeting the Challenge
2. Degrees and Certificates Awarded
3. Student Success: Successful Course Completion and Beyond
4. Basic Skills: Moving Students from Remedial to College-level
5. Workforce Development: Success After Completion
6. Enrollment Stability: Access to Learning Opportunities
7. Fiscal Soundness
8. Learning Outcomes

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. 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

What are our plans?

Currently, more than 75 percent of Foothill students intending to transfer 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
- Expanding the articulation listings through the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), Online Services for Curriculum and Articulation Review (OSCAR), and California Articulation Number System (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.

2. DEGREES 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.

What are our plans?

Full implementation of the College Access, Transfer and Success (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.

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.

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.

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.

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 Educational Master Plan 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 American College Testing's (ACT) test battery, Computer-Adaptive Placement Assessment Support System (COMPASS).
- 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 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.

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.

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 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. CCLC 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 greater 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.

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. [Goals included in the unabridged college Educational Master Plan] 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 the campus or elsewhere.

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 Easy-to-Use Distance Education Software (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 (A.A.) 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.

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.

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. 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.

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.

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:

- 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.

Excerpt: De Anza College Educational Master Plan 2005

The mission, vision, values, purpose and outcomes of De Anza College capture the philosophical themes that animating the college's plans for the future. But all of these elements rest on an ethical core: that De Anza will respond in its planning efforts with generosity and imagination to the ever changing needs of its students.

De Anza College's Vision, Values, Purpose, Mission, and Core Learning Outcomes

Vision

Outstanding General Education

WE SEE...an outstanding general education backbone to our degree, founded on interconnectivity and interdisciplinary course offerings.

Future-Oriented Workforce Programs

WE SEE...clusters of occupational and technical programs which are future oriented; limited in number; selected for high quality and market dominance; and well supported.

Success of Underprepared Students

WE SEE...basic skills courses & programs which are also interdisciplinary, and integrated with content courses and services. We have "the best ESL in the country."

Inviting Campus Climate

WE SEE...an inviting campus culture, climate, and physical plant - a beautiful campus in every sense. Special aspects which include: a multicultural/international flair, "real college" elements such as carillon bells and a wide variety of student "happenings," and an active and constructive associated student body & clubs.

Easy Access

WE SEE...easy access to the college, including simpler, clearer enrollment processes; more targeted orientation & counseling in accordance with a student flow model; more user-friendly interface in all areas, such as our class schedule; and better connections with high schools regarding student preparedness & eligibility.

Partnerships

WE SEE...outstanding business, school and community partnerships resulting in a decreased dependence on state funding; and built-in employment for students.

Technology

WE SEE...outstanding technology in support of our initiatives: distance learning so that you can get to De Anza "Anytime, Anyplace, Anywhere;" delivery of student services such as a

state-of-the-art degree audit checking system; curriculum management; and well-supported, integrated and useful decision and information systems.

Accountability

WE SEE...outstanding management in support of our initiatives with improved fiscal management; a grants office; excellent marketing; highly effective shared decision-making; and improved human resources.

Core Values

Institutional Integrity	Collegiality
Community Relationships	Self-Assessment and Innovation
Diversity	Student Success
Quality of Student and Staff Life Learning	A "Personal Best"
Access and Quality in Concert	

Mission

Building on its tradition of excellence, De Anza College challenges students of every background

- to develop their intellect, character, and abilities,
- to achieve their educational goals, and
- to serve their community in a diverse and changing world.

Purpose

To accomplish its mission, De Anza College provides

- a quality teaching and learning environment and
- sound educational programs and services, accessible and responsive to the needs and interests of the people of our community.

Core Learning Outcomes

De Anza College fulfills its mission by fostering successful students who become

- knowledgeable and self-directed members of the workplace,
- appreciative of the aesthetic expressions of humankind,
- vital participants in the diverse cultures of our community,
- informed and active citizens of the world, and
- lifelong learners.

Because of significant changes in administrative leadership from 2003 to 2005, De Anza College will continue to follow its educational master plan “De Anza 2005” until the college concludes its strategic planning effort in 2006 to finalize its 2015 Educational Master Plan. The entirety of De Anza’s 2005 Educational Master Plan “Pathways to Excellence” is provided in a separate document complimented by its 2005 Accreditation Self-Study that identifies the philosophical

framework and specific plans that the college is undertaking for the next decade. The specific plans that De Anza has identified through its accreditation self-study are provided in the appendix to the district's Educational Master Plan.

De Anza College's Goals and Plans

In De Anza 2005, through its widespread participatory governance process, the college identified four institution-wide goals that drive its institutional work plan:

- Achieve levels of excellence in a climate of learning for a diverse student body.
- Provide effective pathways to learning for every student.
- Improve student learning, student life, and the management of resources through the appropriate application of technology.
- Achieve planned growth and maintain fiscal soundness

GOAL 1: ACHIEVE LEVELS OF EXCELLENCE IN A CLIMATE OF LEARNING FOR A DIVERSE STUDENT BODY.

From its inception, De Anza College has embodied the drive to be the best while providing "Educational Opportunity for All," the district's original motto. Today, we formulate that same institutional challenge in a new way. To achieve excellence through diversity, we must establish a climate for learning—a college culture—which expects high levels of achievement for all our students, and builds on the rich tapestry of experience each brings to De Anza.

While some commentators in higher education and the wider public see creating broad access in conflict with maintaining high standards, we consciously reject that formulation. We believe rich diversity—in viewpoint, age, cultural background, race, purpose, and social values—must be a hallmark of excellence in educational achievement. We also recognize that creating the learning conditions on campus that embody trust, equity, challenge, fairness, engagement, and a strong sense of community has not yet been fully realized. Therefore, our planning for improvement must be directed in these areas:

Improve the climate for learning

- Promote a welcoming atmosphere in all first contacts with new students, new staff, and the public.
- Improve the student success rates of all ethnic, gender, and disability groups for all major indicators of student outcomes so that they will be comparably high with no more than a 5% variance between each group. They will be guided by division and departmental plans to achieve student equity.
- Clarify and raise, where appropriate, the college's academic standards and competencies
- for degree, certificate, transfer, and workforce requirements to reflect the increased knowledge and skills in both body and spirit needed for students to be current, competitive, and creative in today's world.
- Increase in the kind and number of professional development opportunities for faculty

and staff to work more effectively with students. Particular emphasis will be given to multicultural teaching skills, interdisciplinary methods, collaborative teaching within and among disciplines, and greater mastery of traditional and innovative teaching tools in both real and virtual classrooms and labs.

- Establish more effective measures of outcomes for both individual students and for programs and departments. These include methods of feedback that promote regular and thoughtful modifications of the learning environment.
- Promote collaboration between Student Services and Instruction that focuses on student access, retention, and success.

GOAL 2: PROVIDE EFFECTIVE PATHWAYS TO LEARNING FOR EVERY STUDENT.

Our mission supported by statements of purpose and outcomes gives broad direction to the future emphasis of the college. While many students design their own unique pathways through De Anza, our assessments show that we must meet these differing educational needs in varied and flexible ways. De Anza values the balance that is realized by offering courses that range from college general education and transfer, to those specifically designed for immediate employment into various high-demand occupations, to those courses at the pre-collegiate level for students with developmental learning needs. As our student population is culturally and ethnically diverse, so are their interests, their levels of intellectual curiosity, and their preparedness for the disciplines the college offers. De Anza needs to provide a full range of offerings from basic or developmental classes to the more advanced courses that enable its students to succeed in the workplace or as transfer students to a university. The college will focus its planning efforts on strengthening its programs and services in the following areas:

Enhance programs for freshmen and students seeking career preparation and retraining

- Provide full programs for recent high school graduates seeking transfer or preparation for work (basic skills, general education, transfer/ vocational majors, A.A./A.S. degrees).
- Offer focused programs for those seeking immediate employment or retraining, and for those in the workforce upgrading their skills (certificates, weekend college, Welfare-to-Work, OTI, CACT, Business & Industry, etc.).
- Deliver effective assessments, both self and institutional, using the Student Educational Plan and provide regular updates for transfer and vocationally oriented students (registration, testing, counseling and advising, research).
- Establish new and improved relationships with both feeder institutions (high schools, social agencies), transfer institutions (public and private universities, proprietary schools), and businesses.

Clarify the pathways to success in college

- Promote enhanced forms of communication that inform students of the multiple pathways to educational success which range from initial inquiries to orientations to reviews of academic progress to completion of degree and certificate requirements.
- Promote flexible programs that provide practical choices for youth, parents, and older citizens (child care, short courses, community education).

- Experiment with alternative load and scheduling policies to meet student needs with increased coverage, better delivery systems, and more flexibility by working with negotiated agreements (e.g., offer blocked and annual scheduling, assure the availability of courses in a sequence, provide cross training, cyber-schedules, virtual office hours, etc.).
- Create strong, rich programs incorporating Instruction and Student Services based upon mutual support and shared development, delivery, and evaluation.

Encourage new forms of scholarship in the classroom

- Redefine the classroom as a place for a broad range of teaching methods or pedagogies (problem analysis, collaborative learning, interdisciplinary study, role playing, gaming, and electronic interaction) and focus on "uncovering" content and arranging student encounters with the best minds of the past and the present.
- Provide new models of participation for both faculty and staff that incorporate the roles of mentor, coach, and facilitator with those of lecturer and grade-giver.

GOAL 3: IMPROVE STUDENT LEARNING, STUDENT LIFE, AND THE MANAGEMENT OF RESOURCES THOROUGH THE APPROPRIATE APPLICATION OF TECHNOLOGY.

We know the attainment of knowledge is enhanced in a congenial environment and extended by the mastery of the tools of scholarship. The material conditions of learning make a difference, allowing students to concentrate on their learning and empowering them with access to great ideas and important information. For those reasons, we will pursue the following initiatives to create truly humane conditions for learning.

Improve student learning with new tools

- Improve assessment, advisement, and placement by making new tools available to staff and students. Examples include risk analysis data by program for students recommended for basic skills courses and individualized, online student educational plans so that students can determine their progress in achieving degrees, certificates, transfer, and/or career preparation through appropriate career-ladder pathways.
- Support all courses with appropriate technology to increase student responsibility for learning and mastery of skills. All students and staff will have online Web access that includes training and technical support.
- Expand Internet access and enhance television services to provide learning options such as distance learning, multimedia as a learning tool, and online information research.
- Provide access to technology for students with disabilities, including alternative text formats (e.g., Braille, large-print, and audio).

Improve student learning through new systems and facilities

- Annually prepare class schedules that are based on student need and determined by a composite of student educational plans. Up-to-date schedule information such as course location, instructor, and available seats will be provided in real time on the Web.

- Provide training and support to faculty, staff, and administrators on appropriate technological tools, databases, and software applications for their jobs as needed. Currency in these tools and tracking of key quality indicators will be an expectation of every employee.
- Increase and improve laboratory space for both the arts and sciences areas by incorporating technological features. In addition, provide more social and meeting space for faculty, staff, and student gatherings as well as more areas for joint use with other colleges and agencies.

GOAL 4: INCREASE ACCESS THROUGH PLANNED GROWTH AND FISCAL SOUNDNESS.

The dual pressures to meet the growing educational needs of our community and to use our fiscal resources to the maximum effect require efficiency, productivity, and accountability. Our educational mission drives our work, but we operate in a framework of public policy and public support. We must communicate effectively what is required to meet the educational expectations of our community, and we must wisely use the support provided by our taxpayers and legislators. Balancing the needs of students with the available resources will require these continuing efforts:

Increase student access

- Use program review for the appropriate allocation and/or reallocation of resources as well as the redesign of program mix. The goal is to achieve proportional representation from underrepresented ethnic groups while attracting special populations such as older adults and working adults, distance learners, and international students.
- Construct our programs in response to the learning needs of our students while maximizing our income to meet state funding requirements for growth and retention, state initiatives for performance funding, and increased use of categorical funding.
- Carefully schedule facilities, faculty, and staff to insure an optimal FTES while realizing that general fund revenues provide the greatest flexibility in meeting student needs.
- Plan for intelligent growth to include aggressive development of off-campus sites, the high schools, and business locations.

Ensure fiscal soundness and accountability

- Manage our costs prudently by maintaining effective expense controls and by monitoring expenditures to ensure accountability to our mission.
- Increase financial and personnel resources for faculty and staff training, Web management, and technical support.

Increase external resources to support innovation and entrepreneurship

- Develop more effective partnerships with business, industry, and community leaders. Such alliances will establish the basis for learning competencies linked to industry standards and employability needs and will provide a baseline for better public funding and necessary private funding.
- Establish a more aggressive, coordinated approach to fund-raising and an expanded Grants

Office. Each organizational unit will meet a target for external funding. Fundraising should be done to augment our programs and services to support our mission, ensuring that we do not compromise our integrity as an educational institution.

- Maintain an annual set-aside of discretionary funds to support innovation.

Time passes at a uniform, arbitrary rate. Every second, every minute may seem the same. Yet when we think in large units of time, we give special meanings to years, to decades, to centuries. Milestones matter. The close of this century heightens our sense of both past and future. We trust that all members of the De Anza community will use the heightened sense of this historical moment for finding ways to make our plans work. The final test of a master plan lies not in how well the plan is formulated but in how the plans really work. If each of us gives our best effort to making these plans part of our daily routines and decision making, the beneficiaries will not only be the college programs of 2005, but the students of 2025 and beyond.

Central Services Mission, Goals and Plans 2005

CENTRAL SERVICES' MISSION

Central Services supports the work of Foothill and De Anza colleges by providing comprehensive financial, human resources, facilities, technology, institutional research and fundraising leadership and support, enabling the colleges to focus on student learning and optimizing student access and educational achievement.

The educational master plans for Foothill and De Anza—unique yet interrelated plans within the district's Educational Master Plan—guide the specific planning agendas for each Central Services department. The following Central Services goals are intended to advance the educational mission of the colleges in serving the community through enhanced planning efforts, along with strategies to increase funding and ensure fiscal stability and accountability.

Each department works to achieve the district's overarching goals of providing educational opportunity, quality, accountability and sustainability for the public benefit. As we plan for the next decade, every department will play a special role in serving the colleges, the community, the residents of the cities that form our district and the state of California.

CENTRAL SERVICES' GOALS AND PLANS

Chancellor's Office

Under the leadership of the chancellor, Central Services will continue to oversee the development and implementation of board policies as well as representing the district to the legislature and the system office of the California Community Colleges. The chancellor's office coordinates and supports all board meetings and committees, follows through on board actions and works extensively with the foundation, the external community and the media.

District Leadership

Preserve and strengthen educational opportunity and quality for students

Purposeful collaboration with college presidents, administrators, faculty and staff will contribute to achieving the highest possible student learning outcomes in a collegial environment that fosters engagement, curiosity, hard work and an appreciation for innovative ideas.

Promote meaningful, strong participatory governance

Successful constituency-based district committees of faculty, staff and administrators will continue to design, implement and support visionary and effective board policies that are adopted by the board of trustees.

Community Leadership and Public Affairs

Strengthen key relationships and partnerships to benefit the district and therefore student learning and success

Essential to the health and advancement of the district will be the ongoing cultivation and stewardship of relationships and partnerships with area business, government, non-profit and educational leaders, as well as donors, through active memberships on boards and agencies, regular correspondence, meetings and events.

Legislative Advocacy

Advocate for legislation and public policy to benefit the district and its students

Key areas will continue to include increasing state revenues, keeping college affordable, increasing student access and reducing unnecessary mandates. The annual development and implementation of the board of trustees' legislative goals will be the central vehicle for advocacy. The district will continue to work collaboratively with the State Chancellor's Office, Community College League of California and other local, state and federal agencies, policy centers and foundations to promote the public good of Foothill-De Anza and the state's community college system.

Communications and Media

Open, informed and regular internal and external communications will build community, promote collegiality and enhance the district's reputation

Current and enhanced communication vehicles, including events, Web- and e-mail-based publications will keep faculty, staff, students and the community informed of opportunities and challenges affecting the district, including board actions and policies, employee and student accomplishments, as well as the use of current Measure E and any future bond or parcel tax funds. Local, state and national media will continue to be regularly informed of district news. Current relationships will be enhanced through regular contact and new relationships will be developed.

Human Resources and Equal Opportunity

The department of Human Resources and Equal Opportunity provides vision and leadership in developing and nurturing the well being of Foothill-De Anza's dynamic workforce. Commitment to excellence through diversity is critical. The district continues to explore and develop innovative mutual respect activities and inclusive diversity efforts: cornerstones of all district staffing plans and key to advancing the legacy of excellence and opportunity.

Staffing

Guide staffing decisions to ensure student learning outcomes are achieved at both colleges

With limited resources to fund positions, each decision must be carefully weighed to ensure that any open position is strategically designed to meet student needs, rather than automatically filling vacancies as they occur.

Coordinate staff planning with facility and technology developments

Plans for staffing must be closely coordinated with facility and technology developments, such as the opening of Measure E buildings and the increased need for maintenance and technology services.

Consider effect of changes in learning delivery methods

Distance learning and block scheduling may have an impact on recruiting staff and accommodating special needs. For example, the camaraderie of a work group may be affected when a number of employees have fewer on-site hours, a situation that may generate different approaches to teambuilding and the sharing of academic expertise and mentoring opportunities.

Fund classified positions in proportion to faculty and administrative positions

It is essential to rebuild the ranks of vital classified staff members reduced significantly through layoffs due to lack of funds.

Compensation

Negotiate pivotal issues regarding compensation

The district must work with employees, through their bargaining groups, to decide whether any new revenue should go toward salary enhancements, fully paid benefits or new positions, as achieving all three is no longer possible. Possibilities include negotiating a cap (at current district contributions) on district-paid benefits with employees agreeing to pick up additional costs, or limiting district-paid benefits to employees only. Discussion must also ensue regarding formulas to fund new positions, such as a set-aside of a percentage of state COLA revenue. The District Legislative Committee should consider action to support revisions to the Education Code relieving limits on the use of temporary and short-term employees and on contracting for certain services.

Diversity

Conduct follow-up on District Diversity Climate Survey

Building upon the 2003 survey, Human Resources and the District Diversity Advisory Committee will again conduct the Diversity Climate Survey in spring 2006. We will also assess the progress made in developing strategies to further strengthen the district's commitment to diversity.

Employee Relations

Assess and strengthen the district's internal evaluation systems

We must ensure that our evaluations appropriately identify the professional development needs of faculty and staff and that evaluation methods are applied fairly to all levels in the organization. We will continue to seek ways to recognize and celebrate employee contributions to student success in both public ceremonies and private acknowledgements. In particular, we will work to develop more collaborative working relationships with employee groups to enhance that recognition throughout the district.

Develop strategies and activities to strengthen respect in the workplace

After completing the analysis of the feedback from the staff, administrator and faculty focus sessions of the Respect in the Workplace project, Human Resources will work with the Human Resources Advisory Committee and the District Diversity Committee to develop programs that cultivate and enhance a workplace that respects and celebrates the contributions of all employees.

Business Services

The department of Business Services assists the colleges in providing educational access and opportunity to students through ensuring the fiscal soundness of the district and the allocation and spending of resources in accordance with educational goals, accumulating and distributing districtwide financial information both internally and externally and ensuring a safe learning environment. To continue to do this, the following are necessary:

Planning

Link resource allocation decisions to the Educational Master Plan to ensure student learning outcomes are achieved at each college

This goal is intended to comply with the accreditation standards that focus in many different ways on the importance of aligning the educational planning processes with the resource allocation processes. This process needs to be identified, communicated and evaluated on a regular basis.

Grow the institution proportionately so infrastructure staffing grows with student and facility expansion

Some progress has been made on this goal by developing a simple model illustrating how the staffing infrastructure for classified, management and supervisory staff grows proportionately with student growth and facilities staff with changes in the facility growth.

Develop and report measure of productivity so the college community can assess impact of changes

While the district is successful in using the academic productivity measurements of productivity (WSCH/FTE) to gauge the fiscal impact of enrollment management, similar benchmarks must be

developed that can be used in other support services area of the colleges' and Central Services operations.

Funding

Identify three-year revenue and expense trends each for each of the next three years, beginning early in the 2005-2015 Educational Master Plan period

The district must develop a forecasting model that looks at revenue and expense trends over three years to begin to formulate an annual review of trends in state, federal and local revenue sources.

Particular focus should be directed to medical benefit increases for active employees, as that expense category continues to outpace the state revenue COLA adjustments. Additional focus should be directed toward funding the district's unfunded retiree medical liability, another obligation that will outpace the COLA. The district's plan for compliance with Governmental Accounting Standards Board (GASB) regulations will become a major issue between 2005 and 2009 and should be widely communicated to the college community on an annual basis.

Inform the district community on sources and uses of funds

Annual presentation to the board of trustees and other key college groups should include an overview of the sources and uses of district funds.

Support the fundraising and grant writing infrastructure to maximize outside revenues

The goal to increase funding from sources other than the state will require infrastructure for the grant writing and fundraising efforts of the colleges and the foundation.

Maintain balance of funding for positions and operating funds among the colleges and Central Services

The proportion of funding among Foothill, De Anza and Central Services should be reviewed on a regular basis to ensure that incremental financing decisions do not lead to unanticipated effects on the entities' fund balances and therefore students.

Fiscal Stability

Provide adequate reserves to ensure fiscal stability irrespective of revenue or expense changes that occur throughout the year

The district staff should review on regular basis the designated reserve levels in operating, self-insured medical and retiree long-term medical funds.

Maintain strong fiscal procedures to ensure public money is spent properly and in a transparent manner

Ongoing attention should be directed towards strong purchasing and fiscal controls to ensure the financial integrity of public funding. All spending must be open and transparent.

Facilities and Operations

The Foothill-De Anza Community College District entered the 21st century with a well-developed facilities master plan and \$248 million in Measure E general obligation bond funds. Five years later this plan has been leveraged into \$300 million in funding, 170,000 square feet of assignable educational space and the complete renovation of more than 50 existing buildings on the campuses. This construction is a true landmark in the district's legacy of excellence, opportunity and innovation in educational facilities as the district plans the next phase to meet its facilities and operations needs.

Accommodating Growth

Provide appropriate facilities to support the educational needs of the colleges

Minimal growth may be accommodated on each campus to serve students. An additional site needs to be fully developed by 2015-16.

Planning

Develop a facilities plan through 2015 within the overarching framework of a 20-year vision

All educational objectives must be clearly linked with funding allocations and facilities spending. We must ensure that the physical institutions grow in proportion to enrollment demand.

Staffing

Ensure maintenance of facilities

We must develop a realistic assessment of the level of effort and resources required to maintain existing and new infrastructure and consider, in addition to adding staff, options including external staffing sources.

Funding Growth

Explore alternative funding measures

As this Educational Master Plan is being prepared in 2005, the board of trustees is beginning to consider a new bond measure. The district will also continue to submit funding applications to the state's capital outlay program; however, lead time ranges from four to five years and is directly contingent on the passage of future bonds.

Educational Technology Services (ETS)

Technology is pivotal to advancing Foothill-De Anza's legacy of excellence, opportunity and innovation. During 2005-2015, Foothill-De Anza will face significant challenges in the technology arena in the form of markedly aged equipment and growing technical staffing needs in the face of recent significant reductions in budget and personnel. These challenges threaten the

district's legacy of excellence, opportunity, and innovation unless suitably addressed. To resolve these challenges the district need to address the following issues:

Integrating Technology to Support Students

Provide support and guidance for continued integration of technology into the delivery of instruction and support services to enhance student access, success and performance

Although technology is always in a state of flux, various technology industry factors are coalescing that will provide hope for the district's technology effort. For example, there are evolving technology standards, primarily around Web services, that offer opportunities for the district to provide services and information in easily accessible and secure ways. These include a consolidation of industrywide standards and a growing acceptance of open source solutions to educational challenges. The district should take advantage of these factors to deliver instruction and support services that meet the needs of students and employees. Manifestations of such technology solutions would include providing more online self-service technologies as an alternative to traditional face-to-face service; implementing personalized portal technologies; increasing the delivery of online learning and more complete integration of technology into the classroom; and providing widespread access to district network resources via wireless technologies.

Integrating Technology to Support Operations

Provide effective and efficient educational information systems that meet the operational needs of the district and that provide reliable, secure, and meaningful data for decision-making.

Our current information system is antiquated and insufficient to meet the growing data and analytical needs of the district. It is clear that a new solution is needed. As a result, it is important that early in the life of this Educational Master Plan the district complete a needs assessment, investigate, recommend and implement an effective educational information system (encompassing student, financial and human resources systems and others) that will effectively and securely support the business operations of the district.

Staffing

Ensure sufficient staff to support current and new technology

Simply acquiring technology without ensuring sufficient staff support is imprudent. We must determine methods to fund, recruit and hire sufficient staff to support current needs, new and emerging technology and newly constructed buildings.

Funding

Develop an effective budgetary plan that will provide sufficient resources to maintain, upgrade and refresh all district technology (desktop computers, network and security equipment, servers, telephone system and software) on a regular basis, in line with industry standards

The above technology integrations efforts will require more financial resources to be successful. Currently the district lacks such resources, so efforts must be made to acquire them. These efforts may include the bond or parcel tax measure mentioned above. Concurrently, as also noted

above, a method of funding, recruiting and hiring sufficient staff to support the new technology must be determined.

To provide a five-year the blueprint for technology in the district, the Educational Technology Advisory Committee (ETAC), which includes representatives from each constituency group, engaged in a strategic planning process during the 2004-05 academic year. Recommendations included the above items and beyond. The complete Technology Strategic Plan may be found at <http://ets.fhda.edu/etac/policies>.

Institutional Research and Planning (IR&P)

Institutional Research and Planning (IR&P) provides critical support for decision-making, planning, and improving student learning and success by organizing, designing, collecting, maintaining, analyzing, and disseminating research, information, and data about the functioning and performance of the district and its colleges. IR&P provides reports, research, and institutional data to administrators, faculty, staff, and state and federal agencies and provides leadership for integrating research and data into college decision-making and planning including enrollment management, program review, curriculum development, class offerings, student outcomes assessment, and resource allocation. Perhaps for the first time in the history of the district, IR&P has been able to conduct a large number of studies directly related to improving student learning and success as well as many new studies for a myriad of decision-related issues. Achieving the following goals will expand on this progress:

Improving Student Learning

Conduct an increasing number of studies related to improving student learning

Achieving this goal is essential to enabling the colleges to determine what factors and strategies work for student learning and to obtaining reliable feedback on whether changes are having a positive effect on outcomes. Included in this goal is support for and analysis of the assessment of learning outcomes.

Substantially increase the involvement of faculty in the assessment of learning outcomes and in researching and responding to what works for student learning

IR&P will collaborate with and support more faculty members in determining how to assess learning outcomes and to develop and respond to research.

Lead and support efforts to determine how to “scale up” programs and factors that improve student success without increasing overall costs

Not only must we identify and communicate best practices and factors for improving student outcomes but we must also find ways to “scale up” what works to include larger numbers of students in a manner doesn’t increase overall costs. Some programs are very effective, such as the Pass the Torch program or learning communities, but they are also considerably more expensive than traditional programs, so simply expanding them is impractical.

Decision and Planning Support

Increase support and analysis for planning and operational decision-making by developing special reports and automating report functions

Providing good data and analysis for decision-making in a timely manner improves decisions and planning. IR&P will work with decision-makers to determine their needs and develop analysis and reporting methods, as with the new enrollment indicators report, which provides reports and analysis when it is needed and is produced as efficiently as possible, conserving staff time for additional projects.

Develop user-friendly, Web-based query access to analytical databases

IR&P has developed an analytical data warehouse and a number of data marts that are used by research staff to produce data and reports efficiently. The next step is to make Web-based query access available to administrators and selected staff, enabling them to conduct quick and easy ad-hoc research and operational queries and studies at their desktops.

Research Infrastructure

Develop, upgrade and expand the research infrastructure of databases, data marts, access and query tools, query templates, servers, Web site and archives of research material

Research infrastructure is the foundation for institutional research productivity and effectiveness. Improving this infrastructure in recent years has enabled reports and analysis that were impossible previously and greatly reduced the time required to produce others. Additional development, taking advantage of the latest information technology, will further increase research productivity and outputs.

Increase the amount and detail of data provided on the IR&P Web site and develop an interactive query access for commonly used data

This will enable faculty, staff and others, including the public, to easily obtain data they need for a wide variety of purposes, including grant writing and communications, and greatly reduce direct requests to IR&P staff, thereby enabling them to work on more complex projects.

Upgrade survey technology and training for support staff

Achieving this goal will expand survey research efforts, which provide an additional avenue of critical data and feedback on college and district functioning as has, for example, the district diversity climate surveys. Training of support staff in key offices will enable faster and more efficient scanning of surveys and report production.

Staffing

Increase staff as resources allow

This would enable a substantial leveraging of talent and a great increase in research and analysis capacity and realize a major component of the vision for institutional research resources.

Identify and cultivate other resources and attract and train faculty and staff to contribute to and conduct research and analysis

Since the previous Educational Master Plan, the capacity of the office has been greatly expanded by the hiring of new higher-level staff and building a strong research infrastructure. This goal launches the next phase of expanding the district's research capacity by attracting a range of additional resources, including grant funding, additional researchers and volunteers, and expanding the range of district faculty and staff who contribute to or conduct research.

Foundation

Since the previous master plan, the Foothill-De Anza Foundation has more than tripled its assets—from \$6 million in 1999 to more than \$20 million in 2005—as a result of significant major gifts, large bequests, returns on investments, and individual and staff fundraising. Fundraising infrastructure has been developed and implemented over the past several years. A highly significant change is the foundation's status, since 2004, as a self-supporting entity.

Fundraising

Increase opportunities for students by raising \$10 million per year by 2010

“Excellence” (in teaching), “opportunity” (for students) and innovation (in facilities and technology) will be the key fundraising themes for the future. Foundation staff will continue to focus on major gift and annual gift fundraising, involving foundation board members, commission members, administration, faculty and staff when appropriate.

Increase level of flexible funds

The diverse nature and needs of our students require a significant level of fairly unrestricted funding to be used at the direction of the chancellor and college presidents to provide opportunities for students, as well as to leverage funding from local, state and federal sources. This will be achieved through board fundraising within the three themed initiatives and enhancing annual giving through the Chancellor's Circle and new alumni and parent giving programs.

Encourage involvement and support across the district

This has been moderately successful to date, but advances must be made across the myriad of constituencies found in two colleges with a broad range of programs and services. Maximizing faculty and staff participation in fundraising events and activities will assist in accomplishing this.

Board of Directors Development

Transform structure of foundation board

Restructuring is necessary in order to become more effective in fundraising. Increasing diversity in order to better reflect the student body and surrounding communities will be a key element of

this restructuring, with recruitment focusing on community members associated with a high level of private and corporate philanthropy who are willing to actively raise funds to benefit students.

Commission Development

Continuous upgrading of annual events and activities

The college commissions will continue to upgrade annual events (the Foothill Summer Benefit Gala and De Anza's "A Night of Magic") to raise more revenue and attract more attendees, while also supporting other activities to connect the colleges with their surrounding communities.

Staffing

Reorganize fundraising efforts to maximize current staff; increase staff proportionally as revenues grow

Fundraising efforts are being reorganized so that a greater dollar benefit can be reached with the current low level of staffing, while at the same time strategies are being developed to move forward at a greater pace when hiring additional staff becomes financially feasible.

V. Advancing the Legacy

The hallmark of a great community college district will not be to rest on its laurels nor revel in its past, but to set and meet the highest possible goals, including those that seem especially challenging, and exceed them over time. Great institutions exist because they continue to improve over time and learn to sustain themselves through upturns and downturns alike. Great institutions always grow—sometimes in the number of students they educate, often in the size of their facilities and their endowments—but their most important growth is realized in the knowledge gained by their students and the quality of their graduates decades later. Great institutions alternate between competing and partnering with other great institutions, take risks and measure and learn from successes and failures across decades. Great institutions attract great people to teach and to serve their students and the community. Great institutions nourish and support a common spirit and work ethic that builds respect and community across and through their myriad diversities. And great institutions include everyone and allow for uniqueness that inspires creativity and accomplishment.

These characteristics describe the Foothill-De Anza Community College district as we mark our golden anniversary and embark on its next fifty years of educating students and this Educational Master Plan provides a blueprint for the next decade. Our future will depend upon our flexibility in designing innovative programs and services that will adapt to the changing conditions of our time, with a perpetual focus on educating students to their fullest potential.

In the decade ahead, the Foothill-De Anza Community College District will continue to work to advance opportunity, quality, accountability and sustainability for its diverse student body and community as it aims to:

- provide greater access for students from diverse backgrounds and cultures seeking higher education;
- increase student success by maintaining high standards and closing the performance gaps;
- ensure fiscal stability, planned growth and the wise and careful use of district's resources; and
- preserve the learning environment and enhance the excellence of the district for future generations.

The district will use the following strategies to meet and exceed its goals:

- ensure that its work is mission-critical, giving our students the finest educational possible;
- ensure that our work is being done as effectively and efficiently as possible;
- identify the best practices across the district and use those to improve our programs and services;
- share resources when that will achieve a greater good;

- promote inclusive participatory governance in a pervasive culture of learning for students, faculty and staff;
- conserve resources whenever possible; and
- steward learning and working environments grounded in mutual trust and respect for the dignity, diversity and worth of students, faculty and staff.

Our ultimate vision is educational excellence and opportunity for all, advancing the legacy of the Foothill-De Anza Community College District over the next decade and beyond.