

# ***Foothill 2030: Blueprint for Success*** **2025 - 2030**

*Final Document Draft*

*May 14, 2025*



**FOOTHILL**  
**COLLEGE**

**President’s Message ..... 7**

**Acknowledgments ..... 8**

**College Executives ..... 8**

*Foothill 2030: Blueprint for Success Planning Committee ..... 8*

**Executive Summary ..... 8**

**Foothill-De Anza Community College District Profile .....10**

**Overview..... 10**

**District Mission ..... 10**

        District Strategic Priorities 2024-2031 ..... 10

**Foothill College Profile.....11**

**History ..... 11**

**Mission ..... 12**

**Vision ..... 12**

**Values ..... 12**

        Integrity & Honesty ..... 12

        Transparency & Openness..... 13

        Innovation & Curiosity ..... 13

        Equity-mindedness & Inclusion ..... 13

        Community & Collaboration ..... 13

        Love & Compassion ..... 13

**Purpose ..... 14**

**Equity Statement..... 14**

**Native Land Acknowledgements..... 14**

        The California Community Colleges’ Systemwide Land Acknowledgment..... 14

        Foothill College Land Acknowledgement ..... 14

**Sunnyvale Center ..... 15**

**College Fast Facts: Community, Students, and Outcomes .....15**

**National Higher Education Context .....17**

**State-Level Context .....17**

**Vision 2030..... 18**

        Vision for Success and Guided Pathways ..... 18

        Governor’s Roadmap and California Community College System..... 19

        Vision 2030 – a Roadmap for California Community Colleges ..... 19

        Vision 2030 - Alignment with the Vision for Success, Vision for Success Reaffirmed, and the Governor’s Roadmap ..... 20

        Statement on Diversity, Equity, and Inclusion in the California Community Colleges ..... 21

        Student-Centered Funding Formula ..... 22

**Additional California Reforms in Alignment with Vision 2030 ..... 23**

        Matriculation Services ..... 23

        Community College Bachelor’s Degrees..... 24

        Collaborative Efforts for Transfer Among California Branches of Higher Education ..... 24

**Emerging California Higher Education Priorities and Technologies ..... 25**

Master Plan for Career Education ..... 25  
 Artificial Intelligence ..... 26

**Key College Initiatives ..... 28**

**Strategic Vision for Equity ..... 28**  
 Areas of Progress ..... 28  
 Priorities for the Future ..... 29

**Guided Pathways ..... 29**  
 Areas of Progress ..... 29  
 Priorities for the Future ..... 29

**Foothill College Integrated Planning, Budgeting, and Effectiveness ..... 30**

**Integrated Planning and Budget Process ..... 30**

**Mission-Informed Planning Council ..... 31**

**Institutional Effectiveness Committee ..... 31**

**Program Review ..... 31**  
 Program Definitions ..... 31  
 Program Review Committee ..... 32

**Foothill 2030 Planning Initiative ..... 32**

**Foothill 2030: Blueprint for Success Development Process ..... 33**

**Higher Education Industry-Specific Strategies ..... 33**  
 Strategy 1: Stakeholder Engagement ..... 34  
 Strategy 2: Data-Informed Design ..... 34  
 Strategy 3: Integrated Planning ..... 34  
 Strategy 4: Vision Foundations ..... 35

**Project Phases and Timeline ..... 35**  
 Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis ..... 35  
 Phase II: Portfolio Development, Planning Assumptions, and SOAR Analysis ..... 36  
 Phase III: Goal-Setting and Recommendations ..... 36

**Data Portfolio ..... 36**

**Environmental Scans ..... 36**  
 External Environmental Scan ..... 37  
 Internal Environmental Scan ..... 37

**Trends and Planning Assumptions ..... 37**

**National Trends ..... 37**  
 Enrollment ..... 37  
 Trends Impacting Teaching and Learning ..... 38

**State Trends ..... 39**  
 Enrollment and Program Development ..... 39  
 Policy and Initiatives ..... 39  
 Community College Funding ..... 39

**Regional Trends and Planning Assumptions ..... 40**  
 Service Area ..... 40

**Labor Market Analysis ..... 40**  
 Labor Market Information ..... 40

**CCC Vision 2030 Outcomes – Foothill College Trends ..... 42**

**College Trends and Planning Assumptions** ..... 42

    Enrollment ..... 42

    Student Outcomes ..... 43

**Listening Sessions and Emergent Themes** .....44

**Introduction** ..... 44

**Emergent Themes**..... 44

        Summary of Themes ..... 45

**Career and Academic Pathways (CAPs) Vision Session Insights** ..... 47

        Current Work Across CAPs ..... 47

        On the Horizon ..... 47

        Summary..... 48

**Challenges and Opportunities**.....48

**Challenges**..... 48

        1. Budget Constraints and Uncertain Fiscal Outlook ..... 48

        2. Enrollment Pressures and Demographic Trends..... 48

        3. Low Persistence Rates and Equity Gaps in Student Success ..... 48

        4. Program Alignment with Evolving Workforce Needs ..... 48

        5. Course Scheduling and Delivery Challenges ..... 48

        6. Organizational Change Readiness and Coordination ..... 48

        7. Planning, Review, and Prioritization Capacity ..... 49

        8. Technology Integration and Data Proficiency..... 49

        9. Navigating Policies and Processes ..... 49

        10. Sustaining DEIA and Inclusive Practices..... 49

**Opportunities**..... 49

        1. Targeted and Strategic Enrollment Growth..... 49

        2. Enhanced Retention, Student Support, and Student Success Strategies..... 49

        3. Workforce Development and Career Advancement..... 49

        4. Maximizing the Sunnyvale Center’s Potential ..... 49

        5. Strengthening Career and Academic Pathways (CAPs)..... 50

        6. Innovation and Emerging Technologies..... 50

        7. Advancing DEIA and a Culture of Belonging ..... 50

        8. Integrated and Equity-Minded Planning..... 50

        9. Community and Employer Engagement ..... 50

        10. Pursuing Diverse Revenue and Funding Sources..... 50

**Foothill 2030: Blueprint for Success – Plan Framework**.....50

**Foothill 2030: Blueprint for Success – Goals and Objectives**.....51

**Goal 1. Liberate student success by uplifting equitable access, accelerating retention and completion, and strengthening support systems that foster radical belonging where students feel seen, valued, and empowered to thrive.**..... 51

**Goal 2: Transform educational programs, pathways, and strategic partnerships to serve student and community needs**..... 51

**Goal 3: Strengthen organizational effectiveness and operational efficiencies, while optimizing resources.**.. 51

**Goal 4: Lead a *transformative* campus culture that embraces demographic change, elevates the visibility of the Sunnyvale Center, and *boldly* communicates Foothill’s story through meaningful engagement and outreach.**..... 52

**Foothill 2030: Blueprint for Success – Plan Integration and Alignment** .....52

**Integrated Planning**..... 52

**Plan Alignment** ..... 52

**Next Steps and Recommendations** .....54

**Educational Plan Roll-Out Process** ..... 55

**Implementation Plan** ..... 55

**Accountability and Monitoring Process** ..... 55

**Foundation for Other Planning Efforts and Resource Acquisition** ..... 55

**Appendix A: External Environmental Scan** .....56

**Service Area** ..... 56

        College and District Boundaries..... 56

        Foothill College Students by ZIP Code ..... 57

        California Community College Attendance of Students Residing Within the Foothill College Designated Service Area . 59

        Historic and Projected Population of Santa Clara and San Mateo Counties ..... 60

        Population of Santa Clara and San Mateo Counties, by Ethnicity ..... 61

        Projections by Age, 2020-2070 ..... 62

        Overall Projected Population Change, 2020-2070 ..... 63

        Cities in the Foothill College Area, Compared ..... 64

        Demographics of Foothill College Service Area, Compared ..... 64

        Silicon Valley Educational Attainment..... 65

        Silicon Valley Language Other than English Spoken at Home ..... 66

        Top Ten Postsecondary Institutions in Silicon Valley ..... 67

**Labor Market Information** ..... 68

        Top Industries in Silicon Valley, 2023 ..... 68

        Top Occupations in Silicon Valley, 2023 ..... 69

        Job Postings Data, 2024..... 70

        Labor Market Gaps ..... 70

**K-12 Feeder Schools** ..... 73

        High Schools within the Foothill College Boundary ..... 73

        Projected Enrollment, Santa Clara County ..... 74

        Projected Enrollment, San Mateo County ..... 75

        Service Area High Schools, Compared ..... 76

**Appendix B: Internal Environmental Scan** .....77

**Foothill College Students** ..... 77

        Historic Enrollment, by Ethnicity ..... 77

        Snapshot: Ethnicity and Gender, Fall 2024..... 78

        Snapshot: Age and Student Type, Fall 2024 ..... 78

        Enrollment Status, Compared ..... 79

        International Students..... 79

        Distance Education, Compared ..... 80

        Foothill-De Anza AB 540 (Dreamers), Pell Grant Recipients, and CPG Promise Grant Recipients..... 81

        Headcount of CPG and Pell Grant Recipients at Foothill College ..... 82

**Student Outcomes**..... 83

        Students by Journey, Compared..... 83

        Degree/Transfer Students: Persistence..... 84

        Degree/Transfer Students: Completed Transfer Level Math and English in Year One..... 86

        Degree/Transfer Students: Completion, Transfer ..... 87

        Degree/Transfer Students: Units Accumulated Upon Graduation ..... 90

        Short-Term CTE Students: Course Success Rate ..... 92

        Short-Term CTE Students: Earned 9+ Units ..... 94

        Short-Term CTE Students: Job Closely Related to Field of Study..... 96

Short-Term CTE Students: Earnings..... 97  
 Short-Term CTE: Attained Living Wage ..... 100  
 Adult Education/ESL: Completion..... 102  
 Adult Education/ESL: Transitioned to Postsecondary Coursework ..... 104  
 Adult Education/ESL: Became Employed..... 106  
 Student Outcomes: Awards Conferred..... 110  
 Student Outcomes: Top AA/AA-T Degrees Awarded ..... 111  
 Student Outcomes: Top AS/AS-T Degrees Awarded ..... 112  
 Student Outcomes: Top Credit Certificates Awarded ..... 113  
 Student Outcomes: Bachelor’s Degrees ..... 113  
 Student Outcomes: Transfer ..... 114  
 Student Outcomes: CTE Awards with Highest Wage Gains..... 117

**Appendix C: Listening and Vision Session Themes.....118**

Student Access, Success, and Comprehensive Support..... 118  
 Educational Programs and Pathways ..... 118  
 Diversity, Equity, Inclusion, and Accessibility ..... 119  
 Community Engagement and Strategic Partnerships ..... 119  
 Planning and Data-Informed Decision-Making..... 119  
 Operations, Processes, and Fiscal Sustainability ..... 120  
 Learning Environments and Technology ..... 120  
 Culture, Communication, and Outreach..... 121

**Appendix D: Summary of Themes from Career and Academic Pathways (CAPs) Vision Sessions.....122**

Current Collective Work Across CAPs ..... 122  
 Work Foreseen on the Horizon ..... 123

## President's Message

*Foothill 2030: Blueprint for Success* is the result of a deeply collaborative and intentional planning process, shaped by the dedication and prowess of the Foothill 2030 Steering Committee, the Educational Master Planning Committee, and enriched by many student, employee, and community partner voices.

I am indebted to everyone who participated in listening and vision sessions, ensuring that this plan reflects the diverse needs, aspirations, and priorities of our entire College community. The plan's goals reckon with two realities: one in the past and one we are now facing. Looking back, we know that the pandemic disrupted and reconstituted the paradigm of higher education. Now we face an inflection point. Changing demographics, shifting attitudes about higher education, and urgent demands to adapt to new technologies, especially AI and digital platforms, usher another call to action.

Even as we face this demanding circumstance, this plan is guided by the Way of the Owl, which is anchored in heart-forward care. *The Blueprint* reaffirms that Foothill College is committed to fostering a culture where every student feels welcomed, valued, and empowered to achieve their goals. This plan embraces innovation in teaching and learning while working to eliminate barriers to access and engagement. A key theme is *servicing our community*, and we are committed to meeting students where they are, at whatever stage of life, and however they choose to learn.

Foothill 2030 is decidedly future-focused and strategically aligned with the Vision 2030 goals for the California Community College system and our district's emphasis on equity and economic development. Our blueprint sets ambitious, measurable goals for institutional improvement and aspires to hold ourselves accountable for the twin responsibilities of supporting civic engagement and the social and economic mobility of those we serve.

We are dedicated to strengthening partnerships with local employers, large industries, school districts, and community organizations that share our values, ensuring that Foothill College continues to be a leader in preparing students for meaningful careers and a life of inquiry.

Thank you for your unwavering support and commitment to our shared vision. Together, we are building a stronger, more inclusive future for Foothill College and the communities we serve.

*Dr. Kristina Whalen*

*President, Foothill College*

## Acknowledgments

### College Executives

Dr. Kristina Whalen, President

Dr. Stacy Gleixner, Vice President, Instruction

Dr. Laurie Scolari, Vice President, Student Services

Bret Watson, Vice President, Finance & Administrative Services

Simon Pennington, Associate Vice President, College & Community Relations, Marketing & Communications

### Foothill 2030: Blueprint for Success Planning Committee

While hundreds of voices are reflected in the development of this plan, a special acknowledgment goes to the *Foothill 2030: Blueprint for Success* planning committee members listed below (in alphabetical order).

Ajani Byrd - Dean, Institutional Equity, Diversity, and Inclusion (Tri-Chair)

Tracee Cunningham - Counselor

Doreen Finkelstein - Research Analyst

Stacy Gleixner - Vice President, Instruction

Raiyah Hussain - ASFC, Student Liaison

Elaine Kuo - Supervisor, Institutional Research and Planning (Tri-Chair)

Mona Rawal - Faculty

Vanessa Santillan-Nieto - Program Coordinator

Laurie Scolari - Vice President, Student Services

Suzy Quezada - Faculty

Voltaire Villaneuva - Counseling Faculty and Academic Senate President (Tri-Chair)

Bret Watson - Vice President, Finance and Administrative Services

Support and coordination for the project would not have been possible without the committed efforts of Dr. Stacy Gleixner, the project's executive liaison.

## Executive Summary

The *Foothill 2030: Blueprint for Success* is a comprehensive document that will help guide the institution over the next five years as it works to fulfill its mission and vision and meet the needs of its students and community.

The *Blueprint* aligns with the District Strategic Priorities and the California Community College Chancellor's Office (CCCCO) Vision 2030 goals. Developed through a collegial and collaborative process, this plan articulates collegewide goals and supporting objectives that will help guide Foothill College in establishing priorities, planning for future program, service, facility, and technology needs, and the alignment of resources for their achievement as the college focuses on equitable student access, success, and outcomes. The *Blueprint* provides the overarching structure for all institutional planning and is central to the College's integrated planning processes.

A dedicated Foothill 2030 Committee began its work in 2023, with a robust plan to review and revise the College's mission, vision, and values, and to develop a five-year plan that would provide direction for the next era of Foothill College. The process included input and review by the Foothill community of students and staff, constituent groups, and the Mission-Informed Planning Committee (MIP-C). The new mission statement was completed and approved by the District Board of Trustees on December 11, 2023. The new vision statement was adopted by the MIP-C June 21, 2024, followed by a new set of values, adopted by the MIP-C March 21, 2025.

Concurrently, a dedicated Educational Master Plan Committee (later renamed the *Foothill 2030: Blueprint for Success* committee) worked over this same period to develop the College’s next five-year plan. The committee was led by three co-chairs: Dr. Ajani Byrd, Dean of Institutional Equity, Diversity, and Inclusion; Dr. Voltaire Villaneuva, Counseling Faculty and Academic Senate President; and Dr. Elaine Kuo, Supervisor, Institutional Research and Planning. The committee worked diligently and kept the MIP-C apprised of its progress. In Fall 2024, the College engaged the services of a national higher education consulting firm for technical services support of the project, including the infusion of national best practices, facilitation of focus sessions with students and both internal and external stakeholders, and to provide an external, objective analysis of data, trends, planning assumptions, challenges and opportunities for Foothill College over the next five-year period.

The *Blueprint* project was conducted from October 2024 to May 2025 and was built on four higher education industry-specific strategies:

- Stakeholder engagement
- Data-informed design
- Integrated planning
- Vision foundations: Diversity, equity, and Inclusion; Career pathways and the learning continuum; and Equity-minded access and success

In May 2025, the project culminated in an intensive two-day goal-setting joint session of senior leadership and the *Blueprint* committee, which resulted in a set of *Foothill 2030: Blueprint for Success* goals and objectives, as displayed in the chart that follows.

<b>Foothill 2030: Blueprint for Success – Goals and Objectives</b>	
<b><i>Goal 1: Liberate student success by uplifting equitable access, accelerating retention and completion, and strengthening support systems that foster radical belonging where students feel seen, valued, and empowered to thrive.</i></b>	
Objective 1.1	Rebuild career exploration, Associate Degree Transfer (ADT) clarity and purpose-driven guidance into the student experience, ensuring students thrive in livable wage careers aligned with their passion and potential.
Objective 1.2	Reform scheduling to prioritize student needs, particularly those of historically underserved populations, by flipping traditional scheduling models to place student access and belonging at the core.
Objective 1.3	Build systems where students want to stay, and know they can, by embedding belonging, purpose, care, and affirmation into every step of their journey. Let retention reflect love, not luck.
Objective 1.4	Transform student support into a sanctuary of care, replacing the self-service maze with an intentional, equity-driven system that reaches in before students have to reach out.
<b><i>Goal 2: Transform educational programs, pathways, and strategic partnerships to serve student and community needs.</i></b>	
Objective 2.1	Design innovative curriculum, pathways, and delivery strategies to broaden access to the students we serve and enhance their economic mobility.
Objective 2.2	Cultivate academic, community, and industry partnerships to create equitable student opportunities.
Objective 2.3	Strengthen curriculum and teaching through a culture of growth to remain responsive to evolving student needs.
Objective 2.4	Institutionalize Career and Academic Pathways (CAPs) to guide students through to their educational goals.
Objective 2.5	Leverage dual enrollment to enhance opportunities for adult education and high school learners.

<b>Goal 3: Strengthen organizational effectiveness and operational efficiencies, while optimizing resources.</b>	
Objective 3.1	Grow a culture of integrated planning, process efficiencies, and institutional effectiveness.
Objective 3.2	Align human, fiscal, and physical resources in an intentional, efficient, and effective manner that supports equitable student outcomes.
<b>Goal 4: Lead a transformative campus culture that embraces demographic change, elevates the visibility of the Sunnyvale Center, and boldly communicates Foothill’s story through meaningful engagement and outreach.</b>	
Objective 4.1	Amplify our value and impact with our communities by telling the Foothill story.
Objective 4.2	Create a campus culture of belonging with opportunities for students and employees to thrive.
Objective 4.3	Optimize the Sunnyvale Center as a future-focused, workforce innovation center for the District.
Objective 4.4	Adapt the College to the changing demographics of the region and sharpen our focus on underserved communities.

## Foothill-De Anza Community College District Profile

### Overview

Located in the heart of Silicon Valley, the [Foothill-De Anza Community College District](#) serves the communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, Sunnyvale, and parts of Saratoga and San Jose (see [District Boundary map](#)). It is a multi-college district comprising Foothill College in Los Altos Hills and De Anza College in Cupertino.

For more than 60 years, Foothill-De Anza has demonstrated excellence and innovation in academic programs and student services. As one of the largest community college districts in the United States, Foothill-De Anza provides credit classes to approximately 50,000 students each year. The colleges are active members of the League for Innovation in the Community College, a national consortium of leading two-year institutions.

### District Mission

The mission of the [Foothill-De Anza Community College District](#) is student success and educational excellence. The district and its colleges provide access to affordable, quality educational programs and services that develop a broadly educated and socially responsible community that supports an equitable and just future for California and the global community. Every member of our district contributes to a dynamic instructional and learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students. Foothill-De Anza is driven by an equity agenda and core values of integrity, inclusion, care for our students' well-being, and sustainability.

### District Strategic Priorities 2024-2031

The following five priorities guide the work of the Foothill-De Anza Community College District and its two colleges:

- [Priority 1: Educational Achievement](#)
- [Priority 2: Learning and Support Services](#)
- [Priority 3: Community Development](#)
- [Priority 4: Workforce Development](#)
- [Priority 5: Fiscal Responsibilities](#)

## Foothill College Profile

### History

Founded in 1957, Foothill College is one of two accredited institutions in the Foothill-De Anza Community College District. The College emerged from the post-World War II era, during a time of growth when urban centers and suburbs grew rapidly. Neighboring school superintendents and Board members came together to support the formation of a junior college. Backed by community support and with the passage of a \$10.4 million bond, the first Board of Trustees purchased a 122 rolling acre site in Los Altos Hills as the permanent location of Foothill College.

Dr. Calvin Flint, the first superintendent and president of the new district was quoted as saying, “The College must convey an atmosphere of its being friendly, personalized, and informal. Offices of faculty, counselors, and administrators must be readily accessible to students.” Ernest J. Kump and Matsen and Hurd were engaged as the architects and planners to design a campus from the ground up. By the time Foothill formally opened in 1961, the campus was the recipient of multiple architectural accolades and design awards from around the nation. Even with the addition of new buildings, the campus continues to be nestled in a bucolic suburban setting.

Located 40 miles south of San Francisco and 20 miles north of San Jose in the heart of California’s Silicon Valley, Foothill College prides itself in serving students and the surrounding community. Along with its sister college, De Anza, the Foothill-De Anza Community College District service area encompasses the Santa Clara County communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, along with parts of Sunnyvale, Saratoga, and west San Jose representing more than 400,000 residents. From the first graduating class of 37 students in 1960, Foothill conferred more than 2,200 certificates and degrees in 2021-2022. The College has grown to serve more than 23,000 students in 2021-2022 and employed more than 600 administrators, classified staff, full and part-time faculty in fall 2022.

As of spring 2023, Foothill College offers one Bachelor in Science (BS) degree, 30 Associate Degrees for Transfer (ADT), 26 Associate in Arts (AA) degrees, 28 Associate in Science (AS) degrees, 86 credit certificate programs, and 10 non-credit certificate programs. The College began convening the Dental Hygiene baccalaureate in 2017-2018 as one of the pilot institutions participating in the California community colleges’ baccalaureate degree program that began in 2016. Fully online programs can be completed for 22 ADTs, 23 AA degrees, five AS degrees, and 59 credit certificates. Foothill maintains a strong Career and Technical Education (CTE) presence, supporting multiple programs in apprenticeship trades and in the allied health sector.

Foothill continues to be regarded as a successful and innovative community college in the United States. As one of the first California community colleges to offer online education, Foothill was effectively resourced to pivot to a fully virtual instructional format in March 2020 when the shelter-in-place directive occurred. Online course success rates remained stable during this time. Foothill also maintains a 50,000 square-foot education facility in Sunnyvale near Moffett Business Park. The Sunnyvale Center focuses on CTE and houses programs such as Emergency Medical Technician and Paramedics. Ongoing improvement efforts in program review, student learning outcomes processes, and the participatory governance structure recognize that College facilitation of student learning and achievement cannot be static.

Another innovation enhancing student learning is Foothill’s annual Research and Service Leadership Symposium (RSLs) that provides students an extended opportunity to develop research and creative arts projects,

participate in community-based activities, and share their newfound knowledge, insights, and experiences with the College community. Students submit a proposal or project description and, if accepted, they engage with a campus mentor who facilitates the student's and project's development, provides subject expertise and experience, and coaches students through challenges. All project experiences are shared in a professional conference setting through student presentations, poster sessions, performances, and discussions. This symposium event, now in its sixth year, is a full-day celebration, involving a keynote speaker, an awards ceremony, and opening/closing ceremonies. During the shelter-in-place period, the RSLs successfully pivoted online and is now scheduled as a hybrid event. The May 18, 2023, program opened with Dr. Camilla Hawthorne, Associate Professor of Sociology and Critical Race and Ethnic Studies, UC Santa Cruz.

The College's focus on sustainability emphasizes resource stewardship. This commitment is demonstrated through the construction of the Physical Sciences and Engineering Center (PSEC) and Sunnyvale Center, which were recognized with a LEED silver rating and LEED gold rating respectively. Charging stations for electric vehicles are available, and as of 2018, no single-use plastic water bottles are sold on campus. Student research and subsequent advocacy led to water being sold in box containers or aluminum bottles. Water fountains and fill stations are available for reusable water bottles.

Foothill continues its ongoing efforts to lessen disparities among its student population groups. Building on the California Community Colleges Chancellor's Office's mandated student equity plan template, the institution extended its equity effort and vision in a sustainable, systemic approach, one aimed at dismantling structural, cultural, and individual systems of oppression to create a community where success is not predictable by race. After a yearlong campus effort, Foothill's Strategic Vision for Equity documents this vision, which identifies 13 issues and 55 goals to move this work forward in a collaborative and interconnected manner. The Collective Impact Model frames this 13-55 implementation effort, and units from across the campus and at all levels of the institution identify equity action projects for implementation and assessment.

The District also benefits from ongoing community support. In March 2020, voters passed an \$898 million general obligation measure (Measure G) to upgrade and repair facilities, equipment, and sites. Beginning in November 2022, the District adopted trustee area elections, where voters in five areas of roughly equal population size elected their own trustee. Two area trustees were elected under this new model, while the three remaining at-large trustee positions will be up for area elections in fall 2024.

The College welcomed its eighth president in April 2023 and, with their leadership, the institution continues its strategic planning during this initial post-pandemic period with emphasis on growth in enrollment, continuing integration of Guided Pathways efforts, implementation of CA AB 1705 (ensuring gateway transfer-level English and math enrollment), and ongoing implementation of its Strategic Vision for Equity.

## Mission

Embracing inclusivity and building strong communities, Foothill College serves diverse learners and equips its students with critical thinking skills to address complex societal challenges, to thrive in the global workforce, and to engage in a life of inquiry.

## Vision

Foothill College is the institution of choice in Silicon Valley for catalyzing personal, economic, and social change.

## Values

### Integrity & Honesty

Integrity and honesty are foundational to building trust and respect within any organization. This value cluster fosters:

- Trust: Establishing reliable relationships among individuals.
- Respect: Valuing diverse perspectives and contributions.
- Reflective Practices: Encouraging self-assessment and growth.
- Authenticity: Being true to oneself and others.
- Courage: The ability to speak up and act ethically

## Transparency & Openness

Transparency and openness are crucial for sound decision-making and effective communication. This cluster supports:

- Sound Decision-Making: Making informed choices based on accurate information.
- Strong Communication: Ensuring clear and honest dialogue.
- Accuracy: Commitment to truthfulness in all dealings.
- Accountability: Taking responsibility for actions and outcomes.

## Innovation & Curiosity

Innovation and curiosity drive creativity and engagement, essential for growth and retention. This value cluster fosters:

- Creativity: Encouraging new ideas and approaches.
- Engagement: Actively involving individuals in the learning process.
- Growth: Fostering personal and professional development.
- Retention: Keeping talent through a stimulating environment.
- Deep Learning: Promoting thorough understanding and mastery of concepts.

## Equity-mindedness & Inclusion

Equity-mindedness and inclusion ensure access and opportunity for all. These values support:

- Access: Providing equal opportunities for participation.
- Opportunity: Creating pathways for success for everyone.
- Social Justice: Advocating for a just society by challenging injustice and valuing diversity.
- Social Mobility: Providing opportunity so people may thrive in the Bay Area.
- Cultural Competency: Understanding and respecting positionality.

## Community & Collaboration

Community and collaboration foster a sense of belonging and connection among individuals. This cluster fosters:

- Belonging: Creating an environment where everyone feels accepted.
- Connection: Building relationships that support collaboration.
- Support: Offering assistance and encouragement to one another.
- Celebration: Recognizing achievements and milestones together.
- Alignment: Walking together in a shared purpose.

## Love & Compassion

The value of love and compassion emphasizes a deep systemic culture of care. This cluster supports:

- A "[Deep Systemic Culture of Care](#)": Cultivating an environment where individuals feel seen and heard and brought into focus.
- Feeling Valued: Ensuring everyone knows their worth.

- Transformation: Supporting personal and collective growth.
- Ability to Rebound: Encouraging resilience in the face of challenges.
- Restorative Work: Focusing on healing and rebuilding relationships.

## Purpose

To provide access to educational opportunity for all with innovation and distinction.

## Equity Statement

Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.

## Native Land Acknowledgements

### The California Community Colleges' Systemwide Land Acknowledgment

The California Community Colleges' systemwide land acknowledgment, developed in partnership with the California Tribal Chairpersons' Association <https://www.cccco.edu/About-Us/land-acknowledgment>, is as follows:

*California Community Colleges honors and acknowledges that our 116 campuses throughout the state of California are located in the unceded territories of the 109 federally recognized tribes and the dozens of tribes throughout the state who are seeking recognition. We are committed to supporting the ongoing relationships between these tribes, their ancestral territories and the resilience, strength and sovereignty that continues to be demonstrated by California's first peoples. We affirm our intentions for ongoing relationships with American Indian Tribal Nations and communities whose ancestral lands we occupy and students we educate. A land acknowledgement is a critical step towards working with Native communities to secure meaningful partnership and inclusion in the stewardship and protection of their cultural resources and homelands. Our institutions were founded upon exclusions and erasures of Indigenous peoples. We honor and are grateful for the land we occupy and recognize the ongoing damage of settler colonialism.*

*We commit to pursuing continuous collaborations with the Tribal Nations of California. We strive to strengthen our awareness of historical and contemporary issues in California to reckon with our institutional legacy and its impact on the people, lands, waters of this place, which are, and always will be, inextricable.*

### Foothill College Land Acknowledgement

Foothill College recognizes that it is located on the ethnohistoric territory of the ancestral and traditional land of the Puichon Thámien Ohlone-speaking People, and the successors of the historic sovereign Verona Band of Alameda County, presently identified as the Muwekma Ohlone Tribe of the San Francisco Bay Area. This land was and continues to be of great importance to the Muwekma Ohlone Tribe and other familial descendants of the Verona Band.

We recognize that every member of the greater Foothill College/Los Altos Hills community has, and continues to benefit from, the use and occupation of this land, since the institution's founding in 1957. Consistent with our values of community, inclusion, and diversity, we have a responsibility to acknowledge and make known through various enterprises Foothill College's relationship to Native peoples. As members of the Foothill College/Los Altos Hills community, it is vitally important that we not only recognize the history of the land on which we live, work, and learn, but also, we recognize that the previously federally recognized Muwekma Ohlone Tribal People

are alive and flourishing members of the Foothill College/Los Altos Hills and broader Bay Area communities today. Aho!

## Sunnyvale Center

The Foothill College Sunnyvale Center functions as a regional educational and workforce hub, advancing the economic well-being of the area by addressing employer training needs and fostering a quality workforce. It plays a central role in local and regional workforce development initiatives, creating partnerships with other educational entities to enhance student learning. The Center prepares students to transition to four-year universities and the workforce, positioning itself as a key player in economic and workforce development for the region.

## College Fast Facts: Community, Students, and Outcomes

The chart that follows displays a snapshot summary of current data for Foothill College. Data are provided about the Foothill College community, its students, and outcomes. More detailed information can be found in the Data Portfolio section of this document, the Appendices, and the Foothill College Office of Institutional Research and Planning.

**Foothill College Community, Student, and Outcomes Summary Data**

Community	Students	Outcomes																																																																				
<p><u><i>Silicon Valley (Santa Clara and San Mateo Counties)</i></u></p> <p><b>Population</b> (2,669,218 in 2024)</p> <ul style="list-style-type: none"> <li>Population is projected to decrease in coming years and decades, particularly for those aged under 25, and aged 25-64</li> </ul> <p><b>Educational Attainment</b></p> <ul style="list-style-type: none"> <li>Higher than state and national averages, yet 38.5% have less than an Associate degree</li> </ul> <p><b>Age Distribution</b></p> <ul style="list-style-type: none"> <li>Slightly older population</li> </ul> <p><b>Ethnicity</b></p> <ul style="list-style-type: none"> <li>No majority ethnic group – Asian, Latinx, and White residents each comprise between one-quarter and one-third of the population</li> </ul> <p><b>Origin of Birth</b></p> <ul style="list-style-type: none"> <li>Approximately 40% are foreign born, and half of households speak a language other than English at home (Primarily Spanish, Chinese, Vietnamese, Tagalog, Cantonese, and Mandarin)</li> </ul> <p><b>High Schools</b></p> <ul style="list-style-type: none"> <li>Enrollment projected to decrease over 10% in the next ten years</li> <li>Higher than average college-going rates, yet lower rates of graduates choosing to attend a community college</li> </ul> <p><b>Socioeconomic Status</b></p> <ul style="list-style-type: none"> <li>Income rates are much higher, and poverty rates lower, than the state and national averages</li> </ul> <p><b>Labor Market</b></p> <ul style="list-style-type: none"> <li>Regionally, numerous opportunities to expand college programs leading to in-demand and higher wage jobs, with the largest potential gaps in various technician/specialist, and managers/supervisors</li> <li>Nationally, 23% of workers do remote work, with about half of those working fully remotely</li> </ul>	<p><u><i>Foothill College (Fall 2024)</i></u></p> <p><b>Headcount</b> 11,586</p> <p><b>FTES (estimate)</b> <b>2,830</b></p> <p><b>Enrollment Status</b></p> <table border="0"> <tr><td>First Time</td><td>17%</td></tr> <tr><td>First Time Transfer</td><td>19%</td></tr> <tr><td>Returning</td><td>14%</td></tr> <tr><td>HS Concurrent</td><td>9%</td></tr> <tr><td>Continuing</td><td>40%</td></tr> </table> <p><b>Gender</b></p> <table border="0"> <tr><td>Female</td><td>54%</td></tr> <tr><td>Male</td><td>44%</td></tr> <tr><td>Other/Unknown</td><td>2%</td></tr> </table> <p><b>Ethnicity</b></p> <table border="0"> <tr><td>Asian</td><td>29%</td></tr> <tr><td>Black</td><td>4%</td></tr> <tr><td>Filipinx</td><td>5%</td></tr> <tr><td>Latinx</td><td>31%</td></tr> <tr><td>HI/Pacific Islander</td><td>1%</td></tr> <tr><td>White</td><td>24%</td></tr> <tr><td>Unknown</td><td>6%</td></tr> </table> <p><b>Age Group</b></p> <table border="0"> <tr><td>19 and under</td><td>34%</td></tr> <tr><td>20-24</td><td>29%</td></tr> <tr><td>25-39</td><td>25%</td></tr> <tr><td>40+</td><td>12%</td></tr> </table> <p><b>Promise, Pell, AB540 2023-2024</b></p> <table border="0"> <tr><td>CPG Promise</td><td>20.8%</td></tr> <tr><td>Pell Grant</td><td>9.7%</td></tr> <tr><td>AB540/Dreamers</td><td>2.5%</td></tr> </table> <p><b>Educational Goal</b></p> <table border="0"> <tr><td>Transfer</td><td>44%</td></tr> <tr><td>Degree</td><td>12%</td></tr> <tr><td>Certificate</td><td>6%</td></tr> <tr><td>All Other</td><td>38%</td></tr> </table> <p><b>International Students</b></p> <p>Total of 442, or 3.8%</p> <p>Top 5 Countries of Origin:</p> <ul style="list-style-type: none"> <li>China</li> <li>India</li> <li>South Korea</li> <li>Japan</li> <li>Brazil</li> </ul>	First Time	17%	First Time Transfer	19%	Returning	14%	HS Concurrent	9%	Continuing	40%	Female	54%	Male	44%	Other/Unknown	2%	Asian	29%	Black	4%	Filipinx	5%	Latinx	31%	HI/Pacific Islander	1%	White	24%	Unknown	6%	19 and under	34%	20-24	29%	25-39	25%	40+	12%	CPG Promise	20.8%	Pell Grant	9.7%	AB540/Dreamers	2.5%	Transfer	44%	Degree	12%	Certificate	6%	All Other	38%	<p><u><i>Student Outcomes</i></u></p> <p><b>Awards 2023-2024</b></p> <table border="0"> <tr><td>Associate Degree for Transfer</td><td>404</td></tr> <tr><td>AA/AS (local)</td><td>352</td></tr> <tr><td>Bachelor Degree</td><td>59</td></tr> <tr><td>Credit Certificate</td><td>1,153</td></tr> </table> <p><b>Transfer 2022-2023</b></p> <table border="0"> <tr><td>California State U</td><td>345</td></tr> <tr><td>University of California</td><td>307</td></tr> <tr><td>Out of State</td><td>103</td></tr> <tr><td>In State Private</td><td>18</td></tr> </table> <p><b>Degree/Transfer Students 2022-2023</b></p> <ul style="list-style-type: none"> <li>Compared to the state and regional average, fewer units accumulated upon graduation</li> <li>Higher rates of completing Transfer Level Math &amp; English in Year 1 and higher degree completion/transfer rates</li> <li>Lower Fall to Spring Persistence</li> </ul> <p><b>Career Education</b></p> <ul style="list-style-type: none"> <li>Higher rates of earning 9+ units</li> <li>Higher wages and rate of attaining the regional living wage</li> <li>Higher % reporting job is closely related to their field of study</li> </ul> <p><b>Adult Ed/ESL</b></p> <ul style="list-style-type: none"> <li>Higher rates of earning an award, becoming employed, and transitioning to postsecondary coursework</li> <li>Higher wages</li> </ul> <p><b>Top Degrees 2023-2024</b></p> <p>Psychology for Transfer Business Admin for Transfer 2 General Studies: Social Science Public Health Sci for Transfer Comm Studies for Transfer</p> <p><b>Top Credit Certificates 2023-2024</b></p> <p>Research Design Dev Global Good Inside Wireman Full IGETC Certification: CSU Early Child Educ Fundamentals Non-Destructive Testing Tech</p> <p><b>Top Transfer Destinations 2022-2023</b></p> <p>San Jose State University UCLA UC Berkeley UC Santa Cruz UC Davis</p>	Associate Degree for Transfer	404	AA/AS (local)	352	Bachelor Degree	59	Credit Certificate	1,153	California State U	345	University of California	307	Out of State	103	In State Private	18
First Time	17%																																																																					
First Time Transfer	19%																																																																					
Returning	14%																																																																					
HS Concurrent	9%																																																																					
Continuing	40%																																																																					
Female	54%																																																																					
Male	44%																																																																					
Other/Unknown	2%																																																																					
Asian	29%																																																																					
Black	4%																																																																					
Filipinx	5%																																																																					
Latinx	31%																																																																					
HI/Pacific Islander	1%																																																																					
White	24%																																																																					
Unknown	6%																																																																					
19 and under	34%																																																																					
20-24	29%																																																																					
25-39	25%																																																																					
40+	12%																																																																					
CPG Promise	20.8%																																																																					
Pell Grant	9.7%																																																																					
AB540/Dreamers	2.5%																																																																					
Transfer	44%																																																																					
Degree	12%																																																																					
Certificate	6%																																																																					
All Other	38%																																																																					
Associate Degree for Transfer	404																																																																					
AA/AS (local)	352																																																																					
Bachelor Degree	59																																																																					
Credit Certificate	1,153																																																																					
California State U	345																																																																					
University of California	307																																																																					
Out of State	103																																																																					
In State Private	18																																																																					

Note: More detailed data is included elsewhere in this report, including in the Appendix.

Sources: US Census, Bureau of Labor Statistics, CA Department of Labor, CA Department of Education, CCCC DataVista, California Community College Career & Technical Education Outcomes Survey, Internal Foothill College Data provided by Institutional Research.

## National Higher Education Context

As Foothill College develops its strategic educational direction, it is essential to understand the broader context of higher education in the United States. Current national trends reveal significant shifts in student needs, educational delivery methods, politics, and public perceptions that influence postsecondary education. Understanding these trends helps inform strategic decisions and ensures the College remains responsive to evolving educational, technological, and job market demands.

The COVID-19 Pandemic prompted many changes, including at two-year colleges, where enrollment decreased and teaching and learning rapidly shifted to online. Since the pandemic, colleges have shifted to a mix of face-to-face, online, and hybrid delivery modalities, with many struggling to find the optimum balance.

Nationally, the overall college-going rate decreased from 41% to 38% between 2010 and 2021, driven specifically by the decrease in the college enrollment rate at two-year institutions, which fell from 13% to 8% in the same time period ([National Center for Education Statistics](#)).

College enrollment continued to decline during the COVID-19 Pandemic but began to rebound in 2023, particularly at community colleges. According to the Research Center at the National Student Clearinghouse ([reported October 26, 2023](#)) students are gravitating to shorter-term credentials rather than longer-term degrees. Enrollment growth is attributed to increased dual enrollment and increased enrollment by Black, Latinx, and Asian students. White student enrollment continues to decrease.

In Fall 2023, undergraduate enrollment grew by 1.2%, the first increase since the COVID-19 Pandemic, with two-year colleges posting the highest growth at 2.6% ([reported January 24, 2024](#)). In Fall 2024, two-year colleges continued the trend by posting a 5.8% increase over the prior year ([reported January 23, 2025](#)).

## State-Level Context

The California Community Colleges have a long-standing history of working to meet the needs of their students and communities, while partnering with businesses and industries to deliver a prepared workforce. Today, the California Community College system of higher education consists of [73 districts and 116 community colleges](#), each governed by a locally elected Board of Trustees. Collectively, these institutions serve 1.5 to 2 million students annually, making it the largest system of higher education in the country. California community colleges remain dedicated to advancing the state's economic growth and global competitiveness through education, training, and services that enhance workforce development.<sup>1</sup>

California's community colleges are also notable for attracting the most diverse student body in public higher education, with approximately 70% of students representing varied ethnic backgrounds. Furthermore, 51% of California State University graduates and 29% of University of California graduates embarked on their academic journey at a community college.<sup>2</sup>

Three important areas of state-level context are described below. First, California's current efforts in student equity and success are presented in its new *Vision 2030*, built on the *Vision for Success* launched in 2017, along with its complementary initiatives: Guided Pathways, Student Equity and Achievement Program (SEAP), and the Student-Centered Funding Formula (SCFF). Second, additional reform legislation in alignment with the *Vision for Success* and *Vision 2030* is presented, focused on matriculation services, CCC bachelor's degrees, and collaborative work to streamline transfer among California's three public systems of higher education (UC, CSU,

---

<sup>1</sup> [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=66010.4](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=66010.4).

<sup>2</sup> <https://www.cccco.edu/About-Us/Key-Facts>

and the CCCs). Lastly, an overview of California’s emerging higher education priorities and technologies is presented, including the evolving Master Plan for Career Education and the role of Artificial Intelligence (AI).

## Vision 2030

The [Vision 2030](#) plan for California's community colleges, released by the California Community College Chancellor's Office as approved by the Board of Governors, extends the principles set forth in the [Vision for Success](#), [Vision for Success Update](#), and the [Governor's Roadmap](#) plans. Together, these plans establish systemwide community college priorities and stipulate that, “every college should make sure they have goals that address systemwide priorities.”<sup>3</sup>

### Vision for Success and Guided Pathways

The [Vision for Success](#), launched in 2017, focused on a commitment to ensure, “that students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating gaps once and for all.”<sup>4</sup> In 2021, the California Community College Chancellor’s Office renewed its dedication to the [Vision for Success](#) plan through the issuance of the [Vision for Success – Reaffirming Equity in a Time of Recovery Update](#). The report emphasized that the overarching goal for the state's community colleges remains unchanged: to achieve the systemwide targets outlined in the [Vision for Success](#), including completion, transfer, efficiency, workforce attainment, and, most importantly, equity. It underscored the critical importance of Goal 5, Equity, especially considering the disproportionate impact of the multiple pandemics on communities of color.<sup>5</sup>

It is important to highlight that [Vision for Success](#) utilizes the [Guided Pathways](#) framework to enhance student access, persistence, retention, and goal completion. Districts and colleges can seize the opportunity to integrate and align key plans encompassing diverse student learning programs such as Adult Education, Student Equity and Achievement Program, College and Career Access Pathways, learning communities, categorical programs and services, among others. This integration within the [Guided Pathways](#) framework aims to address the diverse needs of current and prospective students.

The Guided Pathways framework is grounded in four pillars of the student experience, described as follows:

Guided Pathway Pillars	
1. Clarify the Path	Create clear curricular program of study pathway maps to employment or transfer, simplify student choices, establish detailed transfer pathways, and expected learning outcomes with transfer institutions
2. Enter the Path	Help students choose and select a pathway, redesign developmental education, and course placement
3. Stay on the Path	Support students through strong advising and counseling, embed proactive support services throughout the student journey, strengthen clarity about transfer and career opportunities, ensure academic planning with predictable course scheduling
4. Ensure Learning	Ensure learning is occurring with intentional outcomes, establish program of study level of outcomes in employment or transfer, integrate group projects, internships, and other applied learning experiences to enhance instruction and improve student success

<sup>3</sup> Vision for Success plan, pg. 3

<sup>4</sup> Vision for Success, <https://www.cccco.edu/About-Us/Vision-for-Success>

<sup>5</sup> Vision for Success – Reaffirming Equity in a Time of Recovery <https://www.cccco.edu/-/media/CCCO-Website/docs/report/vision-for-success-update-2021-a11y.pdf>

Source: American Association of Community Colleges (2015), *Redesigning America's Community Colleges (2015)*

Guided Pathways aims to:

**Advance Equity:** Removing barriers that today's students face, particularly students of color, first-generation students, students from low-income backgrounds, and working adults.

**Transform Institutions:** A highly structured, comprehensive approach to systemic change to improve students' attainment of skills, credentials, and socioeconomic mobility. It is founded on the principle that everything can and should change.

**Redefine Readiness:** Fundamentally shifting the conversation about what it means to put students first, encouraging colleges to focus on their readiness for students rather than students' readiness for college.

**Redesign Supports:** Recognizing that students need more than financial support and resources to be successful. It allows colleges to recognize and holistically support students' academic and non-academic needs.

It is critical to emphasize that both the [Vision for Success](#) and the [Guided Pathways](#) frameworks are not merely plans, but are codified in law. Guided Pathways is further codified in the [Student Equity and Achievement Program](#) mandate.

### Governor's Roadmap and California Community College System

The [Governor's Roadmap](#), released in 2022, is an agreement with the California Community College system and builds upon the system's *Vision for Success* goals to close equity gaps and to promote student success; expand opportunities for transfer students; increase intersegmental collaboration to benefit students; and support workforce preparedness and high-demand career pipelines. The "roadmap" includes new goals and expectations and "represents an unwavering commitment to continue to increase support and socialize existing reforms such as Guided Pathways, equitable [student] placement, the Student Centered-Funding Formula, and competency-based education, among others – aimed at improving student success and making sure that success is equitable for all students served by the CCCs."<sup>6</sup>

Additionally, the roadmap outlines essential goals and expectations, such as fostering increased collaboration across segments and sectors to facilitate timely transfer, enhancing completion rates with a reduction in excess units, addressing equity gaps, and aligning the system more effectively with K-12 and workforce needs.<sup>7</sup>

The *Governor's Roadmap* mandates an annual systemwide progress report. This report encompasses college-level data showcasing progress achieved for each performance metric, a summary of crucial implementation strategies and contributions to advancing performance outcomes, as well as a synopsis of strategic collaborations with intersegmental partners. Annual reporting also includes a systemwide budget request aimed at supporting the achievement of the goals outlined in the roadmap based on systemwide progress.<sup>8</sup>

### Vision 2030 – a Roadmap for California Community Colleges

*Vision 2030*, a roadmap for California Community Colleges, envisions a more inclusive higher education system for all Californians. The vision aims to provide access points for every learner, regardless of race, ethnicity, region, class, or gender. It emphasizes tailored support and exit points, allowing students to transition to transfer programs, complete a community college baccalaureate, or secure employment with family-sustaining

---

<sup>6</sup> Governor's Roadmap, pg. 5, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

<sup>7</sup> Governor's Roadmap, pg.2, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

<sup>8</sup> Governor's Roadmap, pg.11, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

wages.<sup>9</sup> Furthermore, *Vision 2030* serves as a framework for urgent action in the field. It provides guidance for practice, the development of systems to eliminate barriers, resource development for fiscal sustainability, and policy reform aimed at unlocking potential.<sup>10</sup>

Dr. Sonya Christian, Chancellor, California Community Colleges, explains that *Vision 2030* affirms, "...the drive to improve completion, transfer, and employment, and to make equity gains has not changed. *Vision 2030* incorporates critical data-informed updates to meet the needs of today's students and to double down on innovative and promising strategies."<sup>11</sup> *Vision 2030* is centered on prioritizing the well-being of our students, communities, and the planet.<sup>12</sup>

### Vision 2030 - Alignment with the Vision for Success, Vision for Success Reaffirmed, and the Governor's Roadmap

As noted, *Vision 2030* extends and builds upon the Vision for Success, Vision for Success Update, and the Governor's Roadmap plans. It further incorporates and extends the principles outlined in these planning documents to guide community college practices towards meeting systemwide goals. The illustration below depicts key directives and demonstrates the uniformity of statewide adopted plans. For comprehensive details, please consult each respective plan.

---

<sup>9</sup> Vison 2030, PowerPoint, October 16, 2023

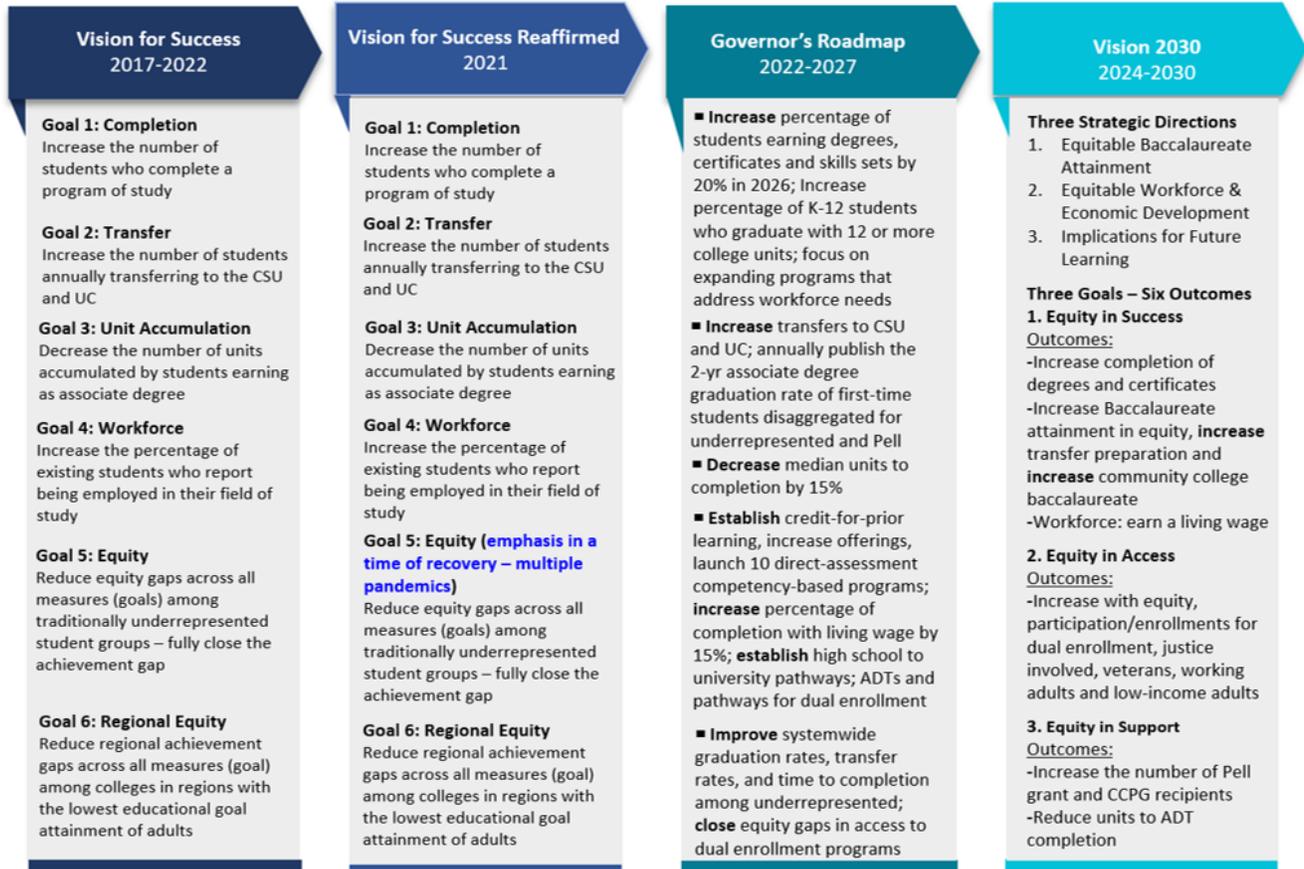
<sup>10</sup> Vison2030, PowerPoint, July 24, 2023

<sup>11</sup> <https://www.cccco.edu/-/media/CCCCO-Website/docs/presentation-slides/Vision-2030-PowerPoint-10162023.pdf?la=en&hash=CF0291AB56BB24B831BBB367E4F76ACFFEA785AA>

<sup>12</sup> Vison2030, PowerPoint, July 24, 2023

Key Directive Highlights of [Vision for Success](#), [Vision for Success Reaffirmed](#), [Governor’s Roadmap](#) and [Vision 2030](#)

CCC Context: Key Directive Highlights



Source: Graphic created by CBT as adapted from reports of the California Community Colleges Chancellor’s Office.

Statement on Diversity, Equity, and Inclusion in the California Community Colleges

A primary emphasis throughout the statewide adopted plans is equity. *Vision 2030* centers around three primary goals: Equity in Success, Equity in Access, and Equity in Support. The *Equity in Higher Education Act* (EDC, Sections [66250-66293](#)) contains various provisions focused on fostering diversity, equity, and inclusion among students, faculty, and staff. Furthermore, Title 5, Section [51201](#), Statement on Diversity, Equity, and Inclusion reflects a comprehensive commitment by the California Community Colleges to actively work towards creating an educational environment that values and respects diversity, equity and inclusion among students, faculty and staff. The focus on equity underscores the recognition that every individual deserves fair and equal access to opportunities, resources, and support necessary for their success. By prioritizing equity, educational institutions strive to dismantle systemic barriers, address disparities, and create environments where all learners can thrive and reach their full potential.

[Title 5, Section 51201](#)

**§51201. Statement on Diversity, Equity, and Inclusion in the California Community Colleges.**

(a) With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.

(b) Embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.

(c) In order to embrace diversity, we also acknowledge that institutional racism, discrimination, and biases exist and that our goal is to eradicate these from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

(d) To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the California Community Colleges are committed to fostering an anti-racist environment that offers equal opportunity for all.

(e) As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity, anti-racism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.

### Student-Centered Funding Formula

The [Student-Centered Funding Formula](#) (SCFF) was included in the 2018-19 state budget as an innovative method to allocate funding to community college districts. Based on the California Community College Chancellor's Office, the formula is designed to support the goals and commitment set by the *Vision for Success* plan and is aligned with the Guided Pathways student success metrics. SCFF is based on three primary calculations:<sup>13</sup>

- A base allocation – largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include:
  - the number of students earning associate degrees and credit certificates.
  - the number of students transferring to four-year colleges and universities.
  - the number of students who complete transfer-level math and English within their first year.
  - the number of students who complete nine or more career education units.
  - the number of students who have attained a regional living wage.

Of note, the California Community College Chancellor's Office has developed Student Centered Funding Formula ([CCCCO SCFF Dashboards](#)) dashboards, enabling districts and colleges to analyze student data and SCFF

---

<sup>13</sup> Student-Centered Funding Formula: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

implications. Additionally, a SCFF estimator is available. Please note that these resources may require a passcode for access and require coordination with district and college Chief Business Officers.

On July 21, 2023, the California Community College Chancellor's Office (CCCCO) released Memo [FS 23-24 Advance Apportionment](#) which elaborates on additional factors that may be considered in the SCFF formula. These factors include Credit Inmates in Correctional Facilities, Career Development and College Preparation, Credit Special Admit Students with additional allocation metrics tailored to AB 540 Students, Pell Grant Recipients and Promise Grant Recipients. For specific criteria and details on how each factor is weighed, please refer to the linked memo. Additionally, it is strongly recommended to visit the [CCCCO website](#) for the most up-to-date information as circumstances may evolve and change.

## Additional California Reforms in Alignment with Vision 2030

Since the development of the [Foothill College Educational Master Plan 2016-2022](#), numerous legislative mandates aimed at supporting student success have been signed into law. This section highlights three specific mandates that represent ongoing reforms in alignment with the intent of Vision 2030. This is not an exhaustive list, and more information can be found at the California Community Colleges Chancellor's Office [Chaptered Legislation and Guidance Report](#). This report is prepared annually to provide campus leaders with passed legislation and implementation guidance. Local leaders bear the responsibility of ensuring adherence to all recently enacted laws and regulations.

### Matriculation Services

The below two Assembly bills regarding matriculation were enacted to enhance student access and success for community college students in alignment with the intent of the *Vision for Success*.

- **[AB 705](#), Irwin. Seymour-Campbell Student Success of 2012: Matriculation: Assessment (2017)**

AB 705, also known as the Seymour-Campbell Student Success Act of 2012, aims to enhance student access and success in California community colleges by ensuring the core tenets of matriculation. Ensuring a multiple measures approach to student placement and student services to include orientation, assessment, placement, counseling, and education planning. This mandate emphasizes the need to maximize the likelihood of students completing transfer-level coursework in English and mathematics within one year.

This mandate acknowledges the disproportionate impact of traditional assessment methods on students of color and seeks to rectify this by promoting equity and access to higher education. It emphasizes the importance of utilizing multiple measures for placement and encourages collaboration between educational institutions to ensure timely access to student performance data.

- **[AB 1705](#), Irwin. Seymour-Campbell Student Success of 2012: Matriculation: Assessment (2022)**

AB 1705, also known as the Seymour-Campbell Student Success Act of 2012, aims to enhance student access and success in California community colleges by refining core matriculation services such as orientation, assessment, counseling, and academic interventions. The mandate proposes several amendments to existing law to further optimize student placement and enrollment in transfer-level English and mathematics courses within a specified timeframe.

Assembly Bill 1705 reinforces the full and comprehensive implementation of AB 705. AB 1705 addresses the underlying issues contributing to inequitable implementation of AB 705 and supports the system's ongoing efforts to ensure that placement systems and curricular structures foster robust and equitable placement and completion outcomes.

Assembly Bill 705 and 1705 collectively aim to enhance student completion rates and narrow the achievement gap by mandating that colleges implement multiple measures in their assessment approach. This requirement aligns with a longstanding tenet of Matriculation legislation passed in 1986-87. AB 1705 further extended AB 705 by requiring that by July 1, 2023, a community college district or community college maximize the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of their initial attempt in the discipline. For more information, refer to the CCCCO [AB 1705 Implementation Guide](#).

### Community College Bachelor's Degrees

Over the past several years, California has piloted the statewide baccalaureate degree program. This effort continues and is expanding, as supported by Assembly Bill 927.

- **[AB 927](#), Medina. Public Postsecondary Education. Community Colleges: Statewide Baccalaureate Degree Program (2021)**

AB 927, introduced by Assembly Member Medina, extends indefinitely the statewide baccalaureate degree pilot program established by existing law. This program allows certain community college districts to offer bachelor's degrees. The bill removes the previous restriction on the number of participating districts and eliminates the deadline for students to start the program. Instead, it establishes new requirements for district approval, including demonstrating unmet workforce needs, limiting the number of approved programs per application period, and ensuring a balanced ratio between bachelor's and associate degree programs. The "List of Approved Bachelor's Degree Programs" is available by visiting the CCCCO website at [link](#).

### Collaborative Efforts for Transfer Among California Branches of Higher Education

Work continues to streamline and coordinate among California's three systems of higher education (UC, CSU, and the CCCs) in support of student access, success, and completion. Assembly Bill 928 supports this effort.

- **[AB 928](#), Berman. Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee (2021)**

AB 928, also known as the Student Transfer Achievement Reform Act of 2021, focuses on streamlining the transfer process for California Community College students aiming to transition to four-year postsecondary educational institutions. The Act aims to strengthen the Associate Degree for Transfer (ADT) pathway by establishing the Associate Degree for Transfer Intersegmental Implementation Committee until July 1, 2025. This committee is tasked with overseeing the ADT program, reducing excess units accumulated by community college students, eliminating course repetition, and increasing the number of students transferring through the ADT pathway. Furthermore, AB 928 introduced a single lower general education pathway applicable to both the California State University (CSU) and University of California (UC) systems. Furthermore, in Fall 2022, [Resolution 15.01](#), endorsed by the Associated Senate for the California Community Colleges (ASCCC) supports the adoption of CalGETC (California General Education Transfer Curriculum), aiming to synchronize general education criteria across community colleges, CSU, and UC institutions. Resource materials may be found on the ASCCC website [here](#).

- **[AB 1111](#), Berman. Postsecondary Education: Common Course Numbering System (2021)**

AB 1111 further supports collaboration across California's three higher education segments by requiring the California Community Colleges and the California State University to adopt, and authorizing the University of California and private postsecondary institutions to adopt, a common course numbering system for the 20 highest-demand majors in the respective segments. The act also requires each campus

of a public postsecondary educational institution to incorporate the common course numbering system in its catalog, at the next adoption of a campus catalog.

The bill also requires the California Community Colleges to adopt a common course numbering system for all general education requirement courses and transfer pathway courses, and requires each community college campus to incorporate common course numbers from the adopted system into its course catalog. The bill requires the common course numbering system to be student-facing and ensure that comparable courses across all community colleges have the same course number. By requiring community college campuses to incorporate common course numbers in their catalogs, the bill would impose a state-mandated local program.

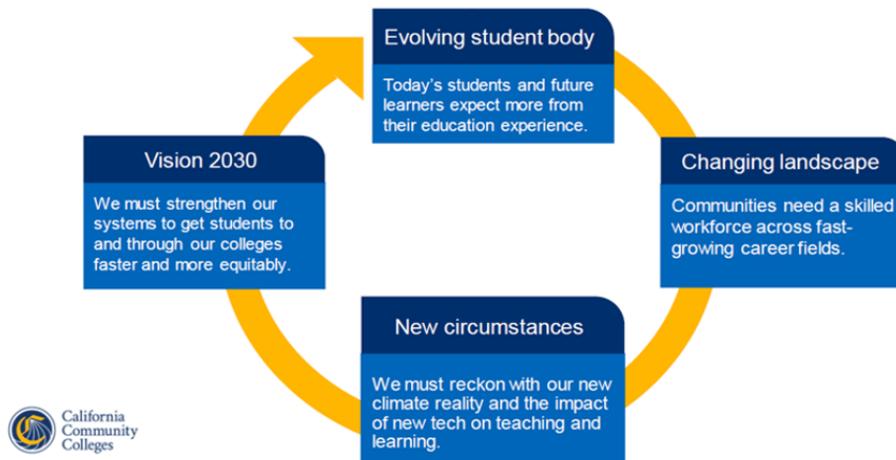
## Emerging California Higher Education Priorities and Technologies

As Foothill College embarks on its next five-year plan, the tenets of Vision 2030 continue to frame the work of the college. Additional new initiatives have been developing as well, including the following:

- Refinement and expansion of the California community college baccalaureate degree.
- Collaborative work to streamline transfer among California’s three public systems of higher education (UC, CSU, and the CCCs).
- California’s emerging higher education priorities and technologies, including the Master Plan for Career Education and Artificial Intelligence (AI).

More information on these and other new initiatives, as well as the legislative agenda on the horizon, can be found on the [California Community Colleges Chancellor’s Office](#) (CCCCO) website. These new initiatives further emphasize the need to realize Vision 2030 by addressing such key areas as the evolving student body and their increased expectations, the changing landscape of the workforce in fast-growing career fields, new technologies in teaching and learning, and the need to streamline and strengthen college systems for faster and more equitable student outcomes and completion. These concepts are depicted in the CCCCCO’s infographic below.

### Vision 2030: Meeting the Needs of Today and Opportunities of Tomorrow



Source: California Community Colleges Chancellor’s Office, Vision 2030, October 16, 2023

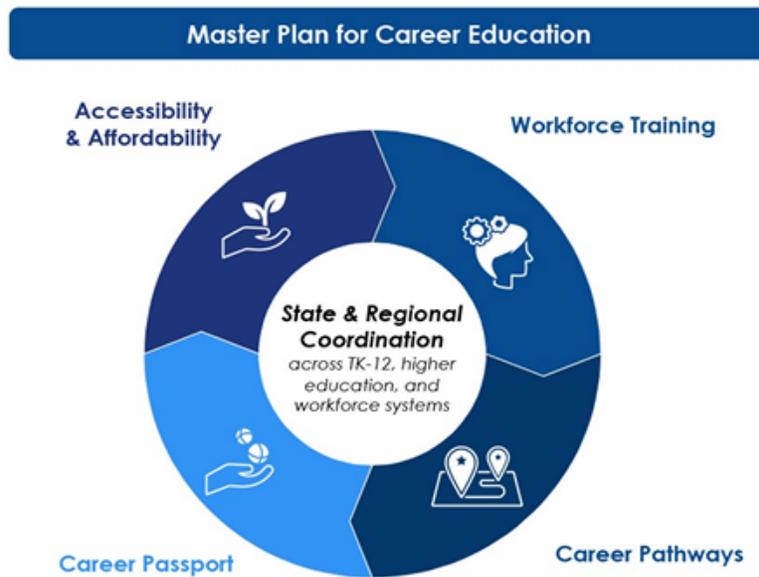
## Master Plan for Career Education

Governor Newsom unveiled the [Freedom to Succeed](#) press release on August 31, 2023, spotlighting Executive Order [N-11-23](#). This Executive Order outlines California's commitment to building and enhancing career

pathways and educational opportunities for its citizens. The order acknowledges the state's historical investment in education and workforce development while recognizing the need for continued integration and alignment of these programs to meet the evolving needs of students, workers, and businesses. Key highlights of the executive order include:

- Significant investments in career pathway programs, dual enrollment, youth apprenticeships, workforce pipelines, climate innovation, and healthcare initiatives.
- Emphasis on hands-on learning, paid internships, and service-learning opportunities to equip individuals with real-life skills.
- Initiatives to ensure universal access to education and career training, including funding for college-and-career savings accounts and affordable student housing.
- The establishment of a Master Plan for Career Education to integrate and align state-funded programs.
- Development of user-centered tools to facilitate program integration and goal achievement.
- Goals focused on promoting career pathways, hands-on learning, and universal access to education and affordability.

Overall, the executive order aims to create a cohesive and inclusive career education system that empowers Californians from diverse backgrounds to pursue rewarding careers and contribute to the state's prosperity. California’s Master Plan for Career Education updates and resources are available at [California Governor’s Council for Career Education](#) webpage. The emphasis on Career and Technical Education in community colleges is evident in the Governor’s enactment in December 2024 of California’s *Master Plan for Career Education*, as depicted below.



### Artificial Intelligence

The artificial intelligence agenda is being driven by both federal and state guidance. On October 30, 2023, the Biden Administration issued [Executive Order \(E.O.\) 14110](#) concerning the *Safe, Secure, and Trustworthy Development and Use of Artificial Intelligence*. This executive action initiates a comprehensive, nationwide

endeavor focused on fostering responsible artificial intelligence (AI) development and deployment. It describes federal agency leadership, industry regulation, and collaboration with international partners.<sup>14</sup>

In addition to E.O. 14110, the White House Office of Science and Technology Policy issued the [Blueprint for an AI Bill of Rights](#) which provides detailed information and sets forth five principles to guide the design, use and deployment of automated systems to protect the American public.<sup>15</sup>

Five Principles of the AI Bill of Rights

Listed below are the five guiding principles outlined in the White House Office of Science and Technology Policy report, each principle includes a link that provides further details and specific information on how to transition a “principle into practice.”

No.	AI Bill of Rights Principle	Brief descriptions
1	<a href="#">Safe and Effective Systems</a>	You should be protected from unsafe or ineffective systems.
2	<a href="#">Algorithmic Discrimination Protections</a>	You should not face discrimination by algorithms and systems should be used and designed in an equitable way.
3	<a href="#">Data Privacy</a>	You should be protected from abusive data practices via built-in protections and you should have agency over how data about you is used.
4	<a href="#">Notice and Explanation</a>	You should know that an automated system is being used and understand how and why it contributes to outcomes that impact you.
5	<a href="#">Human Alternatives, Consideration, and Fallback</a>	You should be able to opt out, where appropriate, and have access to a person who can quickly consider and remedy problems you encounter.

To learn more about how the federal government is using AI to better serve the public, visit <https://ai.gov/ai-use-cases/> which includes use cases across 27 State Departments.

On September 6, 2023, Governor Newsom signed [Executive Order N-12-23](#) relating to the use of Artificial Intelligence (AI) and Generative Artificial Intelligence (GenAI). The *State of California Benefits and Risks of Generative Artificial Intelligence Report* followed in November 2023. This Report provides a preliminary analysis on the benefits and risks of AI and GenAI. When AI and GenAI are “..used ethically and transparently, GenAI has the potential to dramatically improve service delivery outcomes and increase access to and utilization of government programs.” (p.2)<sup>16</sup> The report also assesses associated risks and describes that “..insufficiently guarded government systems, unintended or emergent effects, and potential risks toward democratic and legal processes, public health and safety, and the economy.” (p.2)<sup>17</sup>

The California Community Colleges Chancellor’s Office (CCCCO) has held a series of Board of Governors (Board) presentations on Artificial Intelligence (AI) representing government, higher education and business and industry. The work and presentations on artificial intelligence align with the Vision 2030, Strategic Direction 3:

<sup>14</sup> <https://www.whitehouse.gov/briefing-room/presidential-actions/2023/10/30/executive-order-on-the-safe-secure-and-trustworthy-development-and-use-of-artificial-intelligence/>

<sup>15</sup> <https://www.whitehouse.gov/ostp/ai-bill-of-rights/>

<sup>16</sup> [https://www.govops.ca.gov/wp-content/uploads/sites/11/2023/11/GenAI-EO-1-Report\\_FINAL.pdf](https://www.govops.ca.gov/wp-content/uploads/sites/11/2023/11/GenAI-EO-1-Report_FINAL.pdf)

<sup>17</sup> Ibid.

The Future of Learning. More information on AI and professional development learning can be found on the [CCCCO website](#).

## Key College Initiatives

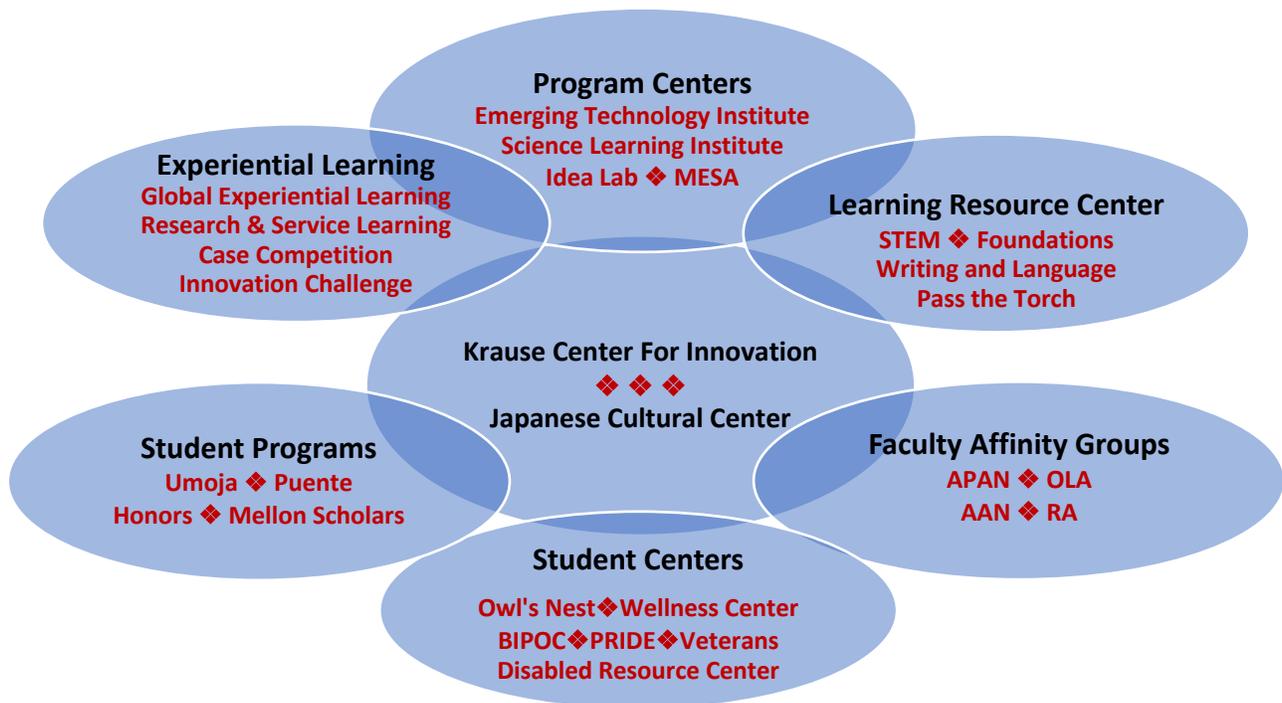
While many efforts to support equitable student access, success, and support have been ongoing, two key college initiatives of particular importance are the *Strategic Vision for Equity* and Guided Pathways, known as Career and Academic Pathways (CAPs) at Foothill College. Progress on these two important initiatives and priorities moving forward in the new *Foothill 2030: Blueprint for Success* are discussed in the following sections.

### Strategic Vision for Equity

The Foothill College *Strategic Vision for Equity 2021-2025* aimed to provide a sustainable, systemic vision for achieving equity through eliminating demographically predictable disparities among students. During development of the *Foothill 2030: Blueprint for Success*, the planning committee examined the progress to date and the status of the *Strategic Vision for Equity 2021-2025* as it neared completion. Discussion centered on the need to continue work on the 13 issues outlined in the *Strategic Vision for Equity*, but to prioritize and weave ongoing work into every area of the new *Blueprint*. Two campus listening sessions were held, and the Mission-Informed Planning Council (MIP-C) engaged in a series of exercises to examine key accomplishments and priorities for the future based on the *Vision for Equity's* 13 issues.

### Areas of Progress

The top three areas of progress identified by MIP-C were: basic needs support, sense of belonging, and campus support resources. Progress was also cited in creating spaces like the Black and Indigenous People of Color (BIPOC) Center and the Professionalism, Respect, Integrity, Diversity, and Excellence (PRIDE) Center. Much emphasis has been placed on the development of programs, spaces, and affinity groups for both employees and students to feel welcomed and have a sense of belonging. Examples are displayed in the infographic below.



## Priorities for the Future

The top three areas identified by MIP-C as priorities for the next five years were: retention, outreach and enrollment, and systemic inequities. Also noted as important were a sense of belonging, online services, and faculty teaching practices. Discussion then centered on the question, “*What would you hope to see by 2030 that shows Foothill College has become a more equitable institution?*” MIP-C members cited that they hope to see an institution where student success is not predicted by race, income, disability, or LGBTQ+ identity. They envision a campus that fosters belonging, an inclusive community, equitable employment practices, and data-driven interventions that close equity gaps in enrollment, retention, completion, and transfer. A future Foothill will actively center race and identity in planning and decision-making, grow underserved student enrollment, strive for employee representation that matches the student body, and create cohort programs and services accessible to all students, including those outside traditional hours.

## Guided Pathways

Foothill College implemented Guided Pathways as an initiative that began in conjunction with the *Vision for Success*, launched in 2017, and it is discussed in this document under the section State-Level Context. More information can be found on the Foothill College website for [Guided Pathways](#).

## Areas of Progress

Foothill College has identified programs of study for students that are organized into eight Career and Academic Pathways (CAPs)—based on areas of interest, career goals, meta majors, and similar coursework. The eight CAPs assist students in pursuing their educational goals. The work is ongoing as the College continues its focus on student access, success, and aligning College curriculum, programs, and student support services with the Guided Pathways model. The State Chancellor’s Office requires a Scale of Adoption Assessment (SOAA) report annually from community colleges on their progress in implementing the four pillars of the Guided Pathways model as a component of the *Vision for Success* and *Vision 2030*. Foothill’s eight CAPs are displayed in the table below.

<b>FOOTHILL COLLEGE CAREER AND ACADEMIC PATHWAYS</b>
Arts and Media
Business
Education
Explorer
Health Sciences and Wellness
Industrial Technology and Building Trades
Science, Technology, Engineering, and Math (STEM)
Society, Culture, and Human Development

## Priorities for the Future

Like other community colleges in California and across the nation, Foothill’s efforts to implement the Guided Pathways model were impacted by the COVID-19 Pandemic. The challenge of moving all teaching, learning, and support services to a remote format left faculty, staff, and students struggling for survival and success. While the development of program maps and some student support services progressed, the college has yet to fully implement and bring to scale the initiative and its four pillars. Additionally, traditional structures and processes are in need of technology solutions for the paradigm shift intended in the state’s *Vision for Success*, *Vision 2030*, and the full implementation of the Guided Pathways initiative. Expanded faculty engagement within the CAPs, comprehensive curriculum review, increased collaboration between instruction and student services, implementation

of technology solutions for student-centered scheduling and support services, and continued work on this initiative will be needed to transform the institution and achieve the goals of the *Foothill 2030: Blueprint for Success*.

## Foothill College Integrated Planning, Budgeting, and Effectiveness

The goal of integrated planning and budgeting is to provide the college with the opportunity to examine the totality of needs of the college in relationship to its mission and long-range Educational Plan, now named *Foothill 2030: Blueprint for Success*. Integrated planning and budgeting processes are driven by the Foothill College mission, are data-informed, have collaborative and transparent campus input, and foster flexibility, innovation, and accountability. Top-down institution-level plans and bottom-up unit-level plans work in concert to support effective and efficient planning and budgeting with accountability for results.

### Integrated Planning and Budget Process

The Mission, Vision, and Values of Foothill College lay the framework for integrated planning and budgeting of the institution. Guided by these principles, the Integrated Planning and Budget (IPB) Committee oversees and drives institutional planning agendas for each academic year. At Foothill College, participatory governance is grounded in the inclusion of faculty, staff, and students in the decision-making processes. The inclusion of all constituent groups and varying viewpoints promotes effective collaboration in college planning. The Academic and Classified Senates, the Associated Students of Foothill College (ASFC), and the collective bargaining units are all present at the highest participatory governance council, the Planning and Resource Council (PaRC). Using established Guiding Principles, PaRC integrates and synthesizes planning calendars, planning and assessment of all college-wide plans, and the Instructional, Student Services, and Administrative Services Program Reviews as they relate to the Core Mission Workgroups and to increasing student learning.

Integral to integrated planning and budget/resource allocation is a structure of Core Mission Workgroups which guide the college in planning and assist in prioritizing resource requests. The Core Mission Workgroups are the three participatory groups whose role is to evaluate the effectiveness of their respective core mission by referencing planning documents, research data, and the collective planning of their members. Prioritizations are forwarded to PaRC for college-wide prioritization and ultimate recommendation to the College President.

The guiding principles for Integrated Planning and Budgeting at Foothill College include:

- Continue the policy of integrating planning with resource allocation by only considering and/or funding requests that have current academic, service, administrative, or committee program reviews on file.
- Establish factors for determining how the College should spend any such permanent augmentation in funds from the district.
- Ensure the factors are not so prescriptive that we become overly rule-bound.
- Changes in enrollments across divisions (WSCH), or overall headcount for college-wide services (counseling, library, admissions/records, etc.). Strategic productivity and enrollment trends.
- Severe losses in a major funding source by a division of the College.
- A major change in responsibility required of a college division, such as creation of a new department, maintenance of substantial new equipment, adherence to new regulations, a significant change in educational methodology by a discipline, such as the need to incorporate new technology or redesign of a program.
- Continued and meaningful participation in student learning outcomes and the assessment cycle.
- Consider multiple factors, such as: Cost per FTES, ongoing operational costs changing disproportionately relative to others, alignment with core missions, services and resources that align, program mix (Basic skills, Transfer, Workforce), increase access and services to underrepresented students, contributes to organizational efficiency, legal mandates, and future needs.
- Criteria that should not be used include: Some money should go to each of the funding areas, and the money should be equally distributed among the divisions and programs in the College.

## Mission-Informed Planning Council

Part of the College's planning cycle involves a regular review of the mission statement, vision statement, and the educational master plan. Foothill College established the Mission Informed Planning Council (MIP-C) for the following purposes:

- Advise and consult with the President in college-wide governance issues and overall institutional planning from a **mission-focused** perspective.
- Assure the College's Vision, Core Values, Purpose and Mission are embodied in the decision-making process.
- Oversee the College's strategy and execution of the Educational Equity Master Plan, which embodies the *Strategic Vision for Equity*. [Note: The Educational Master Plan has been renamed *Foothill 2030: Blueprint for Success*.]
- Review strategic plans to ensure they align with the college's vision and mission.
- Develop and operationalize collegewide guiding principles for strategic and tactical decision-making with respect to allocation of human, physical, and financial resources and measures of success or effectiveness.

The MIP-C is a cross-functional group with a membership that includes 21 representatives from the campus community, including the college president, students, staff and faculty. The President and the Faculty Academic Senate President co-chair the MIP-C.

## Institutional Effectiveness Committee

The Institutional Effectiveness Committee (IEC) was newly created in Fall 2024 to promote ongoing and continuous improvement through the evaluation and assessment of college processes that support the mission and advance institutional quality.

The purpose of IEC is to:

- Focus on continuous improvement efforts that drive the college's mission.
- Facilitate college-level discussions about institutional improvement efforts.
- Support assessment and evaluation of institutional plans and initiatives for effectiveness.
- Promote cross-college dialogue.

IEC is proposed to be the monitoring body for planning efforts across the college, including the newly developed *Foothill 2030: Blueprint for Success*. The IEC reports regularly to the MIP-C on its progress and recommendations for continuous improvement.

## Program Review

All programs complete a comprehensive program review on a three-year cycle. These program reviews are reviewed and evaluated by the Program Review Committee (PRC), as well as any program reviews that have been identified for an out-of-cycle review during their annual review, and any program on remediation.

### Program Definitions

An Instructional Program is defined as a state approved degree or certificate or a series of basic skills courses that serve as a pathway to degree or certificate completion.

A Student Services Program is defined as an offering of student services that primarily serve a non-instructional function and/ or does not qualify as an Instructional Program as defined above.

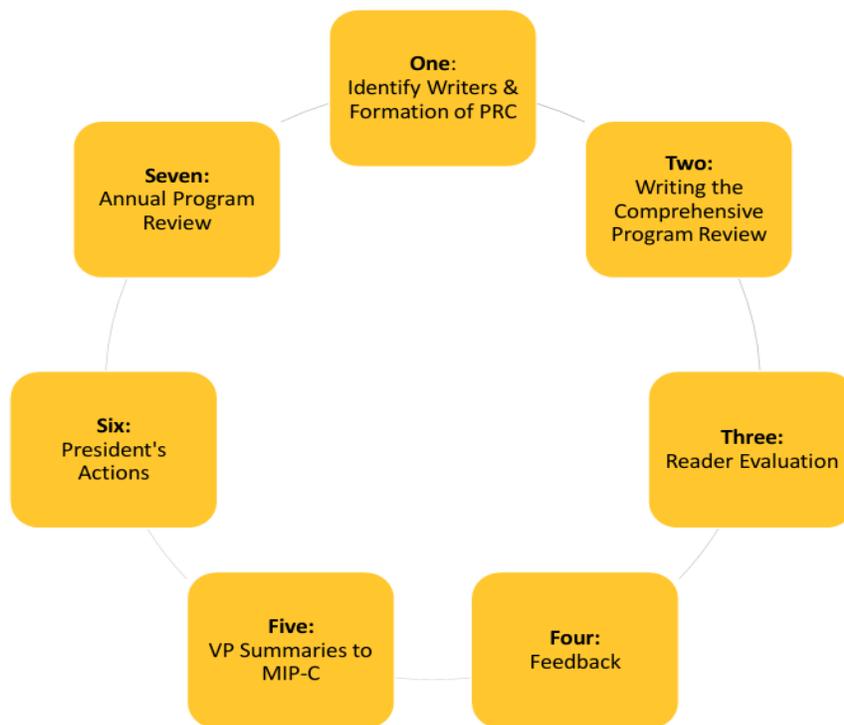
An Administrative Unit is defined as an offering of support services, primarily supporting faculty and/or staff, indirect student support, and/or does not qualify as an Instructional Program as defined above.

## Program Review Committee

The Program Review Committee (PRC) evaluates all regularly scheduled comprehensive program reviews. In addition, the PRC assesses all programs that have been identified for an out-of-cycle review during their annual review and any program on remediation. Using program review data, the PRC categorizes each program as Green, Yellow or Red. The PRC will present a summary of their evaluations and recommendations to the Planning and Resource Council (PaRC). Any program receiving a Yellow or Red will have the opportunity to respond to this rating at PaRC.

The PaRC may accept the recommendations and/or request further information and clarification from the PRC. The PaRC may then recommend program remediation, suspension, or discontinuance to the President. The President will either accept PaRC’s recommendation or explain reasons for not accepting PaRC’s recommendation. Following the PaRC recommendations on next steps, the approved Program Review summary is sent to Operations Planning Committee (OPC) for inclusion in its resource allocation process. Operational phases of the Program Review process are demonstrated in the following infographic.

**Program Review Operational Phases**



## Foothill 2030 Planning Initiative

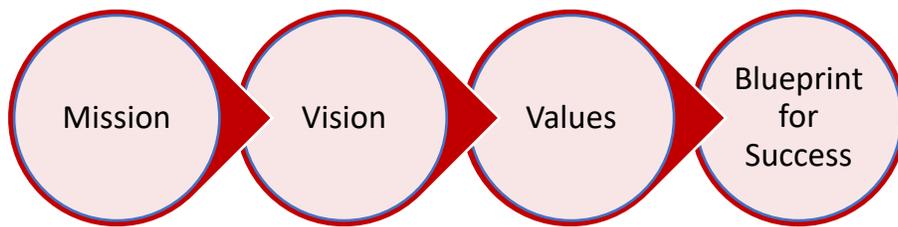
As part of the regular college-wide planning and review cycle, Foothill College began a comprehensive Foothill 2030 overarching review process. This work included current student perspectives and focused on the college goals and objectives on activities to ensure the college adapts to be ready for students who attend the college over the next decade.

As the first step, Foothill College conducted a comprehensive review of its College Mission during the 2022-2023 academic year. The revised mission was approved by the College at the MIP-C meeting on November 17, 2023. The Board of Trustees approved the revised mission on December 11, 2023.

The new mission statement set the stage for the review of the vision statement and the update of the College Educational Plan. The College began the vision statement review process during Fall 2023 and finalized the revised vision statement in June 2024.

Next, the College focused on developing a new educational plan following the sunset of its previous plan in 2022. A committee was established during Fall 2023, and a comprehensive planning process was conducted from Fall 2023 through Spring 2025. During the Spring 2025 quarter, the College selected the name “*Foothill 2030: Blueprint for Success*” for its next five-year plan. The infographic below displays the Foothill 2030 Development process.

### Foothill 2030 Development Process



### *Foothill 2030: Blueprint for Success* Development Process

The fourth and final step in the Foothill 2030 Initiative was the development of the next Educational Master Plan (EMP), which was later renamed the “*Foothill 2030: Blueprint for Success*.” An EMP committee was formed in Fall 2023, but the college soon discovered it could benefit from an outside firm providing technical assistance, expertise, and an objective lens for its development. A national higher education consulting firm was engaged to support the process. One of the areas of expertise that the firm brought to the process was a framework of higher education industry-specific strategies for effective educational long-range planning, which is discussed in the next section. A three-phased design project was established utilizing this framework.

### Higher Education Industry-Specific Strategies

Four higher education industry-specific strategies framed the project to develop the *Foothill 2030: Blueprint for Success*. Each were considered in the project design and included in all project phases.



### Strategy 1: Stakeholder Engagement

Intentional and focused dialogue with stakeholders such as the following was critical to the success of the new plan:

- Internal college stakeholders including students, staff, faculty, and administrators
- Business, industry, economic development, and other public and private sector partners
- Community-based service/non-profit providers
- K-12 and other higher education and training providers in the region

### Strategy 2: Data-Informed Design

Long-range planning efforts were built on a strong data-informed foundation. In order to realize the mission, vision, and values of Foothill College, both a comprehensive Data Profile of robust qualitative data from stakeholders, and disaggregated quantitative data on students, internal and external scans, and labor market and workforce data were utilized to identify trends, planning assumptions, challenges, and opportunities for the College. A critical analysis of these would also be used as the plan was implemented to help determine the appropriate configuration of college programs, services, delivery options, and facility and technology planning for the future.

### Strategy 3: Integrated Planning

The integration of existing, ongoing planning efforts at the College was vital to developing a unified purpose and direction for the institution. Multiple local and state initiatives, each with its own goals, were aligned and framed into the new long-range plan so that all college efforts would be focused on a few, broad and critical goals to advance student success and the college in its service to the region. This approach would not only minimize confusion but would also allow for limited resources to be used with intention to serve the most critical areas of need and meet future demands. Cross-functional, collaborative work among instructional, student services, and administrative services departments, focused on shared goals, would maximize the realization of these goals. Additionally, integrating planning, when coupled with actionable and measurable implementation plans, would provide the opportunity to assess progress, remove barriers, and focus additional effort where needed.

## Strategy 4: Vision Foundations

The following foundational themes were woven into all aspects of the project to realize the vision of Foothill College in serving the unique needs of its students and communities.

### Diversity, Equity, and Inclusion

The culture, values, and ethnic backgrounds of the service area populations Foothill College serves were important to be reflected in the College’s programs, services, facilities, and learning spaces to ensure an inclusive, welcoming, and safe environment for all. This environment would proactively support a sense of belonging and equity in access, success, and support for each student.

### Career Pathways and the Learning Continuum

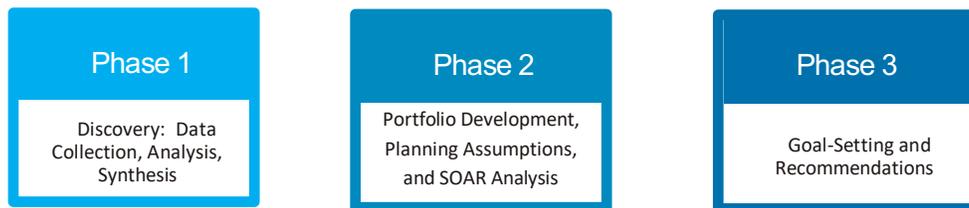
Jobs have shifted from a “white collar – blue collar” model to one that comprises a continuum of increasing levels of academic and technical skills, coupled with problem-solving and critical thinking skills along the full continuum world of work. Educational planning for the College needed to consider “earn-to-learn” career ladder approaches where students of all ages and backgrounds could enter and exit educational pathways that provide stackable credentials and awards for increasing levels of knowledge, skills, and abilities. Program design, scheduling, and delivery options would require innovative approaches to support this model. This approach would also provide a pathway to increased wage earnings associated with such advancements, support a strong workforce, and raise quality of life in the region to leave a legacy to future generations and new individuals moving into the region.

### Equity-Minded Access and Success

Consistent with the State Chancellor’s Office Vision 2030, the Student-Centered Funding Formula (SCFF), Guided Pathways, and the Student Equity and Achievement Plan (SEAP) initiatives in the California Community College System, best practices and sustainable programs would need to address both access and success of prospective students. Reaching populations who have barriers to access, and providing both academic and student support services for student success were vital in the planning – not only for programs, but also for the “total cost of ownership” of a successful, sustainable Foothill College where retention, persistence, and completion would be supported, and disproportionate achievement gaps could be addressed.

## Project Phases and Timeline

With the technical support of the educational consulting firm, the planning committee embarked upon the three-phased project depicted below to develop the *Foothill 2030: Blueprint for Success*.



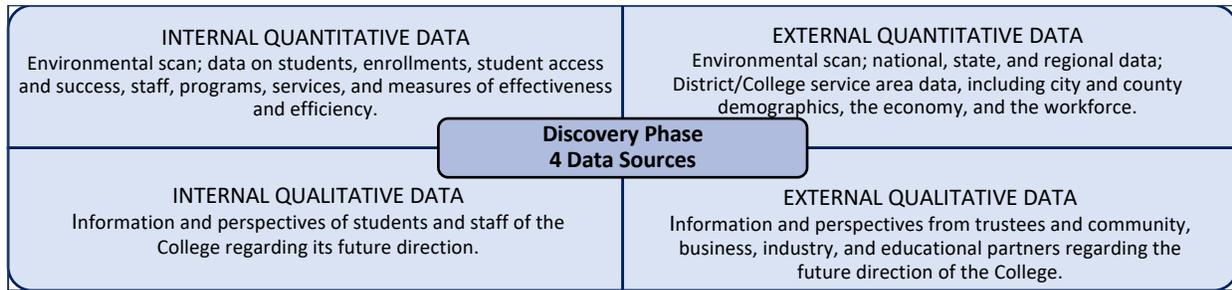
The three-phase project began in November 2024 and completed in May 2025 as follows:

- Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis – November 2024 to February 2025
- Phase II: Portfolio Development and Planning Assumptions – March to April 2025
- Phase III: Goal-Setting and Recommendations – April to May 2025

### Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis

Extensive quantitative and qualitative data were gathered, analyzed, and synthesized during the first phase. Document review included examining program review results, reviewing minutes from meetings and correspondence from accreditation reports and visits, and studying current planning efforts underway at the

College. Both internal data on the College and its students and external data on the region and workforce were examined. Interviews and listening sessions were held internally with students and constituent groups, and externally with educational and other partners and stakeholders. A review of national, state, and regional trends was conducted, and local and regional workforce data and information were examined. The infographic below summarizes the four data sources for the Discovery Phase.



The analysis and synthesis of quantitative data revealed trends and planning assumptions for plan development. Qualitative data garnered from interviews and listening sessions were reviewed, and themes that emerged were identified.

**Phase II: Portfolio Development, Planning Assumptions, and SOAR Analysis**

In Phase II, the results from Phase I formed the Data Portfolio and framed planning assumptions for plan development. A high-level Strengths, Opportunities, Aspirations, and Results (SOAR) analysis was conducted to identify challenges and opportunities for Foothill College for the next five years.

**Phase III: Goal-Setting and Recommendations**

The activities from Phases I and II provided a framework for dialogue among Foothill 2030 committee members for the Phase III goal-setting session. The committee met jointly with Senior Leadership for an eight-hour goal-setting session over two half days to draft a set of goals and objectives to lead the College for the next five years. The framework of goals and objectives was added to the draft *Foothill 2030: Blueprint for Success* along with recommendations for the next steps for plan implementation, monitoring, and evaluation.

Upon completion of the three phases of plan development, the draft *Foothill 2030: Blueprint for Success* was ready to proceed through the regular participatory governance process, with recommendations to the President and a resulting document to be provided to the Board of Trustees for its consideration for adoption.

**Data Portfolio**

The data portfolio developed from Phases I and II comprises the internal and external scans, including student success data and an analysis of the regional labor market. These portfolio components are summarized in the sections that follow, and supporting data can be found in the Appendices.

**Environmental Scans**

To begin any planning process, it is necessary to conduct internal and external data scans on past and current environments as well as report information that assists in making informed recommendations the College may want to pursue. The data in this portfolio are gathered from a variety of sources. In addition to creating the *Foothill 2030: Blueprint for Success* plan, Foothill College will use these data to inform its program planning for the future.

## External Environmental Scan

The external environmental scan analyzes the area in which Foothill College operates. It includes demographic data, local economic data, and other important factors that will help the College support the needs of local businesses and its surrounding community. The trends included in this portfolio also help inform collegewide planning, strategic enrollment planning, facilities planning, and student support services. The external data topics for the college service area are outlined below. Corresponding detailed data charts and key findings are included in the Appendices.

- Community Population, Demographics, and Characteristics
- Local School District Trends
- Labor Market and Workforce Trends

To enrich the external environmental scan with qualitative data, listening sessions were held with external stakeholders, including business and industry, K-12 systems, universities, government officials, and community partners. A summary of the listening sessions is provided in a subsequent section of the document.

## Internal Environmental Scan

The internal environmental scan provides an analysis of the students who attend Foothill College and the employees who work there. The scan includes data from several sources, including the following:

- Student Headcount and Enrollment
- Demographics and Characteristics
- Collegewide FTES & Course Trends
- Student Outcomes

Similar to the external environmental scan, the internal scan is enriched with qualitative data through a series of listening sessions with college employees and students, as well as vision sessions with each of the College's eight Career and Academic Pathways (CAPs), discussed in this document. A summary of these listening and vision sessions is provided in a subsequent section of the document.

## Trends and Planning Assumptions

As previously described, analysis and synthesis of information in the Data Portfolio, coupled with an examination of national, state, regional, and District trends provided a set of Planning Assumptions to guide development of the new *Foothill 2030: Blueprint for Success*. Highlights of the trends reviewed and the resulting planning assumptions are presented in the sections that follow.

### National Trends

#### Enrollment

The COVID-19 Pandemic prompted many changes, including those at two-year colleges, where enrollment decreased and teaching and learning rapidly shifted to online.

Nationally, the overall college-going rate decreased from 41% to 38% between 2010 and 2021, driven specifically by the decrease in the college enrollment rate at two-year institutions, which fell from 13% to 8% in the same time period ([National Center for Education Statistics](#)).

College enrollment continued to decline during the COVID-19 Pandemic but began to rebound in 2023. According to the Research Center at the National Student Clearinghouse ([reported October 26, 2023](#)) students are gravitating to shorter-term credentials rather than longer-term degrees. Enrollment growth is attributed to increased dual enrollment and increased enrollment by Black, Latinx, and Asian students. White student

enrollment continues to decrease.

In Fall 2023, undergraduate enrollment grew by 1.2%, the first increase since the COVID-19 Pandemic, with two-year colleges posting the highest growth at 2.6% ([reported January 24, 2024](#)).

In its annual report, [Knocking at the College Door: Projections of High School Graduates](#), the Western Interstate Commission for Higher Education (WICHE) notes that the number of high school graduates is expected to peak this year (2025), it is projected to experience a decline over the next 16 years. Key findings of the report include:

- The total number of high school graduates is expected to peak in 2025, then decline steadily through 2041.
- The proportion of future public high school graduating classes who come from underrepresented racial and ethnic backgrounds — particularly Hispanic and Multiracial graduates — will continue to increase.
- Compared to 2023, 38 states will see declines in the number of graduates by 2041 as most regions in the U.S. continue to shrink.
- COVID-19's impact on the education pipeline is modest, but will be felt for years to come. Learning loss will continue to be a challenge.
- Beyond the “enrollment cliff”: Potential solutions and strategies may address the upcoming declines and ensure college enrollments that help meet future workforce needs. Those include additional investments to make college more affordable, making financial aid more transparent and less confusing, introducing better academic and wraparound supports for postsecondary learners, and establishing more powerful pathways to and from work and learning.<sup>18</sup>

## Trends Impacting Teaching and Learning

EDUCAUSE, whose mission is to advance higher education focusing on technology, has identified national trends impacting teaching and learning in its [2024 Horizon Report: Teaching and Learning](#). Highlights from EDUCAUSE and that report include:

### Social

- Public perception of the value of higher education is declining.
- Student demographics are changing.
- Students are increasingly demanding access to learning anytime, anywhere.

### Technological

- Concerns about cybersecurity and privacy are increasing.
- The use of learning analytics continues to rise.
- The digital divide persists.

### Economic

- The demand for and focus on workforce skills is growing.
- Challenges for employee retention are increasing.
- Student debt is increasingly impacting students' enrollment decisions.

### Environmental

- Higher ed institutions are increasing their commitment to sustainability.
- Concerns about the impact of big data tools on the environment are rising.
- The demand for green skills in the workforce is increasing.

---

<sup>18</sup> Lane, P., Falkenstern, C., & Bransberger, P. (2024). *Knocking at the College Door: Projections of High School Graduates*. Western Interstate Commission for Higher Education. <https://www.wiche.edu/knocking>.

### Political

- Political polarization in the United States continues to impact higher education.
- Government policy is increasingly influencing education.
- The need is growing for policies that address emerging technologies.

### Honorary AI Trends

- AI is changing the way we communicate.
- AI tools have growing potential to reshape pedagogy and student experiences.
- AI is increasingly having an impact on the economy and workforce.
- AI is increasingly being used to address climate change and sustainability issues.
- The potential for the use of AI in politics is growing.

## State Trends

### Enrollment and Program Development

- Statewide, enrollment in California Community Colleges dropped during the COVID-19 Pandemic but began to rebound in the 2022-2023 academic year.
- Career and Technical Education (CTE) is playing an increasingly significant role in California community college education, focusing on training for jobs that lead to a living wage.
- Statewide and regionally, community colleges are focusing on developing credit and noncredit short-term certificates tied to local workforce opportunities. This trend will have a significant impact on student demand.

### Policy and Initiatives

- The success of California community college students will remain a top priority of statewide policy makers, and the California Community Colleges Chancellor's Office (CCCCO) is supporting this agenda by funding incentives with mandated reporting, including student success data posted publicly on the CCCCCO DataVista.
- Across the California Community College system, decreasing the cost of education and the time to completion of a certificate and/or degree will continue to be a top priority with students, families, and policymakers. Providing various student services and basic needs support will also continue to be essential.
- Meeting the California Community Colleges' Vision for Success and Vision 2030 goals will continue to be important, and community colleges will be expected to build on their success and accelerate the pace of improvement. Colleges will continue to prioritize diversity, equity, inclusion, and accessibility (DEIA) and its impact on Vision 2030 goals, Guided Pathways, and faculty and staff diversification efforts.
- The California Community College system is also increasing its emphasis on Career Education, streamlining transfer, and the impact of AI on its colleges and teaching and learning. For more detail on statewide initiatives, review the State Context section of this report.

### Community College Funding

- Funding for student support and success measures will continue to be included in the state budget and assigned to specific activities to support student success goals.
- Hold harmless for the Student-Centered Funding Formula (SCFF) metrics, which will end in 2025. The college must increase outcomes in all three components: regular enrollment, students receiving a College Promise grant, Pell grant, or covered by AB 540, and student success (degree/certificate completion).

- The state of California is increasingly relying on local districts to fund new educational facilities rather than depending on statewide educational bonds.

Sources: CCCCCO DataMart and CCCCCO website.

## Regional Trends and Planning Assumptions

During the strategic planning process, data were collected and analyzed to identify the following key trends and planning assumptions for the region. For more detailed information, refer to the Appendices.

### Service Area

#### Service Area and School Districts

(Source: California Department of Education, Silicon Valley Index)

The Foothill College service area boundary coincides with the K-12 school districts in Palo Alto, Los Altos, and Mountain View. However, nearly as many students from the city of San Jose enroll at Foothill College as students who reside within the official service area boundaries. Additional students come from other areas, including San Mateo County. The actual area served by Foothill College encompasses primarily Santa Clara and San Mateo Counties.

- Between 2023 and 2034, high school enrollment is projected to decline by 12.8% in Santa Clara County and 13.1% in San Mateo County
- In both counties, there is a higher-than-average College Going Rate (CGR), but a smaller than average percentage of high school graduates choosing a California Community College (as opposed to private or 4-year colleges)

#### Demographic Trends

(Source: US Census, California Department of Labor, Silicon Valley Index)

- The overall population of both Santa Clara and San Mateo Counties is projected to decrease in the coming years, with a sharper decrease in the younger population and an increase in the elderly population (aged 65+)
- There is no majority ethnic group in Santa Clara and San Mateo Counties – White, Asian, and Latino populations each account for between one-quarter and one-third
- Both Santa Clara and San Mateo Counties have significantly higher educational attainment and income rates than the state or nation; rates are even higher in the official Foothill College service area (Palo Alto, Los Altos, Mountain View)
- Both counties have higher than state or national average rates of foreign born, with about half of households speaking a language other than English at home (primarily Spanish, followed by Chinese, Vietnamese, Tagalog, Cantonese, and Mandarin)
- Even though educational attainment levels are high, 38.5% of Santa Clara and San Mateo residents have less than an associate degree, which presents an opportunity for the College

## Labor Market Analysis

**Demographic** (Source: US Census and California Department of Education)

### Labor Market Information

#### Labor Market Trends: Key Industries

(Source: BACCC Regional [Plan 2024-2027](#))

Based on Labor Market Research, the Bay Area Community College Consortium, in support of the Chancellor's Office Strong Workforce Program, identifies priority sectors with in-demand, higher wage jobs that could be a result of a community college education. The current plan lists the following six priority sectors:

- Advanced Manufacturing
- Advanced Transportation and Logistics
- Health
- Information and Communication Technologies – Digital Media
- Public Safety
- Education

### Labor Market Trends: Top Industries

*(Source: Lightcast)*

Three of the top five industries in Santa Clara and San Mateo Counties comprise a much larger share of the workforce than the national average:

- Professional, Scientific, and Technical Services
- Manufacturing
- Information

The two other top five industries comprise a lower share of the workforce than the national average:

- Health Care and Social Assistance
- Government

### Labor Market Trends: Top Occupations

*(Source: Lightcast)*

The Silicon Valley region (Santa Clara and San Mateo Counties) is clearly dominated by the computer/information industries. The top occupations, as measured by job postings, include:

- Software Developers
- Computer Occupations, all other
- Data Scientists

In addition, Registered Nurses and Managers/Supervisors are also in high demand.

### Labor Market Trends: Largest Workforce Gaps

*(Source: Lightcast, BACCC Regional [Plan 2024-2027](#) )*

There are numerous jobs with unmet demand in the bay area. Specific jobs are called out in the BACCC Regional Plan. In general, the greatest gaps are in the following areas:

- Certificate Level: Various technician and specialist positions, and Licensed Vocational Nurses
- Associate Degree Level: Numerous technician positions, including Desktop Publishers and Human Resources Assistants
- Bachelor Degree Level: Various management positions, including Project Management and Human Resources Management

### Labor Market Trends: Top Employers (by volume) Posting Jobs

*(Source: Lightcast)*

- Apple
- Google
- Meta
- Stanford University
- Amazon
- Nvidia
- Stanford Healthcare
- Walmart
- Kaiser Permanente
- Tesla

### Remote Work Trends (National)

(Source: Bureau of Labor Statistics [Telework Trends](#), March 25, 2025)

- 23% of workforce works remotely
- Of those who work remotely, 48% telework all hours, and 52% telework some hours
- Occupations with the highest rates of remote work include Management, Professional and Related Occupations (which includes IT), and Sales and Office Occupations

## CCC Vision 2030 Outcomes – Foothill College Trends

The following are Foothill College trends associated with the State’s Vision 2030 Outcomes measures:

- Outcome 1 Goal (Degree/Cert Completion) is trending upward.
- Outcome 2b Goal (ADT Completion) demonstrates an area of focus due to the downward trend in overall ADT completion. The baseline for overall ADT in 2021-22 was 478 students with a projected goal of 621 students by 2029-30, but there continues to be a decline to 367 students in 2023-24. A failure to meet the projected goal could also jeopardize increasing transfer rates and baccalaureate completion.
- Outcome 2c Goal (CC Bachelor Completion) is trending upward overall.
- Outcome 2d Goal (Transfer to CSU or UC) is overall trending downward, with additional focus needed on the economically disadvantaged, Filipino, Hispanic, two or more ethnic races, and foster youth.
- Outcome 3 Goal (Workforce Outcomes) reflects a downward trend, with a 2020-21 baseline year of 56.7% and a decrease to 53.4% in 2022-2023. The decline highlights the need for improvement to ensure students earn a living wage post-graduation.
- Outcome 4 Goal (Student Participation) reflects a downward trend.
- Outcome 5 Goal (Financial Aid) is trending upward.
- Outcome 6 Goal (Unit Reduction) is trending overall downward.

Out of the Vision 2030 Prometrics, improvements are needed in the following three areas:

- Credit for Prior Learning (CPL)
- Number of students participating in noncredit overall
- Number of students participating in apprenticeships

## College Trends and Planning Assumptions

### Enrollment

#### Students

(Source: Foothill College Fall 2024 Census Report, and CCCCCO DataMart)

- In recent years enrollment dipped due to the COVID-19 Pandemic but began to rebound in 2023

- The ethnic composition of the student population has shifted from majority White in the 1990s to 24% White in Fall 2024 (31% Latinx, 29% Asian, 6% Multi, 5% Filipinx, 4% Black, and 1% other/unknown)
- San Jose is the largest source of Foothill College students, followed by Palo Alto, Mountain View, Sunnyvale, Los Altos, and Redwood City
- In Fall 2024, approximately one-fifth of Foothill students were First Time Transfer (previously enrolled at a different college/university), which is more than double the statewide average for all California Community Colleges, indicating students are choosing Foothill
- In Fall 2024, nearly 4% of enrolled students were International – numbers have been trending up since the drop during the Covid-19 Pandemic, but have not returned to pre-Pandemic levels
- In the same term, face-to-face enrollment increased 6% and total online/hybrid increased 2% over Fall 2023 – compared to statewide averages for all CCCs, Foothill offered a higher proportion of online classes (50%, versus 38% statewide)

### Special Populations

- 9% of Foothill College students are Special Admit, meaning they are concurrently enrolled in high school, which is similar to the statewide average
- In 2023-2024, 20.8% of Foothill College students received the California Promise Grant, and 9.7% received a Pell grant--these rates are lower than the statewide averages.

### Student Outcomes

(Source: CCCC DataVista, UCOP InfoCenter, CSU Data Analytics, and CTEOS)

### Degree/Transfer

- Degree/Transfer students, when compared to their regional and state counterparts, post higher rates of:
  - Completing transfer-level English and Math in their first year
  - Transferring to a 4-year institution and/or earning an award
- Conversely, Foothill Degree/Transfer students post lower rates of persisting from Fall to Spring
- UC and CSU admissions rates (particularly UC admissions rates) are higher for Foothill College transfer students than the state average
- Unlike other CCCs, Foothill transfers nearly as many students annually to the UC as to the CSU
- The number of degrees awarded by Foothill College has been trending down in recent years – transfer data indicate many students transfer without earning an Associate degree

### Short-Term Career Education

- Short-Term Career Education students, compared to regional and state counterparts, post higher rates of
  - Earning 9+ units
  - Finding a job closely related to their field of study
  - Post-training earnings and earning the regional minimum wage
- The top five Foothill College CTE programs (as measured by resulting percent increase in wages) are Inside Wireman, Air Conditioning & Refrigeration Technology, Radiological Technology, Geographic Information Systems Technology, and Primary Care Associate
- The number of credit certificates awarded by Foothill College has been trending upward in recent years

### Adult Education/ESL

- Adult Education/ESL students, when compared to regional and state counterparts, post higher rates of:
  - Earning an award
  - Transitioning to postsecondary coursework
  - Becoming employed
  - Post-coursework earnings

# Listening Sessions and Emergent Themes

## Introduction

As part of the Discovery Phase, input was solicited from a broad range of internal and external stakeholders, including students, through a series of structured listening and vision sessions. Participants provided valuable perspectives to help inform Foothill College’s future planning efforts. An overview of the listening sessions and Career and Academic Pathways (CAPs) vision sessions is presented below.

INTERNAL STAKEHOLDER LISTENING AND VISION SESSIONS				
Session Categories	Individuals and Groups	# Sessions	Approx. # Participants	
FC Internal Stakeholders	<ul style="list-style-type: none"> <li>o President and Cabinet Members</li> <li>o Mission Informed Planning Council (MIP-C)</li> <li>o Institutional Effectiveness Committee (IEC)</li> <li>o Institutional Research &amp; Planning</li> <li>o Sunnyvale Center Managers &amp; Staff</li> <li>o Academic Senate</li> <li>o Project 13-55 Group</li> </ul>	<ul style="list-style-type: none"> <li>o Classified Senate</li> <li>o Management Team</li> <li>o Student Services</li> <li>o CAPs Visioning (Arts &amp; Media; Business &amp; Education; Health Sciences &amp; Wellness; Industrial Technology &amp; Business Trades; STEM; Society, Culture, &amp; Human Development)</li> </ul>	16	292
Student groups	<ul style="list-style-type: none"> <li>o Associated Students Foothill College (ASFC)</li> <li>o Sunnyvale Center Students</li> <li>o Student Classes (Health and Wellness, Introduction to Latinx, Music, Human Development, English as a Second Language, Math 40A/Apprenticeship, General Online Course session)</li> </ul>	7	191	
<b>Total Number of Internal Listening Sessions and Participants</b>		<b>23</b>	<b>483</b>	
EXTERNAL STAKEHOLDER LISTENING SESSIONS				
Session Categories	Individuals and Groups	# Sessions	Approx. # Participants	
Business & Industry	<ul style="list-style-type: none"> <li>o Business and Industry</li> <li>o Economic Development</li> </ul>	1	8	
Government & Community Partners	<ul style="list-style-type: none"> <li>o City and County Officials</li> <li>o Community Partners</li> </ul>	1	8	
Educational Partners	<ul style="list-style-type: none"> <li>o K-12 and Adult Education</li> <li>o Universities</li> </ul>	2	17	
<b>Total Number of External Listening Sessions and Participants</b>		<b>4</b>	<b>33</b>	
<b>TOTAL NUMBER OF INTERNAL AND EXTERNAL LISTENING SESSIONS AND PARTICIPANTS</b>		<b>27</b>	<b>516</b>	

## Emergent Themes

Eight overarching themes, and a ninth area of insights from the CAPs vision sessions emerged from approximately 516 constituent statements gathered during the internal and external listening and vision sessions. This qualitative data, along with insights gained from the Data Portfolio, served as a valuable resource in determining the college’s priorities for the next five years and beyond. Stakeholder feedback reflected a positive view of the college and provided thoughtful insights into opportunities for continued growth and improvement.

Each theme, along with its corresponding subthemes, is outlined in the narrative that follows. The infographic below displays the eight core themes, along with the additional ninth theme of insights that emerged from the CAPs vision sessions regarding both current initiatives and anticipated areas on the horizon within each CAP. Collectively, these nine themes represent key priorities that will guide Foothill College’s continued growth as a

student-centered institution focused on equitable access, support, success, and sustainability. A more detailed summary of the listening and vision session themes is provided in Appendix C.



### Summary of Themes

Stakeholders highlighted the importance of fostering a vibrant campus community where every student feels a strong sense of belonging and is empowered to succeed. Expanding access for adult learners, disproportionately impacted groups, dual enrollment, and working students was highlighted as essential to equitable enrollment growth. Strategic enrollment practices, including targeted outreach, student-centered scheduling, well aligned course offerings that support timely completion, and proactive retention planning, can strengthen persistence, close equity gaps, and create more meaningful and supportive student experiences.

Comprehensive student support services were emphasized, including the importance of addressing practical barriers such as transportation, access to textbooks and technology, and expanded counseling services. As well, enhancements in mental health support, fully online student services, and tutoring were of importance. Many stakeholders further expressed the need to scale Guided Pathways, build more inclusive and flexible curriculum options, and streamline transfer and adult education pathways (e.g., dual enrollment, CTE pathways from CNA-to-LVN, etc.). Strengthening alignment with local high schools, improving course articulation, expanding credit for prior learning, apprenticeships, and short-term certificates were also viewed as important to meeting student and regional workforce needs.

Stakeholders emphasized the importance of ensuring educational programs remain responsive to evolving industry demands and advancements in emerging technologies. There was clear interest in advancing curriculum innovation, particularly through AI integration, interdisciplinary workforce development, and expanded transfer degree pathways. Enhancing student learning experiences and strengthening their connection to the college were also seen as priorities through flexible learning models, greater on-campus engagement, and increased opportunities for paid student employment.

Diversity, Equity, Inclusion, and Accessibility (DEIA) remains central to Foothill College’s mission and identity. Stakeholders emphasized the importance of sustaining this commitment amid political and technological shifts, highlighting strategies such as the use of disaggregated data, expansion of affinity spaces, and culturally

responsive pedagogy. Equally important was ensuring that all students feel welcomed and supported across all instructional locations.

Community engagement and strategic partnerships emerged as a major theme, with a focus on deepening relationships with K-12 districts, adult schools, community leaders, and industry partners. These collaborations are seen as essential to advancing dual enrollment, expanding experiential learning, enhancing curriculum relevance, and strengthening university articulation. There is also significant opportunity to leverage private-sector partnerships to foster innovation and expand student career experiences.

Planning and decision-making processes should remain closely aligned with district-wide and institutional priorities, including Vision 2030 and *Foothill 2030: Blueprint for Success*. Stakeholders emphasized the importance of integrated planning and data-informed decision-making, underscoring the need for continuous improvement, transparency, and accountability through clearly defined metrics, outcomes, and strengthened program review processes. Operationally, participants identified the need to reduce duplication, improve collaboration with De Anza College, and streamline student services, such as the dual enrollment registration process.

Fiscal sustainability emerged as a key area of focus, with stakeholders emphasizing the need to align budget decisions with strategic priorities. Priorities included setting SCFF-based enrollment and completion targets, determining the viability of pursuing basic aid funding, and securing additional grant and partnership resources, particularly to support the Sunnyvale Center. The need to modernize facilities and learning environments was also highlighted, including updates to the Facilities Master Plan, enhanced STEM labs, improved campus wayfinding, expanded collaboration spaces such as a centralized student center, and continued progress toward accessibility. Additionally, there was a call for more intentional integration of the Sunnyvale Center into institutional planning, with clear strategies to address general education offerings, food services, and facility improvements to better support students and staff.

Stakeholders also identified the need for improved technology systems to enhance both student access to information and institutional decision-making. Priorities include acquiring a single, student-friendly platform for accessing key information, implementing course scheduling software to support enrollment planning, and developing a district-wide student information dashboard. Modernizing IT operations through enhanced software solutions will be essential to enhance the accuracy, accessibility, and practical use of key data, including program enrollment.

Foothill College continues to strengthen its commitment to a culture of care rooted in trust, belonging, and student-centered support. Stakeholders emphasized the importance of fostering deeper community connection by actively engaging students and employees, while embedding the college's core values (Integrity and Honesty, Transparency and Openness, Innovation and Curiosity, Equity-mindedness and Inclusion, Community and Collaboration, and Love and Compassion), into everyday practice. Expanding professional development was also identified as a priority, with a focus on leadership development, effective online instruction, and emerging areas such as artificial intelligence and data-informed decision-making.

Stakeholders identified communication and outreach as critical areas for continued improvement, both internally and externally. Internally, fostering trust and strengthening collaboration were seen as essential to a cohesive campus culture. Externally, there was a clear emphasis on the need to clarify and promote Foothill College's institutional identity by highlighting its academic excellence, workforce relevance, affordability, and supportive learning environment, while marketing the Sunnyvale Center more strategically as a hub for noncredit, adult education, and health science programs.

Together, these insights reflect a shared commitment to positioning Foothill as a student-centered, high-quality institution that remains responsive to community needs and prepared for the future.

## Career and Academic Pathways (CAPs) Vision Session Insights

Visioning sessions were conducted with each Career and Academic Pathway (CAP) group at Foothill College to deepen understanding of students' educational experiences and evolving needs. CAPs, also known as meta majors, play a pivotal role in the college's Guided Pathways framework by helping students explore and identify their interests, connect those interests to academic programs, and understand how programs align with transfer options and career opportunities. Once implemented at scale, each CAP offers a coherent and supportive structure to enhance student success through integrated advisement, educational planning, onboarding activities, networking events, and access to experiential learning.

Across all eight pathways, the visioning sessions revealed a high degree of alignment around the need to modernize academic offerings and build responsive, future-ready educational experiences. They are actively engaged in initiatives that reflect a shared commitment to curricular innovation and inclusive student support. The sessions also highlighted, however, the lack of cross-disciplinary coordination among the disciplines and programs in each CAP. To advance a more cohesive student experience, there is a need for CAP collaboration and planning through consistent meetings and dialogue to better align and clarify common student pathways and experiences.

### Current Work Across CAPs

CAP groups are currently undertaking substantial curricular revisions to improve accessibility, reflect diverse perspectives, and better respond to student needs. There is also a commitment to integrating emerging technologies, such as artificial intelligence (AI), virtual reality, and quantum computing, while maintaining a foundation in critical thinking and interdisciplinary learning. Updated Student Learning Outcomes (SLOs) now emphasize real-world competencies such as problem-solving, collaboration, and soft skills development.

There is also an effort to expand both credit and non-credit offerings, including stackable certificates, modularized courses, and flexible formats designed to support working adults and re-entry learners. In parallel, CAPs are enhancing experiential and project-based learning, developing interdisciplinary courses (e.g., Music + Spanish, STEM + Liberal Arts), and exploring shared learning communities to reduce academic silos.

Student support is another focus area, with increased attention to mental health, tutoring, academic advising, and ensuring equity of access to course materials and digital tools. CAP groups also recognize the need for updated facilities and a greater investment in technology infrastructure. In addition, efforts are underway to strengthen industry partnerships to ensure that curricula remain relevant and aligned with workforce needs.

### On the Horizon

Looking ahead, CAP groups have identified several emerging priorities, including institutionalizing CAP planning structures, engaging in AI policy discussions, expanding non-credit options and short-term credentials, and establishing an Emerging Technologies Institute to support cutting-edge instruction and workforce development. Additional plans include aligning credit and non-credit pathways, building articulation from apprenticeships to degrees, and supporting new bachelor's programs in technical fields.

CAPs also recognize the importance of balancing innovation with the enduring value of the liberal arts. As enrollments shift, there is a desire to rebrand the humanities and social sciences as essential to workforce success—particularly for cultivating leadership, adaptability, and global awareness. Expanding global learning experiences, cultural exchange, and community-building activities are viewed as essential to fostering student belonging and engagement.

Finally, to support this vision, CAP groups expressed a desire for increased professional development in artificial intelligence (AI), interdisciplinary pedagogy, and experiential learning. Investing in holistic student wellness, especially in high-stress disciplines like business and education, will also be key to cultivating resilience and long-term success.

## Summary

Collectively, these insights reflect a shared aspiration among Foothill College's CAP groups to evolve into a more adaptive, student-centered, and globally relevant institution. By embracing innovation while preserving foundational educational values, CAPs are laying the groundwork for programs and pathways that prepare students to thrive in a complex and interconnected world. Appendix D provides a summary of the collective work currently being undertaken by the Career and Academic Pathway (CAP) groups at Foothill College, as well as the initiatives they foresee moving forward.

## Challenges and Opportunities

A high-level Strengths, Opportunities, Aspirations, and Results (SOAR) analysis was conducted of the data trends and planning assumptions and the listening and vision session themes from Phases I and II of the project. Ten key challenges and ten key opportunities were identified from the analysis, as delineated below, for Foothill College to consider in developing the five-year *Foothill 2030: Blueprint for Success*.

### Challenges

#### 1. Budget Constraints and Uncertain Fiscal Outlook

- Navigating SCFF fluctuations, the Hold Harmless transition, and FTES-based funding dynamics
- Managing limited fiscal and staffing resources while responding to evolving institutional needs
- Addressing aging buildings and campus infrastructure requiring upgrades

#### 2. Enrollment Pressures and Demographic Trends

- Regional population shifts impacting enrollment, particularly among younger age groups
- Underdeveloped outreach and limited engagement of adult and reentry learners
- Heightened competition from neighboring institutions within commuting range

#### 3. Low Persistence Rates and Equity Gaps in Student Success

- Overall low persistence rates and disparities among first-generation, Black, Brown, and underserved students
- Need for enhanced support and engagement for online and marginalized student populations

#### 4. Program Alignment with Evolving Workforce Needs

- Program consolidation, redirection, discontinuation, and expansion aligned with workforce needs
- Curriculum updates to keep pace with labor market demands and interdisciplinary innovations

#### 5. Course Scheduling and Delivery Challenges

- Transforming course scheduling in alignment with program maps and student education plans
- Need for a more intentional mix of online, hybrid, and in-person offerings

#### 6. Organizational Change Readiness and Coordination

- Navigating change fatigue and limited bandwidth for engagement and innovation
- Silos, outdated structures, and communication gaps affecting campus-wide alignment

- Resistance to transformative change amid long-standing programs, practices, and culture

## 7. Planning, Review, and Prioritization Capacity

- Strengthening expertise in plan execution, review, and resource alignment
- Need for more comprehensive program review processes to support strategic decision-making
- Future-focused planning across programs within each Career and Academic Pathway

## 8. Technology Integration and Data Proficiency

- Building confidence and capacity in using data and instructional technologies effectively
- Addressing ethical considerations and instructional readiness related to AI adoption

## 9. Navigating Policies and Processes

- Adapting to shifts in state and federal policy that may impact operations and funding
- Ensuring student access amid complex administrative processes

## 10. Sustaining DEIA and Inclusive Practices

- Advancing equity, inclusion, and belonging amid broader political/societal challenges
- Strengthening representation and inclusive engagement across the institution

## Opportunities

### 1. Targeted and Strategic Enrollment Growth

- Engage adult learners, dual enrollment students, and historically underserved groups
- Increase awareness of financial aid options such as Pell and California Promise Grants
- Improve overall and equity-minded retention and persistence rates
- Expand noncredit to credit and stackable credentials

### 2. Enhanced Retention, Student Support, and Student Success Strategies

- Implement data-informed approaches to improve student retention, persistence, and completion
- Streamline support systems with early alerts, proactive counseling, and intentional scheduling
- Extend service availability beyond traditional hours and improve student access to advising, financial aid, and basic needs

### 3. Workforce Development and Career Advancement

- Grow CTE, noncredit, and short-term credentials to address regional workforce needs
- Expand apprenticeships, credit for prior learning (CPL), and dual enrollment opportunities

### 4. Maximizing the Sunnyvale Center's Potential

- Position Sunnyvale as a workforce and CTE hub serving the regional community
- Broaden academic offerings and student support services at the site

## 5. Strengthening Career and Academic Pathways (CAPs)

- Transform curriculum, planning, and college operations and processes to align with CAPs
- Strengthen the coordination of advising, curriculum, and scheduling through CAPs
- Foster student and faculty engagement around clear, structured pathways

## 6. Innovation and Emerging Technologies

- Use advanced technologies and software solutions to enhance teaching, scheduling, and progress tracking for data-informed decision-making
- Integrate AI across instruction, student support, and workforce readiness initiatives

## 7. Advancing DEIA and a Culture of Belonging

- Support student identity and inclusion through culturally responsive initiatives
- Build diverse faculty and staff leadership to reflect the student community

## 8. Integrated and Equity-Minded Planning

- Align institutional planning, budgeting, facilities, and equity goals for stronger outcomes
- Review and reallocate resources from underperforming programs to strategic priorities

## 9. Community and Employer Engagement

- Expand in-person events and strengthen external communication and visibility
- Develop partnerships for experiential learning, job placement, and cross-institution collaboration

## 10. Pursuing Diverse Revenue and Funding Sources

- Enhance revenue through grants, SCFF strategies, partnerships, and new funding sources
- Explore the feasibility of transitioning to a community-based (basic aid) funding approach

## *Foothill 2030: Blueprint for Success – Plan Framework*

On May 8-9, 2025, the Foothill 2030: Blueprint for Success committee and the Senior Leadership Team engaged jointly in a facilitated, interactive two-day session to complete Phase III: Goal Setting. The participants reviewed data trends and planning assumptions, listening and vision session themes, and challenges and opportunities identified through the SOAR analysis. The following six overarching planning and decision-making approaches were identified as critical in framing the goals and objectives and essential to be woven through all stages of plan development. Planning and decision-making must be:

➤ ***Bold and Transformative***

➤ ***Innovative and Future-Focused***

➤ ***Student-Centered***

➤ ***Data-Informed***

➤ ***Equity-Minded***

➤ ***Resource-Aligned***

Goal-setting participants worked diligently throughout the two days to identify broad goals and a set of collegewide objectives for each goal that would serve as the blueprint for the new five-year *Foothill 2030: Blueprint for Success*.

## **Foothill 2030: Blueprint for Success – Goals and Objectives**

### **Goal 1. Liberate student success by uplifting equitable access, accelerating retention and completion, and strengthening support systems that foster radical belonging where students feel seen, valued, and empowered to thrive.**

**Objective 1.1** Rebuild career exploration, Associate Degree Transfer (ADT) clarity and purpose-driven guidance into the student experience, ensuring students thrive in livable wage careers aligned with their passion and potential.

**Objective 1.2** Reform scheduling to prioritize student needs, particularly those of historically underserved populations, by flipping traditional scheduling models to place student access and belonging at the core.

**Objective 1.3** Build systems where students want to stay, and know they can, by embedding belonging, purpose, care, and affirmation into every step of their journey. Let retention reflect love, not luck.

**Objective 1.4** Transform student support into a sanctuary of care, replacing the self-service maze with an intentional, equity-driven system that reaches in before students have to reach out.

### **Goal 2: Transform educational programs, pathways, and strategic partnerships to serve student and community needs**

**Objective 2.1:** Design innovative curriculum, pathway, and delivery strategies to broaden access to the students we serve and enhance their economic mobility.

**Objective 2.2:** Cultivate academic, community, and industry partnerships to create equitable student opportunities.

**Objective 2.3:** Strengthen curriculum and teaching through a culture of growth to remain responsive to evolving student needs.

**Objective 2.4:** Institutionalize Career and Academic Pathways (CAPs) to guide students through to their educational goals.

**Objective 2.5:** Leverage dual enrollment to enhance opportunities for adult education and high school learners.

### **Goal 3: Strengthen organizational effectiveness and operational efficiencies, while optimizing resources.**

**Objective 3.1:** Grow a culture of integrated planning, process efficiencies, and institutional effectiveness.

**Objective 3.2:** Align human, fiscal, and physical resources in an intentional, efficient, and effective manner that supports equitable student outcomes.

**Goal 4: Lead a transformative campus culture that embraces demographic change, elevates the visibility of the Sunnyvale Center, and boldly communicates Foothill’s story through meaningful engagement and outreach.**

**Objective 4.1:** Amplify our value and impact with our communities by telling the Foothill story.

**Objective 4.2:** Create a campus culture of belonging with opportunities for students and employees to thrive.

**Objective 4.3:** Optimize the Sunnyvale Center as a future-focused, workforce innovation center for the district.

**Objective 4.4:** Adapt the College to the changing demographics of the region and sharpen our focus on underserved communities.

*Foothill 2030: Blueprint for Success – Plan Integration and Alignment*

**Integrated Planning**

It is important to note that ongoing planning efforts at the College were incorporated into the development of the five-year goals and objectives. Examples of these efforts include the two key Foothill Initiatives discussed in this document: the Strategic Vision for Equity and Guided Pathways (CAPs). The resulting five-year plan serves as an integrated, overarching document for the many planning efforts at Foothill College and provides direction for college fiscal, facility, technology, and staffing plans.

**Plan Alignment**

Foothill College is one of two community colleges in the multi-college district of Foothill-De Anza Community College District, and one of 116 community colleges in the State of California. As such, the *Foothill 2030: Blueprint for Success* must align with both the District’s Strategic Priorities and the State’s Vision 2030 Goals in order to meet the broader needs of the region and state. The following chart displays that alignment, and it was an important consideration and critical context within which the *Blueprint* was developed.

Foothill 2030: Blueprint for Success Five-Year Goals and Objectives	Foothill-De Anza (FHDA) Community College District Strategic Priorities	California Community Colleges Vision 2030 Goals
<p><b><u>Foothill 2030 Goal and Objectives</u></b></p> <p><b><u>Goal 1</u></b></p> <p><b>Liberate student success by uplifting equitable access, accelerating retention and completion, and strengthening support systems that foster radical belonging where students feel seen, valued, and empowered to thrive.</b></p> <p><b><u>Objectives</u></b></p> <p>1.1 Rebuild career exploration, associate degree for transfer (ADT) clarity and purpose-</p>	<p><b><u>FHDA Strategic Priorities</u></b></p> <p><b>Strategic Priority 1: Educational Achievement</b></p> <p><b>Strategic Priority 2: Learning and Support Services</b></p>	<p><b><u>Vision 2030 Goals</u></b></p> <p><b>Goal 1: Equity in Success</b></p> <p><b>Goal 3: Equity in Support</b></p>

<p>driven guidance into the student experience, ensuring students thrive in livable wage careers aligned with their passion and potential.</p> <p>1.2 Reform scheduling to prioritize student needs, particularly those of historically underserved populations, by flipping traditional scheduling models to place student access and belonging at the core.</p> <p>1.3 Build systems where students want to stay, and know they can, by embedding belonging, purpose, care, and affirmation into every step of their journey. Let retention reflect love, not luck.</p> <p>1.4 Transform student support into a sanctuary of care, replacing the self-service maze with an intentional, equity-driven system that reaches in before students have to reach out.</p>		
<p><b><u>Foothill 2030 Goal and Objectives</u></b></p> <p><b><u>Goal 2</u></b></p> <p><b>Transform educational programs, pathways, and strategic partnerships to serve student and community needs.</b></p> <p><b><u>Objectives</u></b></p> <p>2.1: Design innovative curriculum, pathways, and delivery strategies to broaden the students we serve and enhance their economic mobility.</p> <p>2.2: Cultivate academic, community, and industry partnerships to create equitable student opportunities.</p> <p>2.3: Strengthen curriculum and teaching through a culture of growth to remain responsive to evolving student needs.</p> <p>2.4: Institutionalize Career and Academic Pathways (CAPs) to guide students through to their educational goals.</p> <p>2.5: Leverage dual enrollment to enhance opportunities for adult education and high school learners.</p>	<p><b><u>FHDA Strategic Priorities</u></b></p> <p><b>Strategic Priority 1: Educational Achievement</b></p> <p><b>Strategic Priority 2: Learning and Support Services</b></p> <p><b>Strategic Priority 3: Community Development</b></p>	<p><b><u>Vision 2030 Goals</u></b></p> <p><b>Goal 1: Equity in Success</b></p> <p><b>Goal 2: Equity in Access</b></p>

<u>Foothill 2030 Goal and Objectives</u>	<u>FHDA Strategic Priorities</u>	<u>Vision 2030 Goals</u>
<p><b><u>Goal 3</u></b></p> <p><b>Strengthen organizational effectiveness and operational efficiencies, while optimizing resources.</b></p> <p><b><u>Objectives</u></b></p> <p>3.1: Grow a culture of integrated planning, process efficiencies, and institutional effectiveness.</p> <p>3.2: Align human, fiscal, and physical resources in an intentional, efficient, and effective manner that supports equitable student outcomes.</p>	<p><b>Strategic Priority 5: Fiscal Responsibilities</b></p>	<p><b>Goal 3: Equity in Support</b></p>
<p><b><u>Goal 4</u></b></p> <p><b>Lead a transformative campus culture that embraces demographic change, elevates the visibility of the Sunnyvale Center, and boldly communicates Foothill’s story through meaningful engagement and outreach.</b></p> <p><b><u>Objectives</u></b></p> <p>4.1: Amplify our value and impact with our communities by telling the Foothill story.</p> <p>4.2: Create a campus culture of belonging with opportunities for students and employees to thrive.</p> <p>4.3: Optimize the Sunnyvale Center as a future-focused, workforce innovation center for the District.</p> <p>4.4: Adapt the College to the changing demographics of the region and sharpen our focus on underserved communities.</p>	<p><b>Strategic Priority 3: Community Development</b></p> <p><b>Strategic Priority 4: Workforce Development</b></p>	<p><b>Goal 2: Equity in Access</b></p>

## Next Steps and Recommendations

The next steps described below are recommended after final review and approval by the College and District Board of Trustees.

## Educational Plan Roll-Out Process

Production of the final Educational Plan will include electronic and hard-copy documents. Condensed versions may also be developed for offices across campus and used in meetings with the College's educational, business, industry, and community partners. An intentional internal roll-out process for Fall 2025 with all internal constituents is critical to increase awareness and provide a unified direction for all departments at Foothill College as they engage in program review and their annual planning processes.

## Implementation Plan

The success of any Educational Plan is dependent upon it being effectively operationalized. As each academic year begins, the College's implementation plan will translate into action the Goals and Objectives of the *Foothill 2030: Blueprint for Success*. These implementation/action plans will outline the tasks, timelines, measurable outcomes, milestones, responsible individuals and groups, and resources needed to enact that year's priorities in the plan. The detailed action plans will provide individuals with a step-by-step approach to advance the College's agenda, and they are also valuable for other annual planning processes, such as curriculum and instructional design, budget development, staffing needs, facilities, and technology planning.

As part of the implementation process, an examination of planning timelines and their alignment for today's rapidly changing world, as well as resource alignment (staffing, facilities, technology, etc.) is warranted for planning to be dynamic, relevant, and impactful.

## Accountability and Monitoring Process

An ongoing monitoring process, on a regular cycle, is critical to assess and ensure progress on the Goals and Objectives of the *Blueprint*. This process will provide opportunities to redirect work as needed, provide additional attention and support to achieve desired outcomes, set targets, and provide focus for grant opportunities. Maintaining a dynamic document and planning process will also allow the College to be agile and innovative, and to respond to internal and external issues and initiatives, changes in state and federal regulations, and educational standards and accreditation review processes.

## Foundation for Other Planning Efforts and Resource Acquisition

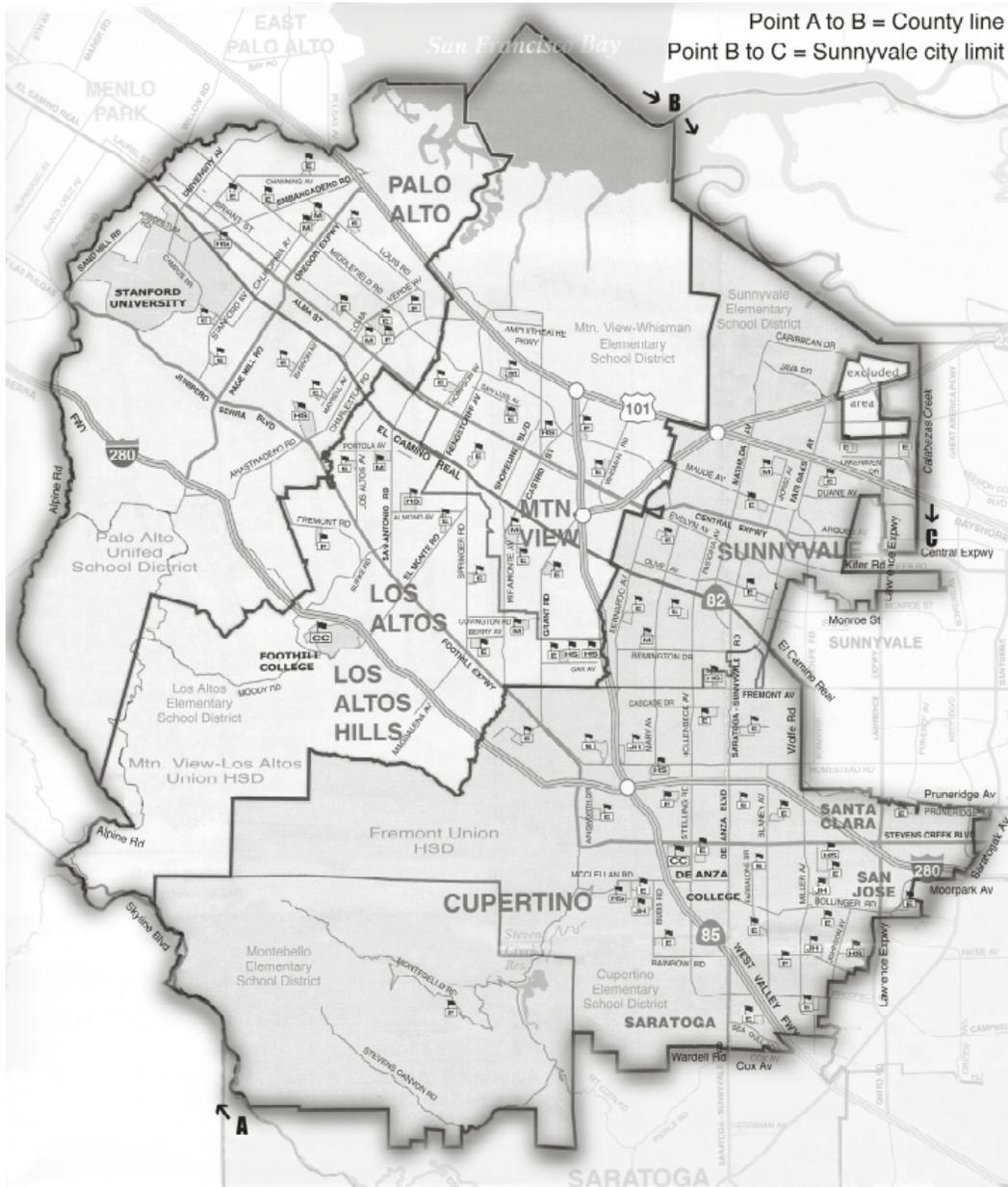
As noted previously, the *Foothill 2030: Blueprint for Success* provides the overall direction for the college within its mission, vision, and values. The *Blueprint* serves as a foundation upon which all other planning efforts of the college are built, such as fiscal, facility, technology, and staffing plans. Additionally, it serves as a basis for acquiring additional resources through grants and public-private partnerships. Alignment of human, fiscal, and physical resources with the *Blueprint* is essential in achieving its goals and objectives.

# Appendix A: External Environmental Scan

## Service Area

### College and District Boundaries

While Foothill College serves students from a broad region, there are four cities within the college boundaries – Los Altos, Los Altos Hills, Mountain View, and Palo Alto.



(Map Source: Foothill College Office of Institutional Research)

### Foothill College Students by ZIP Code



There are numerous California Community Colleges in proximity to Foothill, including De Anza, Cañada, West Valley, San Jose City, Mission, Evergreen Valley, and more. This creates “swirl,” where students might take courses at their closest college at another college that is close, or at multiple colleges. While Foothill’s designated service area is small (Los Altos, Los Altos Hills, Palo Alto, Mountain View), the actual area that Foothill serves is much broader, including most of Santa Clara and San Mateo counties.

Students who attend Foothill College come from many counties and cities, but primarily from Santa Clara and San Mateo Counties, and the cities of San Jose, Palo Alto, Mountain View, Sunnyvale, Los Altos, and Redwood City.

County	# of Students
Santa Clara Co	7,917
San Mateo Co	1,575
Alameda Co	679
Contra Costa Co	116
San Francisco Co	116
San Benito Co	112
Santa Cruz Co	69
San Luis Obispo Co	52
Merced Co	33
San Joaquin Co	28
CITY	# of Students
SAN JOSE CA	2,842
<b>PALO ALTO CA</b>	<b>1,378</b>
<b>MOUNTAIN VIEW CA</b>	<b>1,029</b>
SUNNYVALE CA	725
<b>LOS ALTOS CA</b>	<b>518</b>
REDWOOD CITY CA	505
SANTA CLARA CA	379
MENLO PARK CA	312
FREMONT CA	298
CUPERTINO CA	284
MILPITAS CA	227
SAN MATEO CA	188

Note: Calculations are for all ZIP codes with 25+ enrollments in Fall 2023.

Data Source: CCCCO. Map: Foundation CCC.

## California Community College Attendance of Students Residing Within the Foothill College Designated Service Area

College	Enrollment
<b>Foothill</b>	<b>2,968</b>
De Anza	735
Cañada	378
College of San Mateo	215
West Valley College	148
Skyline	102
San Jose City	65
Santa Barbara City	38
Evergreen Valley	33

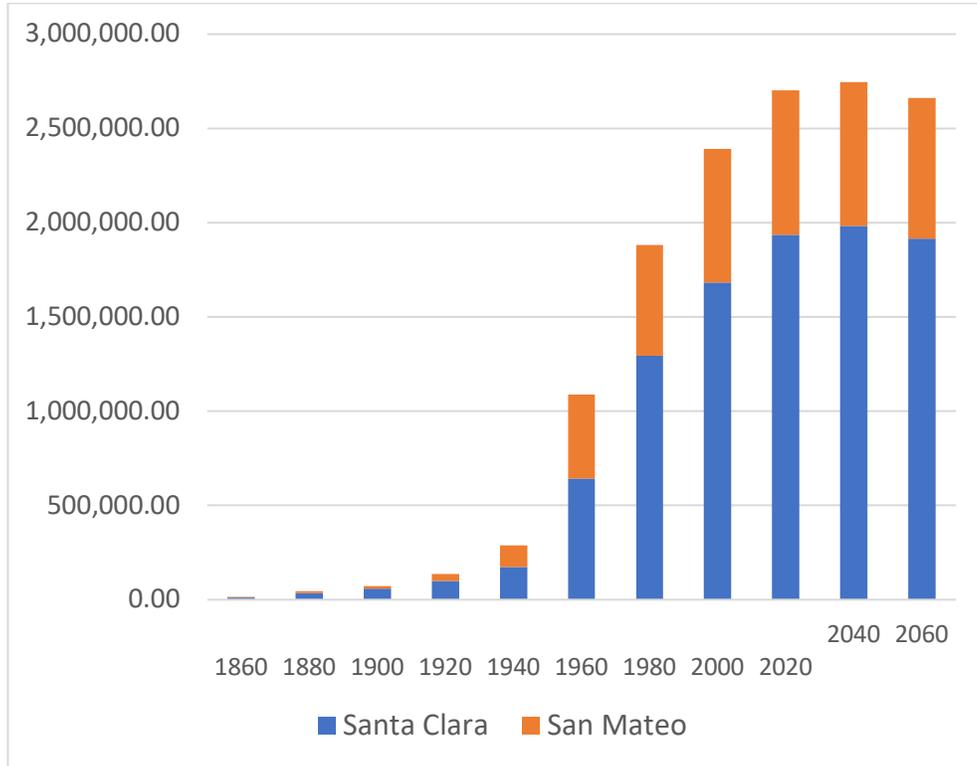
(Data Source: CCCCO.)

Note: Data are included for CCCs with enrollments of 30 or more in Fall 2023 where student ZIP code is from Los Altos, Los Altos Hills, Mountain View, or Palo Alto (in Foothill College Boundaries).

Of those who reside within Foothill’s boundaries and attend a community college, the vast majority choose Foothill. Other popular choices include:

- De Anza
- Cañada
- San Mateo
- West Valley
- Skyline

### Historic and Projected Population of Santa Clara and San Mateo Counties



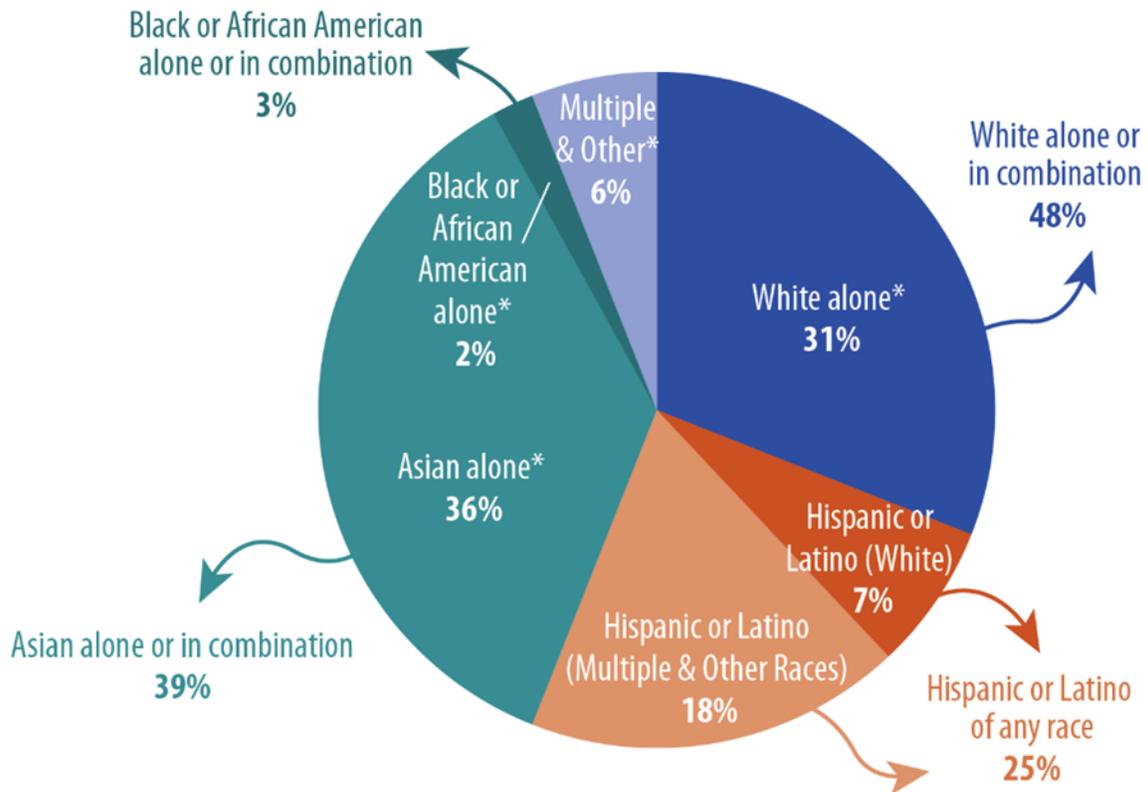
(Source: CA Department of Finance)

The population of Santa Clara and San Mateo Counties grew rapidly in the past century, but is projected to **decrease** in the coming decades.

### Population of Santa Clara and San Mateo Counties, by Ethnicity

## Population Share by Race & Ethnicity

Santa Clara & San Mateo Counties



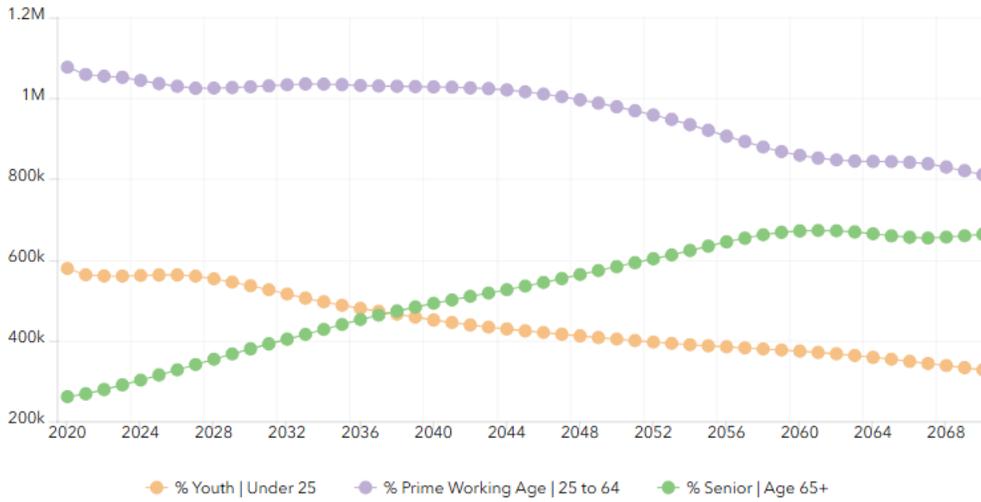
(Source: Silicon Valley Indicators)

There is no majority ethnic group in Santa Clara and San Mateo counties. Asians comprise the largest racial group, followed by White, Hispanic, Multiple/Other, and Black.

## Projections by Age, 2020-2070

### Santa Clara County

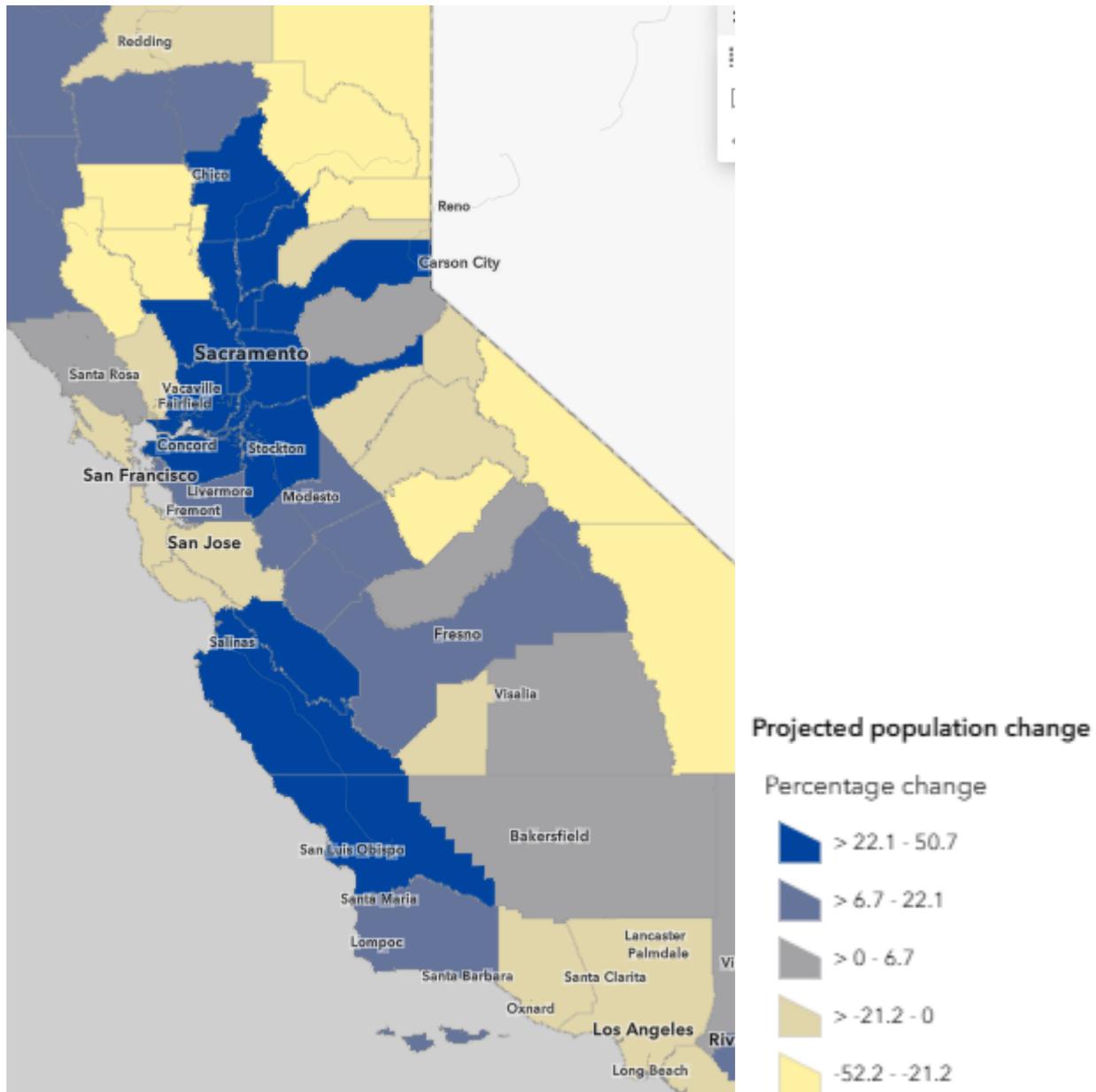
Projected population by age group, 2020 to 2070



(Source: CA Department of Finance, Population Projections)

At the same time the overall population is projected to decrease slightly, the proportion of youth and prime working aged adults is projected to decrease significantly over the next decades, while the proportion of senior citizens is projected to increase.

### Overall Projected Population Change, 2020-2070



*(Source: CA Department of Finance, Population Projections 2024)*

In the next five decades, Santa Clara, San Mateo, Santa Cruz, and San Francisco Counties are expected to show decreases in overall population.

Counties to the east and south of Silicon Valley are projected to grow.

### Cities in the Foothill College Area, Compared

Fact	Los Altos Hills	Los Altos	Palo Alto	Mountain View	Santa Clara Co
Population estimates 2023	8,189	29,990	65,882	81,785	1,877,592
Population, % change 2020-2023	-3.8%	-4.7%	-3.9%	-0.9%	-3.0%
Asian	39.3%	37.5%	36.1%	34.5%	41.9%
White	49.3%	50.5%	47.3%	39.3%	27.6%
Latino	5.0%	5.5%	7.1%	18.0%	25.0%
Foreign-born persons, percent, 2019-2023	35.7%	34.6%	36.3%	42.8%	41.0%
Language other than English spoken at home	38.5%	37.2%	40.3%	49.3%	54.7%
Bachelor's degree or higher, % of persons age 25+	85.6%	87.2%	82.4%	74.3%	55.9%
Per capita income in past 12 months	\$173,837	\$142,907	\$121,565	\$106,510	\$77,018
Persons in poverty, percent	4.5%	3.1%	5.4%	5.5%	7.6%
Median gross rent, 2019-2023	\$3,500+	\$3,500+	\$3,328	\$2,975	\$2,814

(Source: US Census QuickFacts)

The demographics of Los Altos Hills, Los Altos, Palo Alto and, to a lesser extent, Mountain View are remarkably similar. In comparison, the county as a whole shows relatively lower affluence, a higher proportion of Whites, and fewer Latinos.

### Demographics of Foothill College Service Area, Compared

Fact	San Mateo County	Santa Clara County	California	United States
Population estimates, 2023	726,353	1,877,592	38,965,193	334,914,895
Population, percent change - 2020-2023	-5.00%	-3.00%	-1.40%	1.00%
Black	3%	3%	7%	14%
American Indian and Alaska Native	1%	1%	2%	1%
Asian	33%	42%	17%	6%
Native Hawaiian/Pacific Islander	1%	1%	1%	0%
Two or More Races	5%	4%	4%	3%
Latino	25%	25%	40%	20%
White	36%	28%	34%	58%

(Source: US Census QuickFacts)

Population in the service area is decreasing at a higher rate than the state or nation. San Mateo and Santa Clara Counties have a higher proportion of Asians than the state or nation.

Fact	San Mateo County	Santa Clara County	California	United States
Persons under 18 years	19%	20%	22%	22%
Foreign-born persons	36%	41%	27%	14%
Language other than English spoken at home	45.3%	54.7%	44.1%	22.0%
Bachelor's degree or higher	53.1%	55.9%	36.5%	35.0%
With a disability, under age 65	5.0%	5.0%	7.3%	9.1%
Households with a computer	97.5%	97.8%	96.4%	94.8%
Households with broadband Internet	95.2%	95.1%	92.5%	89.7%

(Source: US Census QuickFacts)

Santa Clara and San Mateo County have fewer youth and more foreign-born persons than the state or nation, and higher educational attainment levels. The state and nation have lower proportions of households with computers and broadband internet.

### Silicon Valley Educational Attainment



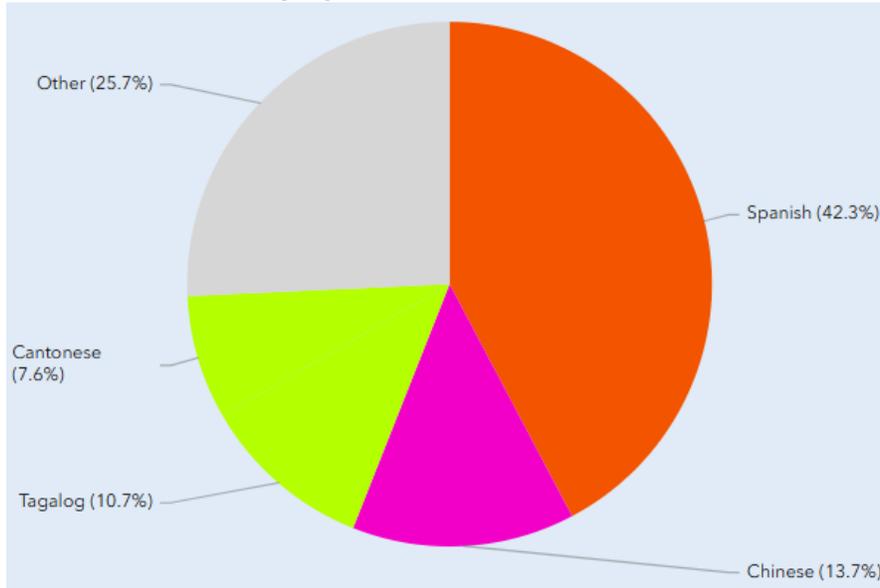
(Source: Lightcast. Region: Santa Clara and San Mateo Counties)

38.5% of adults in Santa Clara and San Mateo Counties have less than an Associate Degree. This represents a large pool of residents who might benefit from Foothill College’s courses and training.

### Silicon Valley Language Other than English Spoken at Home

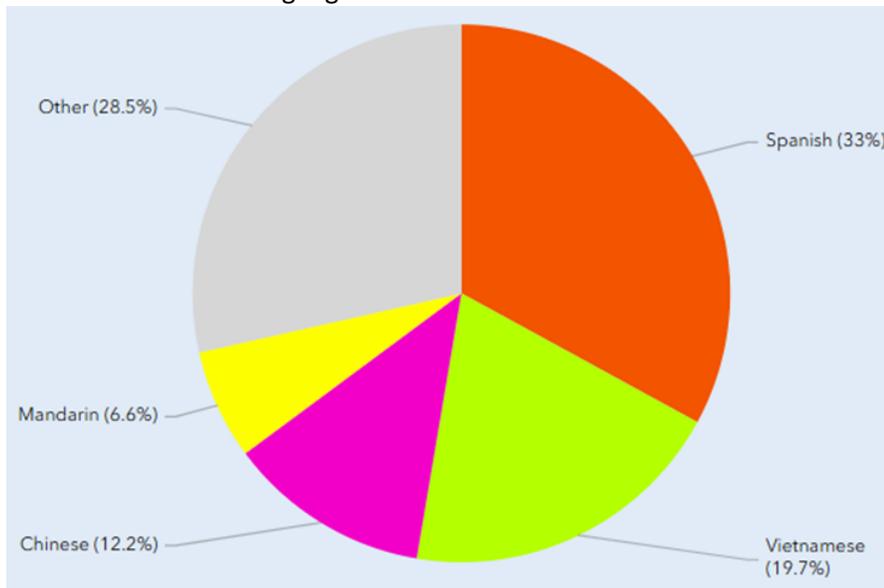
#### San Mateo County

According to the US Census, 45.3% of households in San Mateo County speak a language other than English at home. Here is the breakdown of those languages:



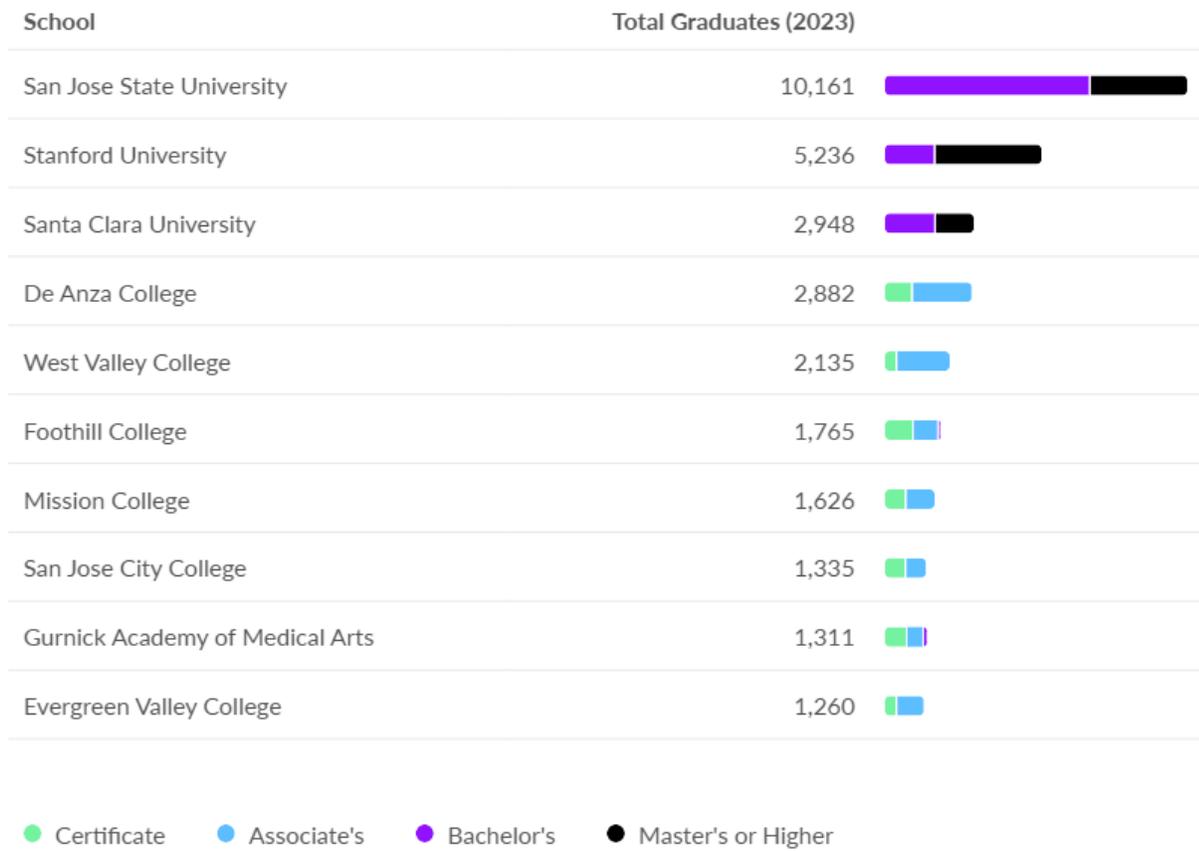
#### Santa Clara County

According to the US Census, 54.7% of households in Santa Clara County speak a language other than English at home. Here is the breakdown of those languages:



(Source: CA Department of Finance, Language Microdata)

## Top Ten Postsecondary Institutions in Silicon Valley

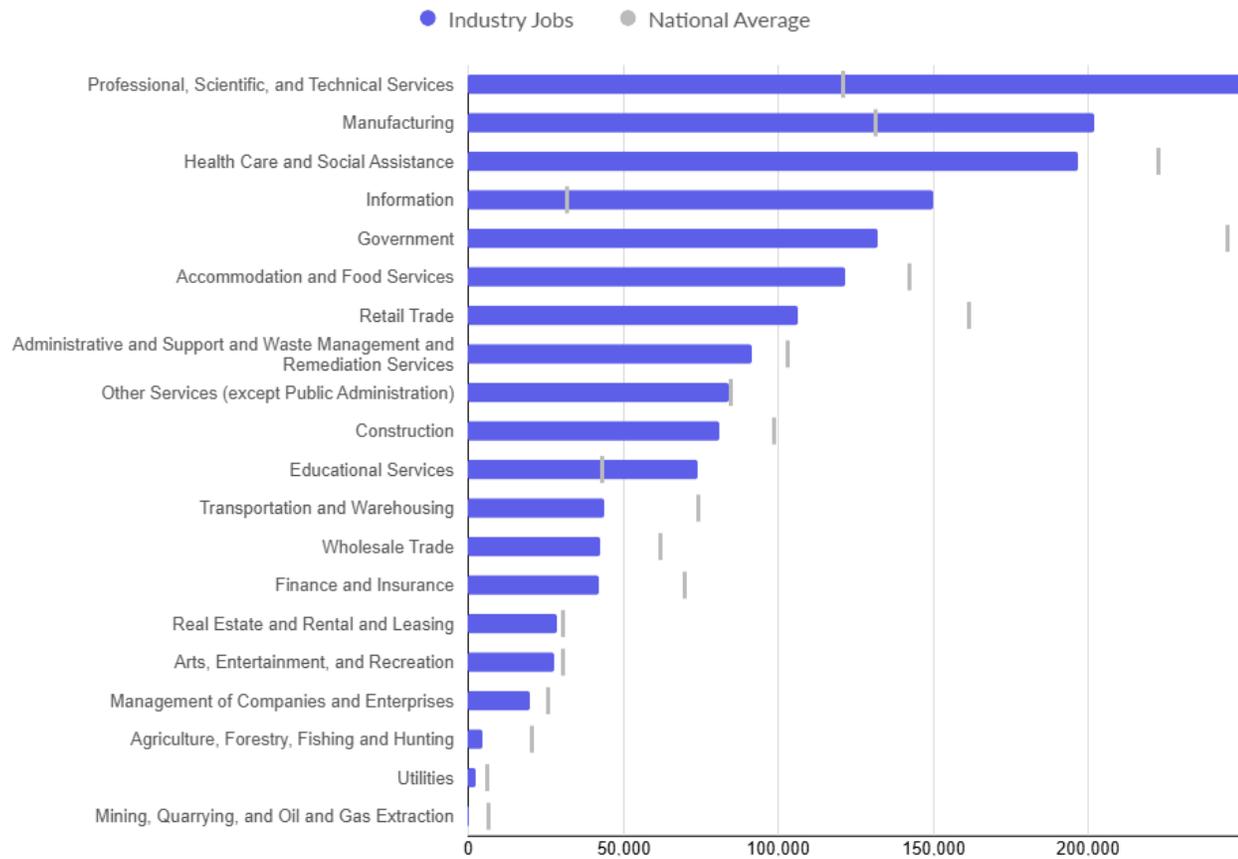


*(Source: Lightcast. Region: Santa Clara and San Mateo Counties)*

Foothill College ranks sixth in overall regional postsecondary institutions in Silicon Valley, as measured by number of annual graduates, and third among Community Colleges.

## Labor Market Information

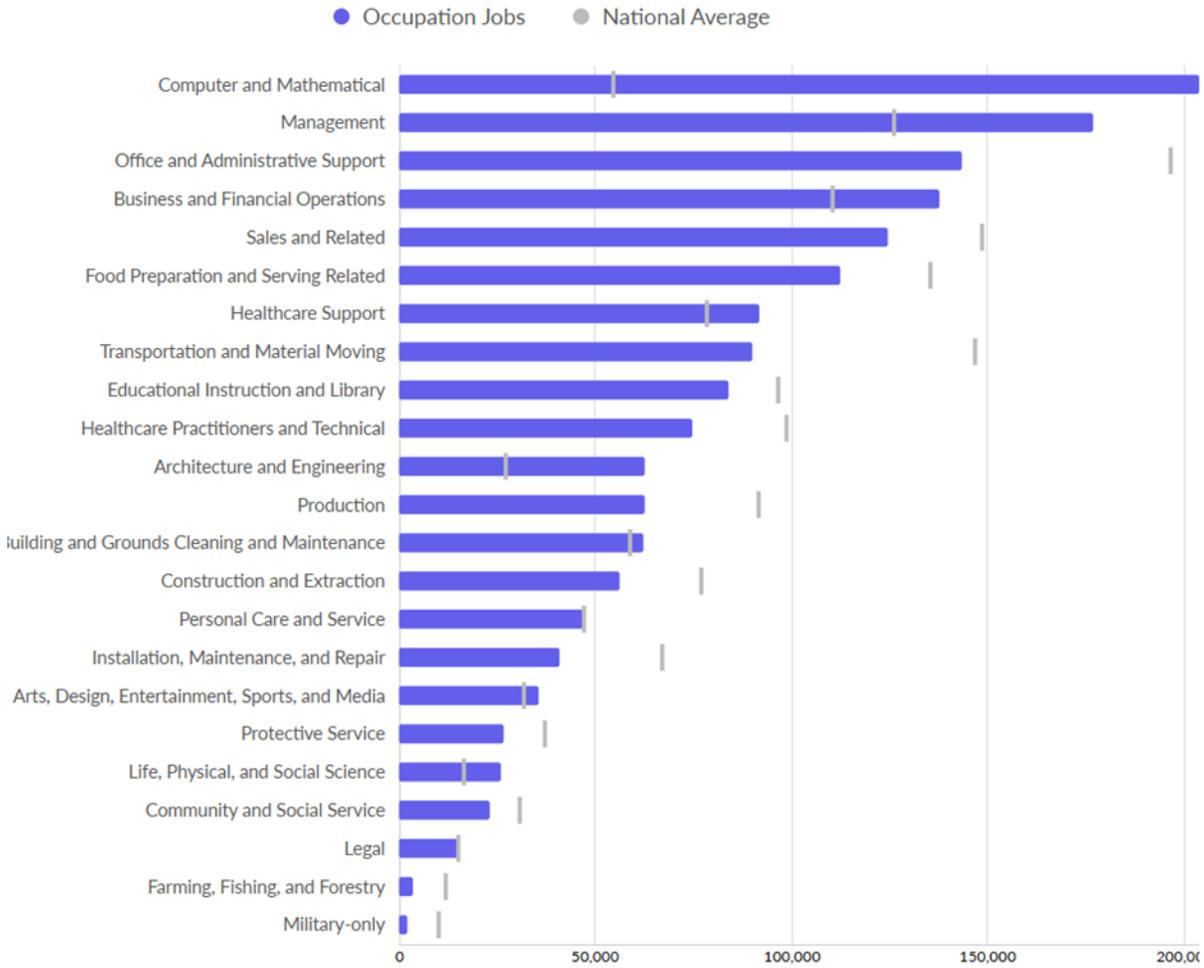
### Top Industries in Silicon Valley, 2023



(Source: Lightcast. Region: Santa Clara and San Mateo Counties)

Compared to national averages, in Silicon Valley, there is an over-representation of: Professional, Scientific, and Technical Services; Manufacturing; Information; and Educational Services. Conversely, there is an under-representation of: Health Care and Social Assistance; Government; Accommodation and Food Services; Retail Trade, and various other industries on a smaller scale.

### Top Occupations in Silicon Valley, 2023



(Source: Lightcast. Region: Santa Clara and San Mateo Counties)

Compared to national averages, in Silicon Valley, there is an over-representation of: Computer and Mathematical, Management, Business and Financial Operations; Healthcare Support; Arts, Design, Entertainment, Sports and Media; and Life, Physical, and Social Science. Conversely, there is an under-representation of: Office and Administrative Support; Sales and Related; Food Preparation and Serving Related; Transportation and Material Moving; and various other occupations on a smaller scale.

## Job Postings Data, 2024

### Top Ten Employers in Silicon Valley

Company	Total/Unique (Jan 2024 - Dec 2024)
Apple	59,368 / 9,121
Google	31,847 / 4,909
Meta	15,410 / 4,231
Stanford University	21,312 / 4,134
Amazon	7,598 / 3,491
Nvidia	10,185 / 2,698
Stanford Health Care	7,928 / 2,504
Walmart	14,414 / 2,414
Kaiser Permanente	8,539 / 2,255
Tesla	3,955 / 2,243

### Top Ten Occupations in Silicon Valley

Occupation (SOC)	Total/Unique (Jan 2024 - Dec 2024)
 Software Developers	65,516 / 22,733
 Computer Occupations, All Other	33,099 / 12,201
 Registered Nurses	31,567 / 9,780
 Marketing Managers	28,723 / 9,390
 Retail Salespersons	26,844 / 8,134
 Data Scientists	23,303 / 8,052
 First-Line Supervisors of Retail Sales Workers	14,754 / 5,214
 Managers, All Other	13,711 / 4,692
 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	12,195 / 4,446
 Project Management Specialists	9,694 / 4,198

(Source: Lightcast. Region: Santa Clara and San Mateo Counties)

Data for all job postings that do not require a Bachelor’s degree or higher)

Top Employers and Occupations in Silicon Valley shows a strong high-tech influence.

## Labor Market Gaps

Labor Market Gaps identify where there is an undersupply of completers based on job demand. The following tables break out this information based on level of education required.

Associate Degree Level

Job Description	2023 Jobs	2022 - 2023 % Change	Avg. Annual Openings	Regional Completions (2023)	Gap	Foothill College Completions (2023)	Median Hourly Earnings
Electrical and Electronic Engineering Technologists and Technicians	3731	-7.1%	389	109	<b>280</b>	0	<b>\$39.27</b>
Paralegals and Legal Assistants	2937	1.2%	337	153	<b>184</b>	0	<b>\$44.45</b>
Agricultural Technicians	373	35.0%	133	0	<b>133</b>	0	\$21.82
Medical Equipment Repairers	537	13.2%	107	13	<b>94</b>	0	<b>\$38.01</b>
Dental Hygienists	2276	-5.4%	157	83	<b>74</b>	54	<b>\$65.66</b>
Architectural and Civil Drafters	1000	12.5%	195	135	<b>60</b>	0	<b>\$38.14</b>
Occupational Therapy Assistants	203	17.0%	54	0	<b>54</b>	0	<b>\$42.70</b>
Electro-Mechanical and Mechatronics Technologists and Technicians	714	23.1%	208	157	<b>51</b>	0	<b>\$36.83</b>
Cardiovascular Technologists and Technicians	370	5.3%	40	0	<b>40</b>	0	<b>\$42.79</b>
Morticians, Undertakers, and Funeral Arrangers	230	5.4%	38	0	<b>38</b>	0	\$26.35

(Source: Lightcast. Region: Santa Clara and San Mateo Counties)

Green indicates above the Living Wage for Santa Clara County (\$32.99) Source: MIT

The table above shows the top ten labor market gaps in terms of unmet demand for local jobs that require an Associate degree. Foothill College has a program in one of those areas (Dental Hygienists) but not the other nine. Most of these jobs lead to a living wage (as noted in green font).

Certificate Level

Job Description	2023 Jobs	2022 - 2023 % Change	Avg. Annual Openings	Regional Completions (2023)	Gap	Foothill College Completions (2023)	Median Hourly Earnings
Heavy and Tractor-Trailer Truck Drivers	10819	2.7%	1464	0	<b>1464</b>	0	\$29.75
Nursing Assistants	7992	3.0%	1348	105	<b>1243</b>	0	\$25.64
Hairdressers, Hairstylists, and Cosmetologists	8793	1.3%	1495	441	<b>1054</b>	0	\$17.76
Dental Assistants	4592	-1.7%	778	312	<b>466</b>	13	\$30.60

Automotive Service Technicians and Mechanics	5757	-1.7%	611	231	<b>380</b>	0	\$29.09
Massage Therapists	2273	1.0%	329	3	<b>326</b>	0	\$19.61
Telecommunications Equipment Installers and Repairers, Except Line Installers	1774	-21.5%	241	0	<b>241</b>	0	<b>\$37.04</b>
Audiovisual Equipment Installers and Repairers	664	26.2%	191	2	<b>189</b>	0	<b>\$33.19</b>
Manicurists and Pedicurists	4072	2.1%	591	415	<b>176</b>	0	\$17.46
Audio and Video Technicians	1047	13.8%	217	129	<b>88</b>	20	\$30.37

(Source: Lightcast. Region: Santa Clara and San Mateo Counties)

Green indicates above the Living Wage for Santa Clara County (\$32.99) Source: MIT

The table above shows the top ten labor market gaps in terms of unmet demand for local jobs that require a certificate. Foothill College has a program in two of those areas (Dental Assistants, A/V Technicians) but not the other eight. Some of these jobs lead to a living wage (as noted in green font).

Bachelor Degree Level

Job Description	2023 Jobs	2022 - 2023 % Change	Avg. Annual Openings	Regional Completions (2023)	Gap	Median Hourly Earnings
Software Developers	117343	7.3%	13804	2943	<b>10861</b>	<b>\$95.00</b>
Personal Financial Advisors	29383	5.2%	3571	190	<b>3381</b>	<b>\$67.55</b>
Registered Nurses	27004	3.1%	2268	718	<b>1550</b>	<b>\$86.75</b>
Property Appraisers and Assessors	8324	5.2%	1081	233	<b>848</b>	<b>\$40.34</b>
Securities, Commodities, and Financial Services Sales Agents	14827	3.9%	1607	842	<b>765</b>	<b>\$37.50</b>
Training and Development Specialists	4237	8.4%	654	6	<b>648</b>	<b>\$45.21</b>
Substitute Teachers, Short-Term	4040	4.6%	639	0	<b>639</b>	\$29.61
Teaching Assistants, Postsecondary	2000	22.6%	558	0	<b>558</b>	\$21.57
Coaches and Scouts	4790	5.9%	835	311	<b>524</b>	\$25.60
Buyers and Purchasing Agents	5539	-5.1%	552	52	<b>500</b>	<b>\$44.61</b>

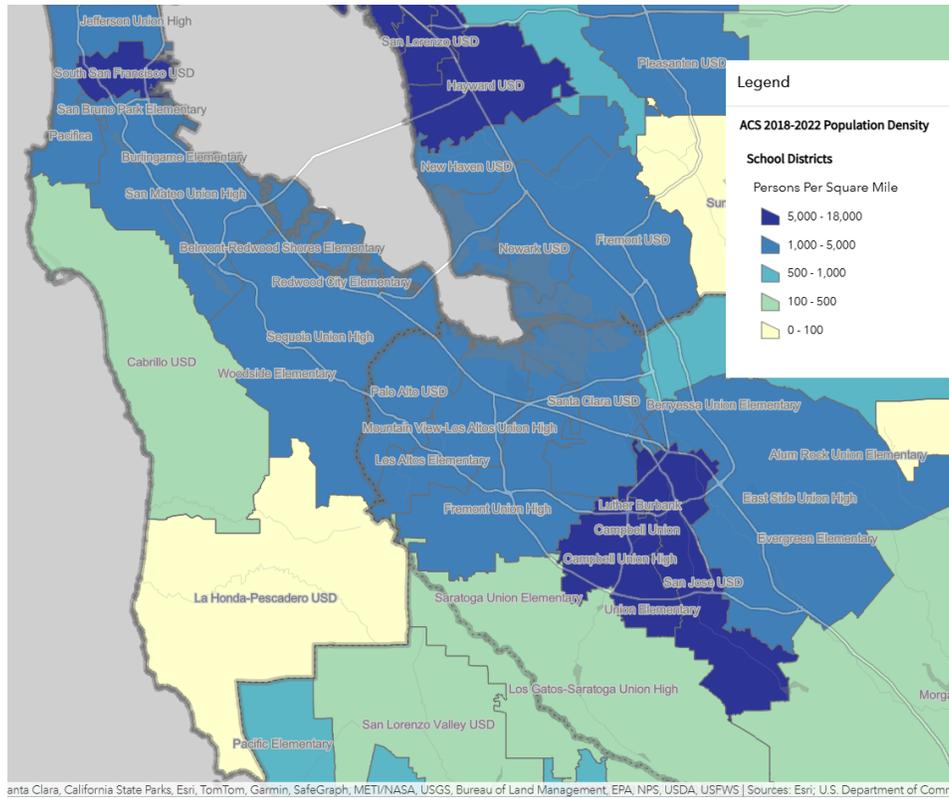
(Source: Lightcast. Region: Santa Clara and San Mateo Counties)

Green indicates above the Living Wage for Santa Clara County (\$32.99). Source: MIT

The table above shows the top ten labor market gaps in terms of unmet demand for local jobs that require a Bachelor’s Degree, which is an important consideration as the college prepares many students for transfer. Most of these jobs lead to a living wage, as noted in green font.

## K-12 Feeder Schools

### High Schools within the Foothill College Boundary



(Source: CA Department of Finance: Population Density Map by School District)

Although Foothill College enrolls students from many high schools, there are only two Districts within Foothill College boundaries:

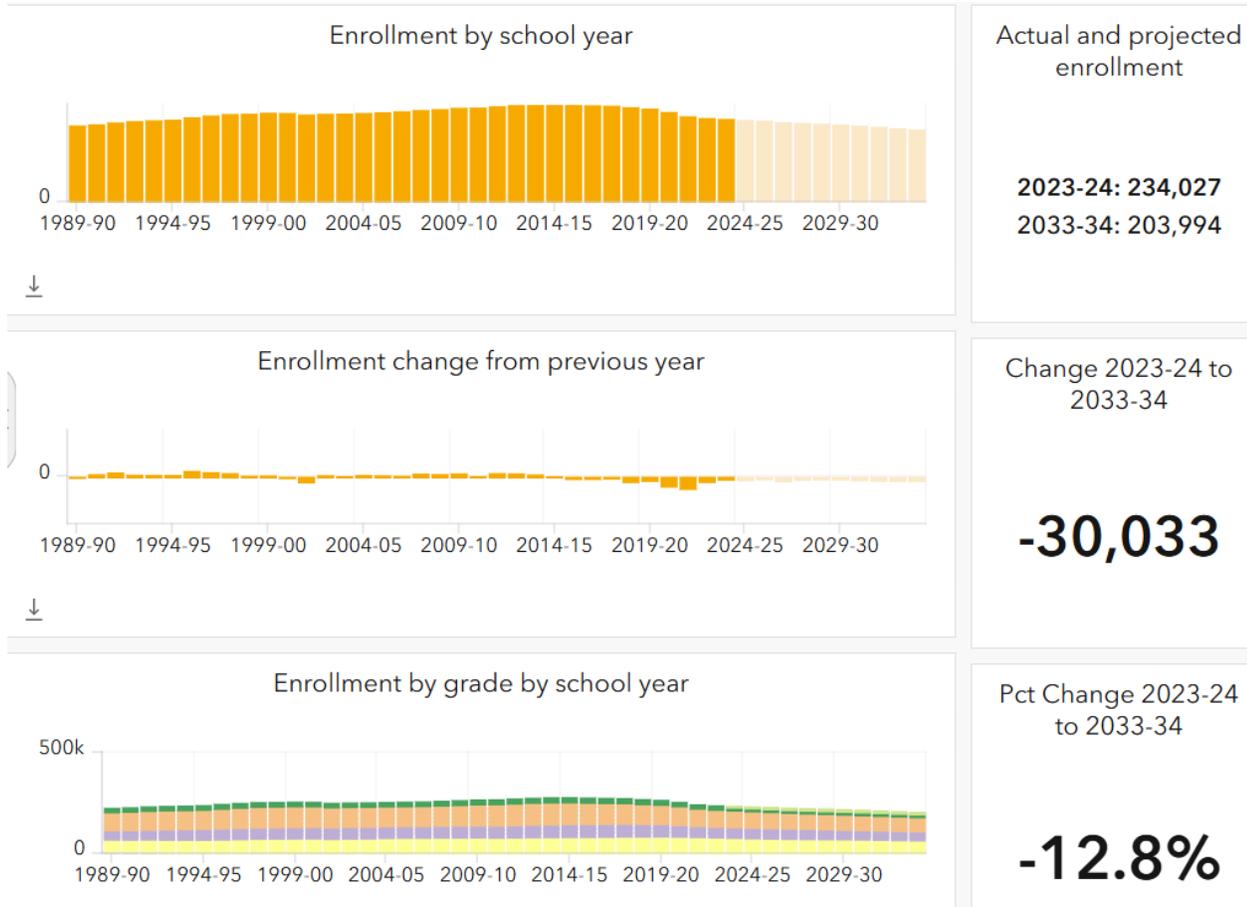
**Mountain View/Los Altos UHSD**

- Mountain View
- Los Altos
- Alta Vista

**Palo Alto USD**

- Henry M. Gunn
- Palo Alto

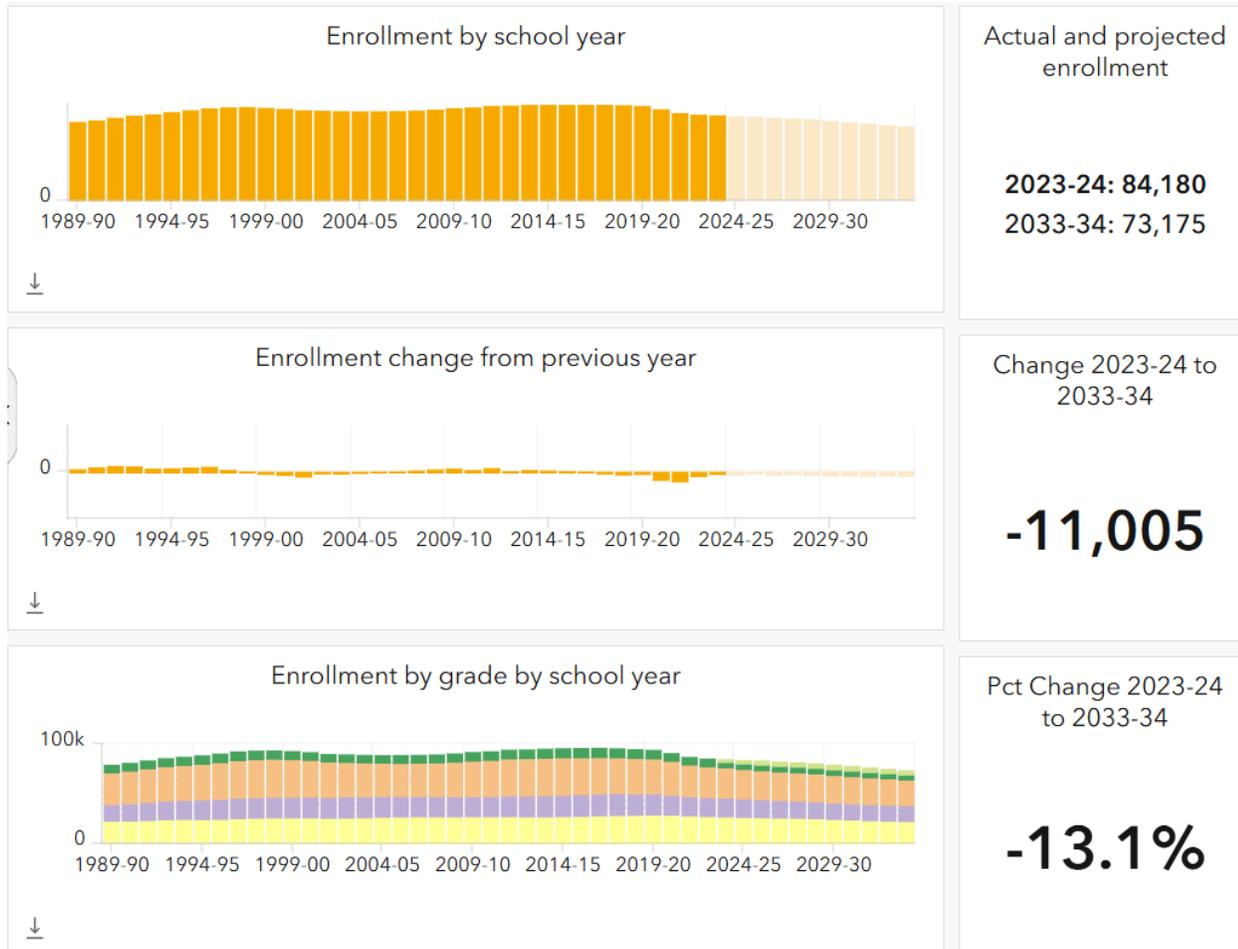
### Projected Enrollment, Santa Clara County



(Source: CA [Department of Finance](#))

The overall public school enrollment in Santa Clara County is projected to decrease nearly 13% between 2023 and 2034.

### Projected Enrollment, San Mateo County



(Source: CA [Department of Finance](#))

The overall public school enrollment in San Mateo County is projected to decrease 13% between 2023 and 2034.

### Service Area High Schools, Compared

2021-2022	Twelfth Grade Cohort	Cohort Grad Rate	% Meeting UC/CSU Requirements	Overall College Going Rate	% of Grads going to college choosing a CCC
Alta Vista HS	29	72.4%	0%	29.0%	77.8%
Los Altos HS	558	98.0%	72.4%	80.5%	24.8%
Mountain View HS	586	92.4%	75.0%	81.4%	24.6%
Henry M. Gunn HS	486	96.1%	92.7%	84.2%	17.7%
Palo Alto HS	552	97.1%	93.3%	86.6%	14.6%
<b>Santa Clara Co</b>	<b>19,410</b>	<b>92.3%</b>	<b>64.1%</b>	<b>75.8%</b>	<b>42.2%</b>
<b>San Mateo CO</b>	<b>6,711</b>	<b>90.5%</b>	<b>64.4%</b>	<b>77.2%</b>	<b>45.2%</b>
<b>California</b>	<b>427,386</b>	<b>87.0%</b>	<b>51.1%</b>	<b>63.6%</b>	<b>52.7%</b>

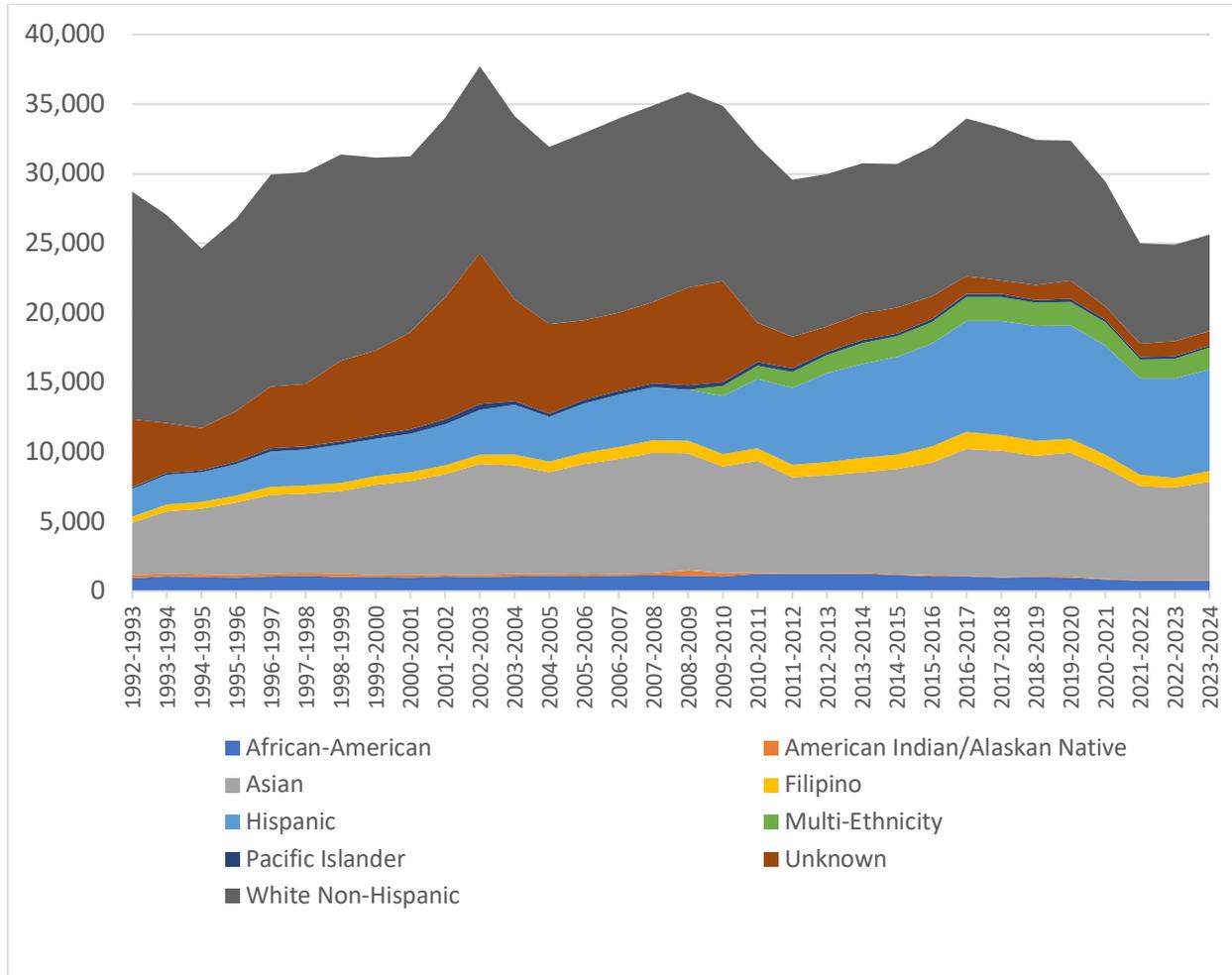
(Source: CA Department of Education DataQuest)

Santa Clara and San Mateo have higher graduation and college-going rates and a higher percent of students meeting UC/CSU requirements than the state average, but a lower proportion enrolling in a CCC. These differences are even more pronounced for high schools within Foothill’s boundary.

## Appendix B: Internal Environmental Scan

### Foothill College Students

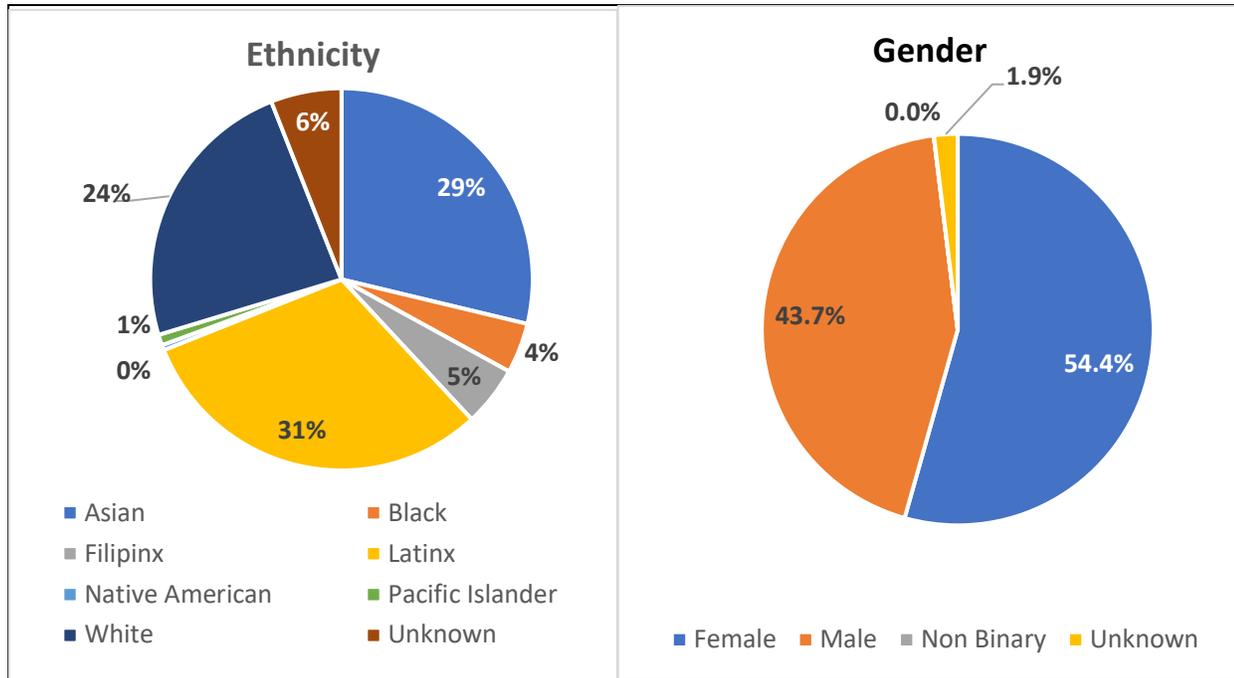
#### Historic Enrollment, by Ethnicity



(Source: CCCC DataMart)

Enrollment and the proportions of students by ethnicity have shifted over time. In 1992, Foothill enrolled nearly 30,000 students and more than half were White. Enrollment increased over the years, with some dips, most notably in the early 2020s during the COVID-19 Pandemic. By 2023, enrollment was back up to being above 25,000, with no majority ethnic group – the three largest groups, remarkably similar in size, were White, Hispanic/Latino, and Asian.

Snapshot: Ethnicity and Gender, Fall 2024

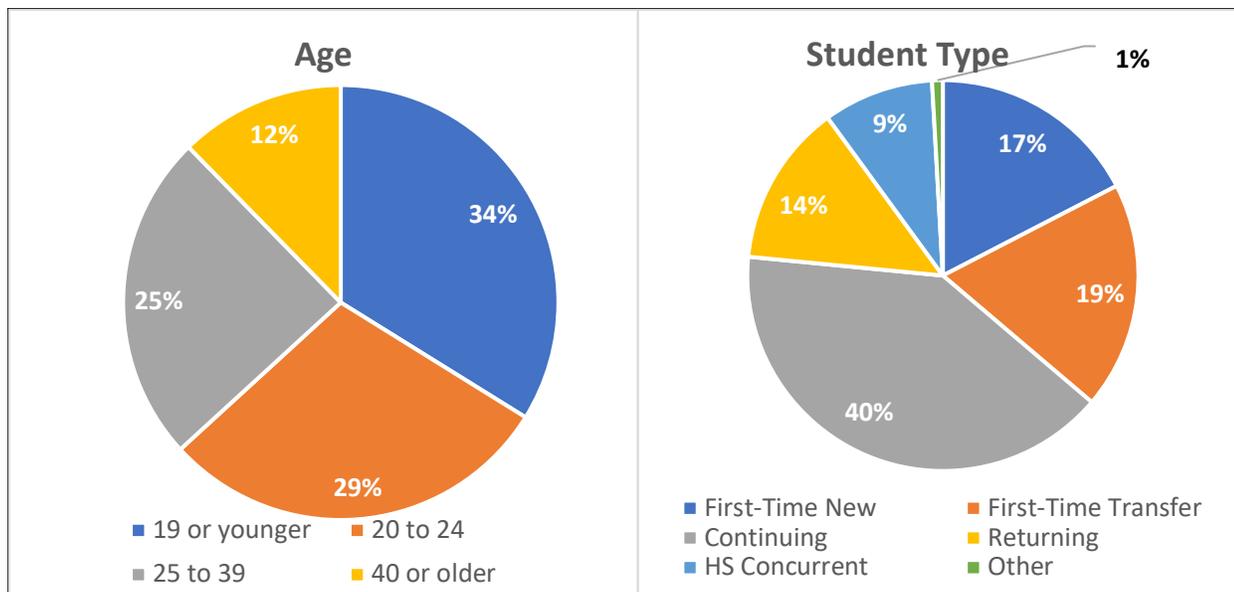


(Source: Foothill College Fall 2024 Census Report – does not include apprenticeships. N=11,586)

In Fall 2024, 31% of Foothill College students identified as Latinx, followed by 29% Asian and 24% White. All other ethnic groups were in the single digits.

In Fall 2024, 54.4% of Foothill College students (excluding apprenticeships) identified as Female, 43.7% as Male, and 1.9% as Non-Binary/Other.

Snapshot: Age and Student Type, Fall 2024

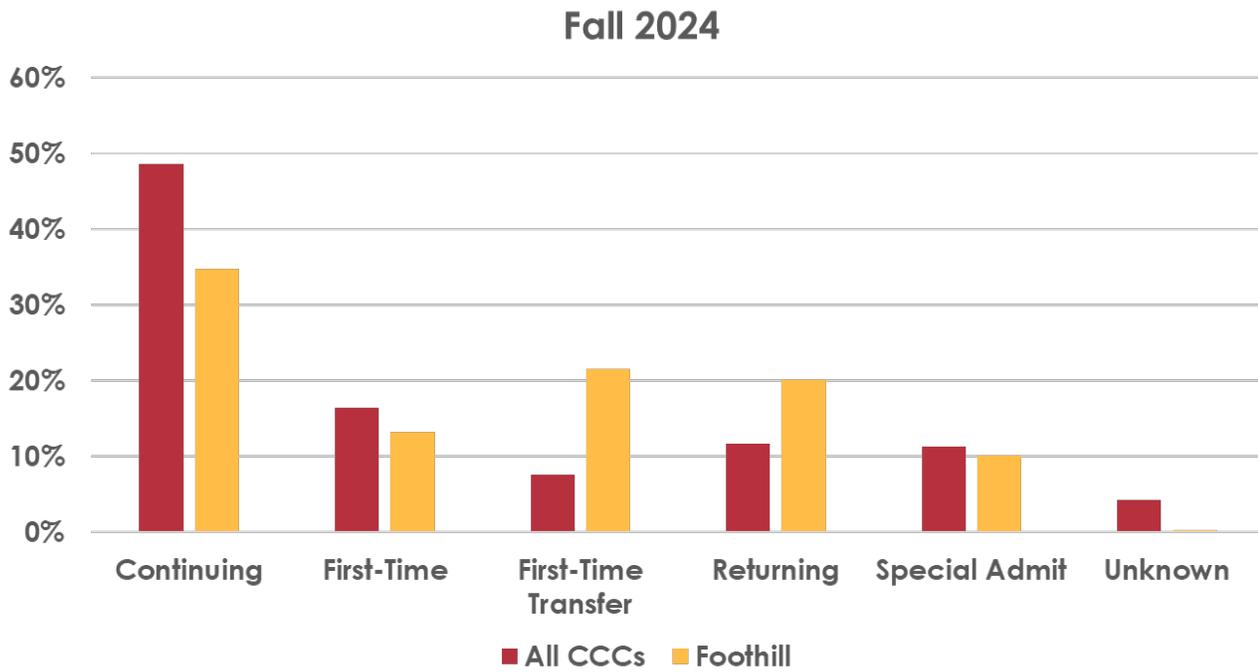


(Source: Foothill College Fall 2024 Census Report – does not include apprenticeships. N=11,586)

In Fall 2024, over one-third of Foothill College students (34%) were aged 19 or younger, 29% aged 20-24, 25% aged 25-39, and 12% aged 40 or older. This is a younger student population than the typical California Community College.

In Fall 2024, 40% of Foothill College students were continuing, followed by 19% First-Time Transfer, 17% First-Time New, 14% Returning, 9% High School Concurrent, and 1% New. This is a different profile than the typical California Community College, which will be explored in the next chart.

### Enrollment Status, Compared



(Source: CCCCO [DataMart](#) – all enrollments, including apprenticeship)

Compared to the statewide average for California Community Colleges, Foothill College has a lower percentage of Continuing students, First-Time students, Special Admit students, and Unknown. Conversely, Foothill College has a higher proportion of First-Time Transfer and Returning students.

### International Students

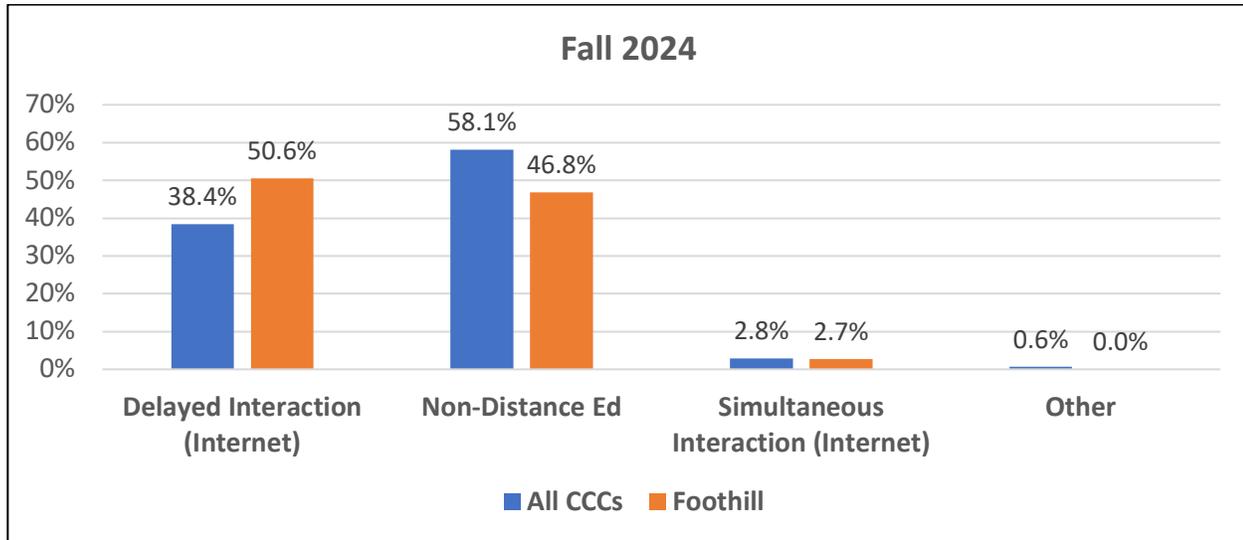
In Fall 2024, 442 International Students enrolled at Foothill College, comprising 3.8% of all students. The numbers have been trending upward since the drop during the COVID-19 Pandemic, but they have not yet returned to pre-pandemic levels.

Top 5 Countries of Origin, Fall 2024:

- China
- India
- South Korea
- Japan
- Brazil

(Source: Foothill College [Fall 2024 Census Report](#) – does not include apprenticeships. Historic data from CCCCO [DataMart](#) )

### Distance Education, Compared

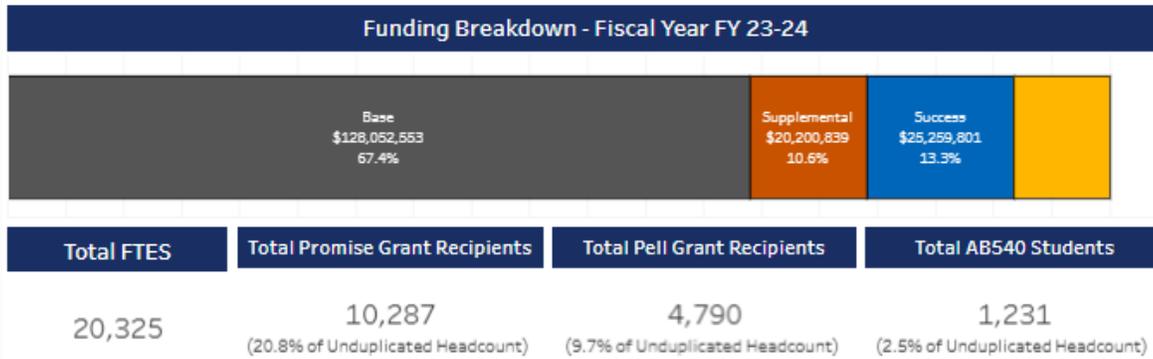


(Source: CCCCO [DataMart](#))

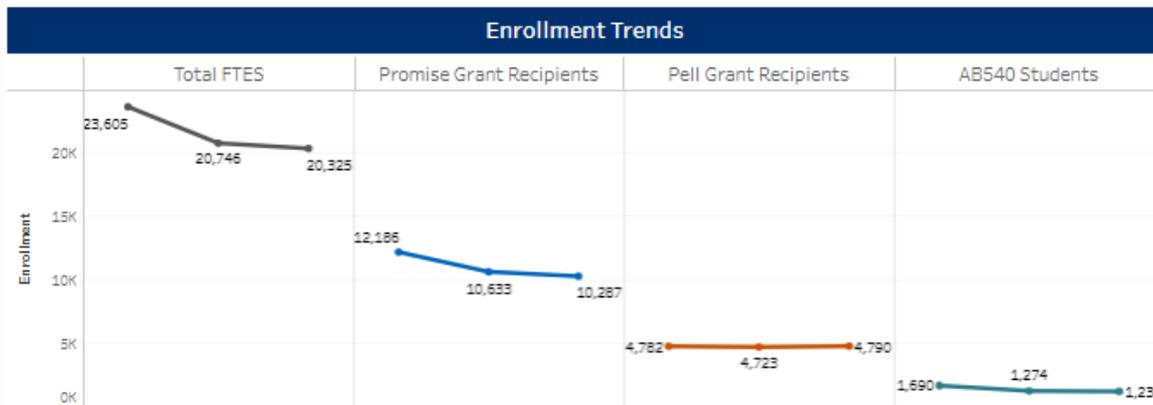
Compared to statewide averages, Foothill College offered a higher proportion of Distance Education classes.

According to the Foothill College Fall 2024 Census Report, Face-to-Face enrollment increased 6% and total Online/Hybrid increased 2% over Fall 2023.

## Foothill-De Anza AB 540 (Dreamers), Pell Grant Recipients, and CPG Promise Grant Recipients



The charts below show total enrollment at FOOTHILL-DEANZA for All Students (FTES), Promise Grant Recipients, Pell Grant Recipients, and AB540 Students, as well as the percent changes from 2020-2021.



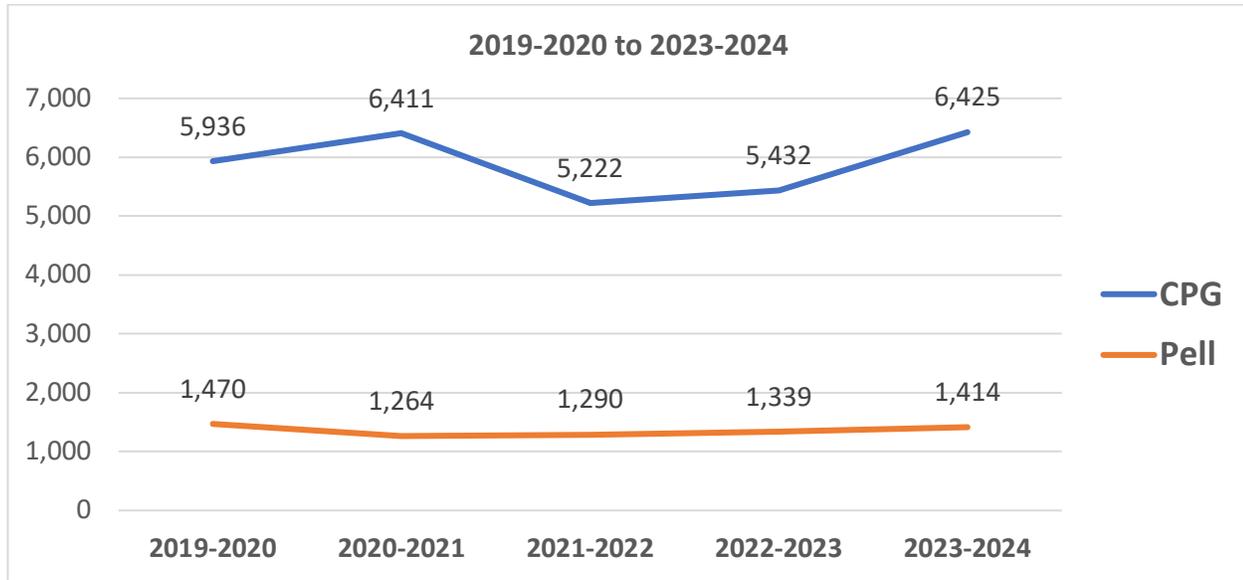
(Source: CCCC SCFF Dashboard)

The District has experienced decreases in CPG and AB540 students in recent years, which impacts funding.

Percent of unduplicated District headcount in 2023-2024, compared to all CCCs:

- 20.8% Promise
  - 36.7% for all CCCs
- 9.7% Pell
  - 19.3% for all CCCs
- 2.5% AB540
  - 2.3% for all CCCs

### Headcount of CPG and Pell Grant Recipients at Foothill College

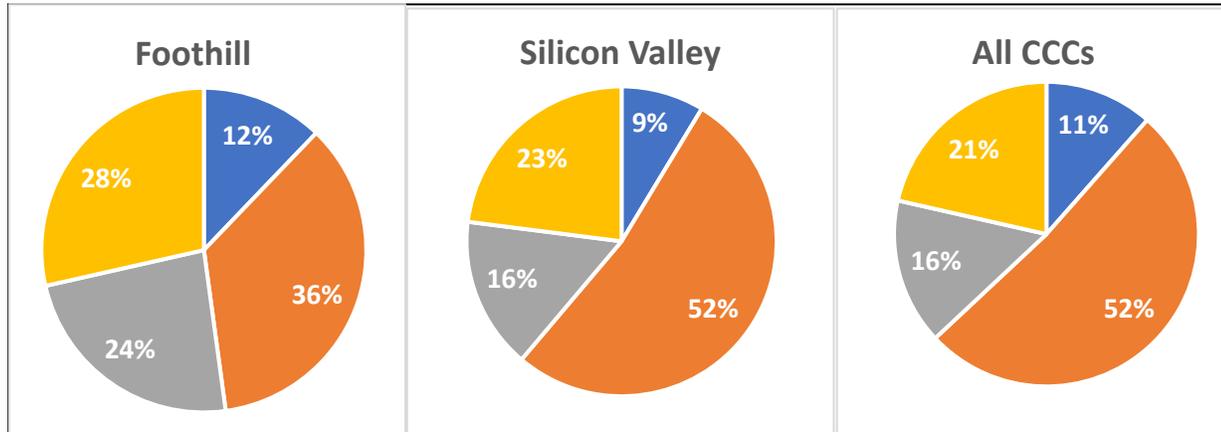


(Source: CCCCO [DataMart](#))

At Foothill College, the number of CPG and Pell Grant recipients generally decreased after 2019-2020, but began rebounding in 2022 and is now close to pre-pandemic levels.

## Student Outcomes

### Students by Journey, Compared



Key: Blue = Adult Ed/ESL, Orange = Degree/Transfer, Grey = Short-Term CTE and Yellow = Undecided

(Source: CCCC DataVista)

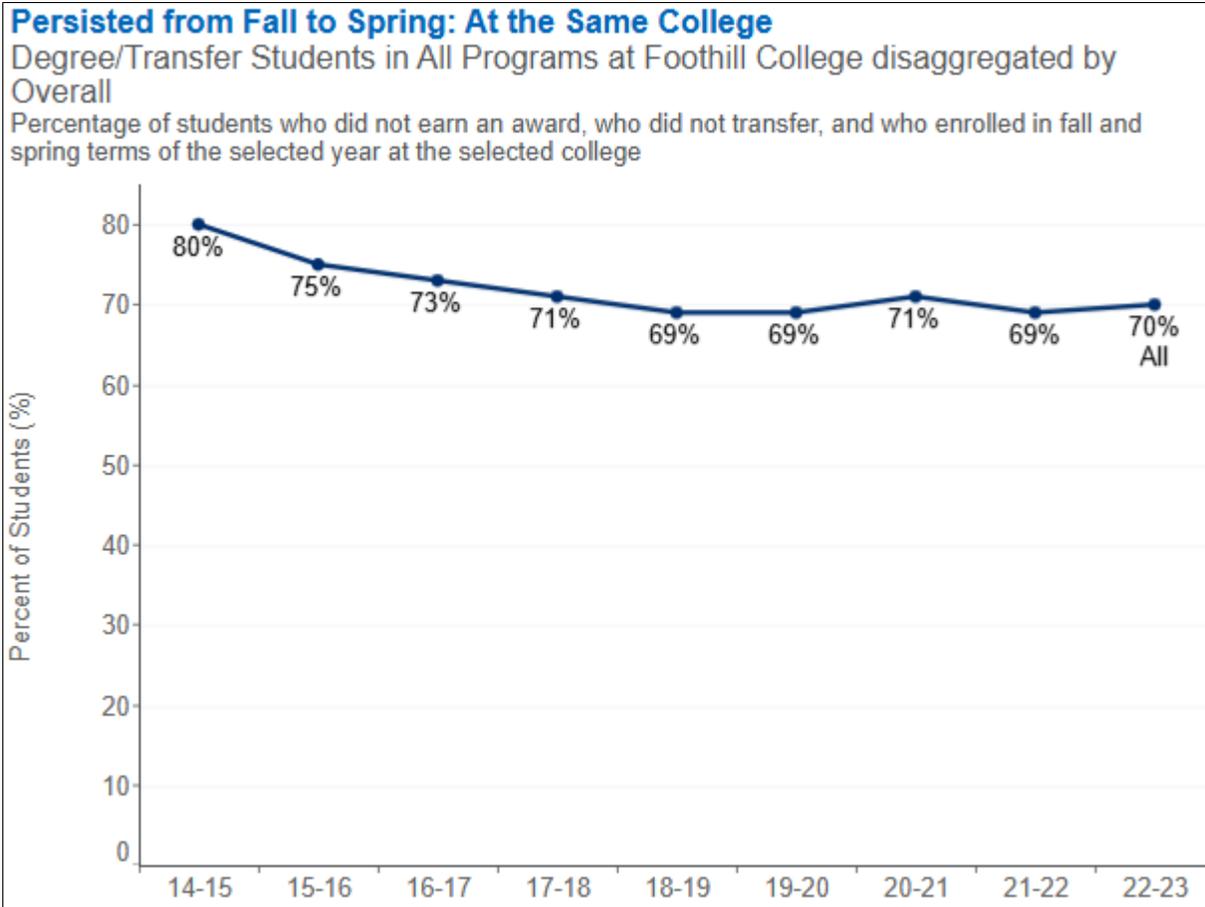
Data include **Non-Special Admit Students only** (approx. 9% of Foothill students are Special Admit).

Foothill has a higher percent of Short-Term CTE and Undecided students than the region or the state.

For Foothill, N= 8,874 Degree/Transfer, 5,871 Short-Term CTE, 3,025 Adult Ed/ESL, 7,097 Undecided.

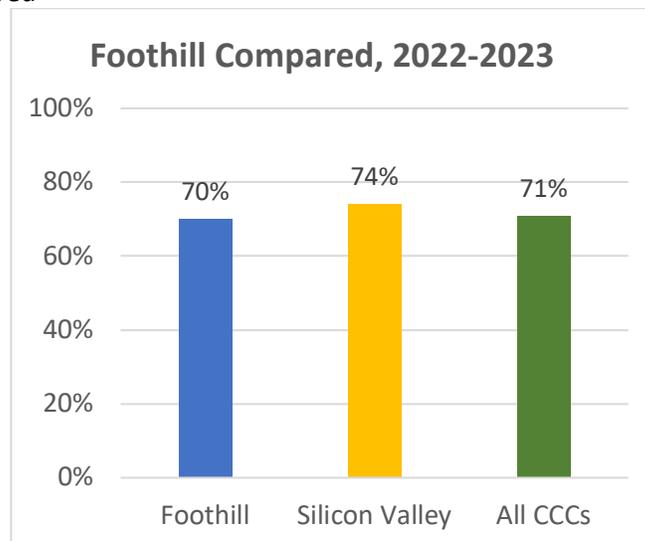
Silicon Valley includes De Anza, Evergreen, Foothill, Gavilan, Mission, San Jose City, and West Valley Colleges.

Degree/Transfer Students: Persistence

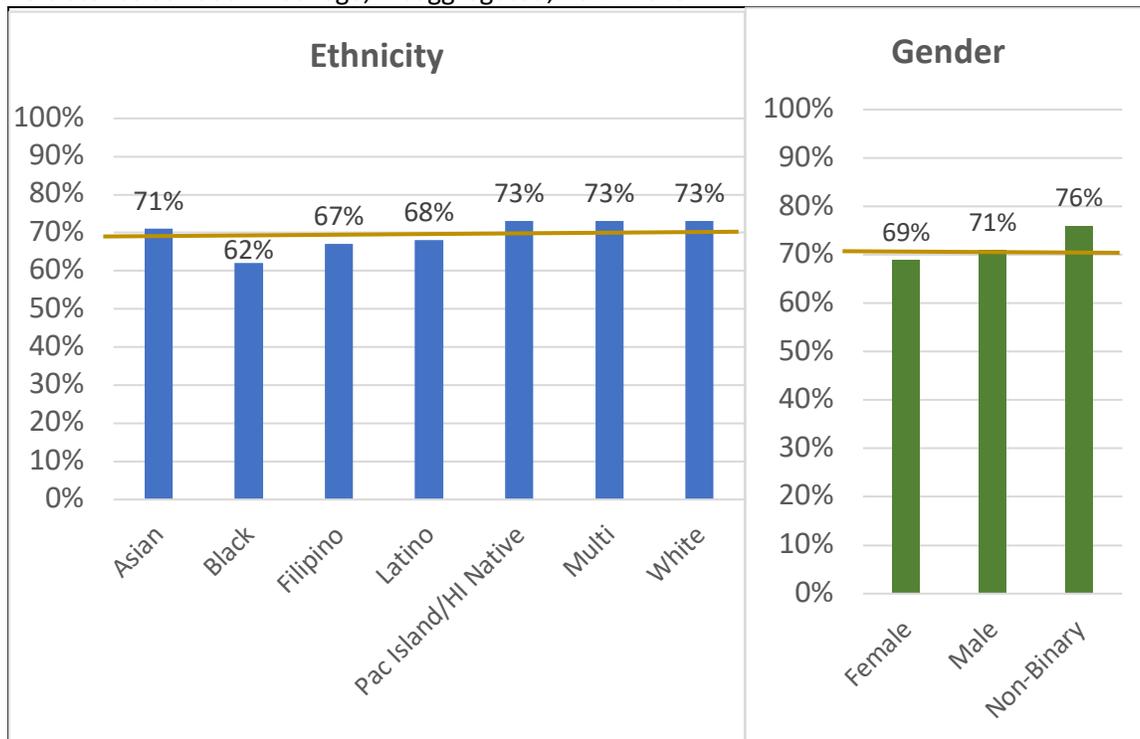


(Source: CCCCO [DataVista](#), most recent data from 2022-2023)

Foothill Persistence, Compared



Persistence at Foothill College, Disaggregated, 2022-2023



(Source: CCCC DataVista, most recent data from 2022-2023)

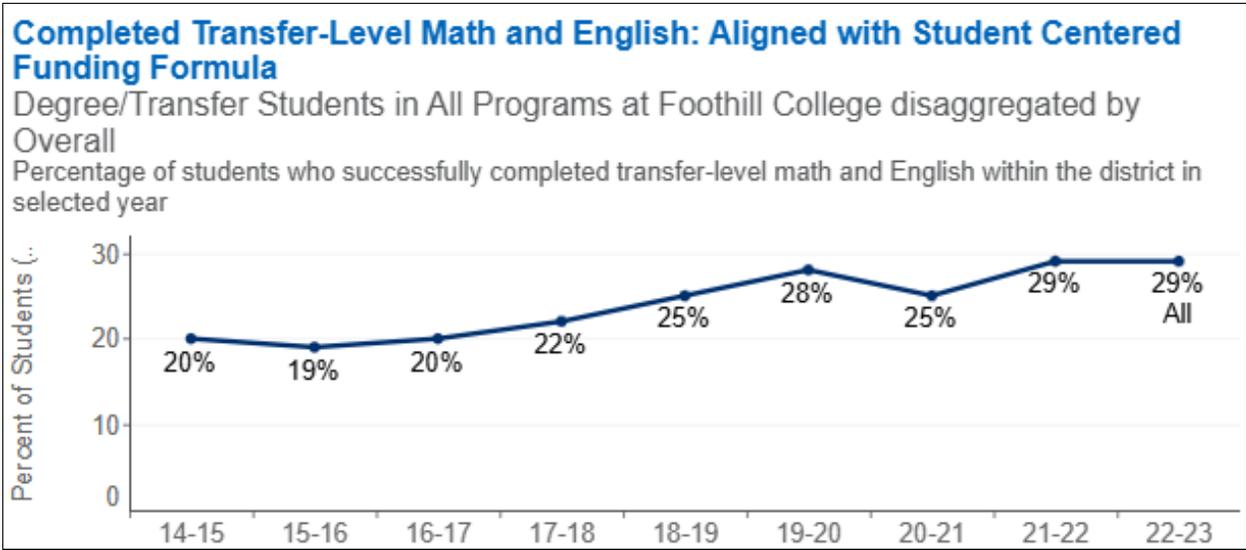
Note: Foothill Average = 70%, as noted by the gold line.

Fall to Spring Persistence has generally trended downward at Foothill College for Degree/Transfer seeking students, from 80% in 2014-2015 to 70% in 2022-2023.

Compared to the state and the region (Silicon Valley), Foothill College has a lower persistence rate than other California Community Colleges.

At Foothill College in 2022-2023, Black, Filipino, Latino, Non-Binary and, to a lesser extent female students, had lower persistence rates.

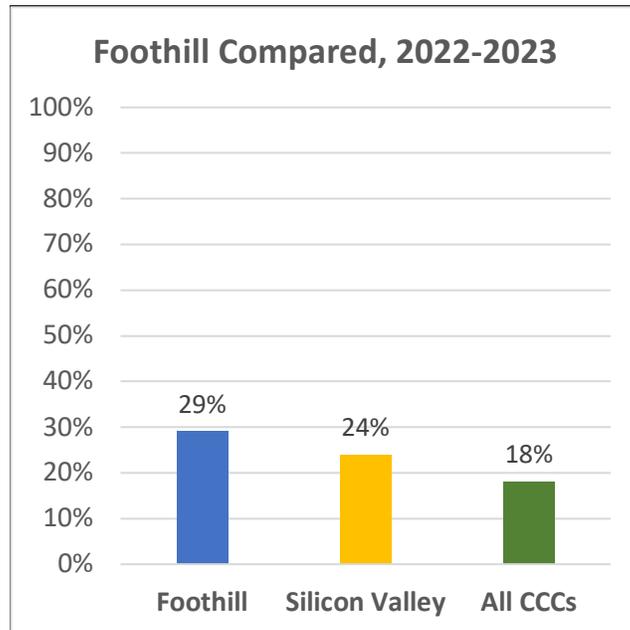
Degree/Transfer Students: Completed Transfer Level Math and English in Year One



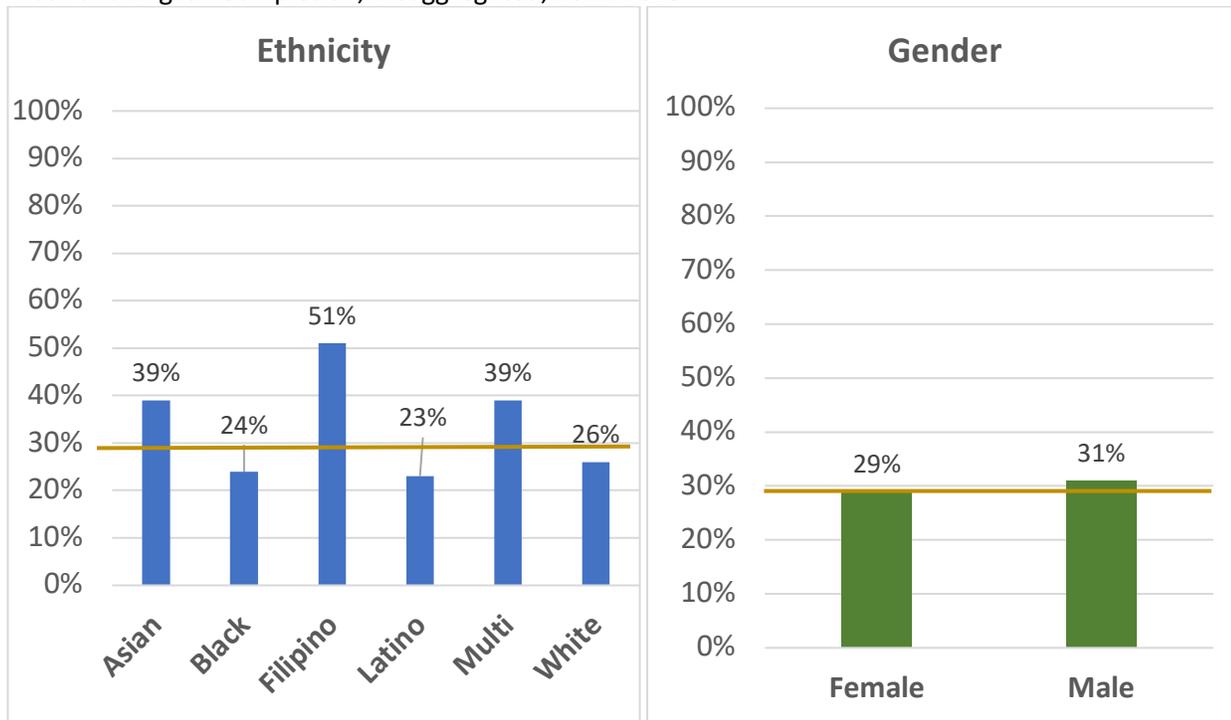
Source:

(Source: CCCCO [DataVista](#), most recent data from 2022-2023)

Foothill Outcomes, Compared



Math and English Completion, Disaggregated, 2022-2023



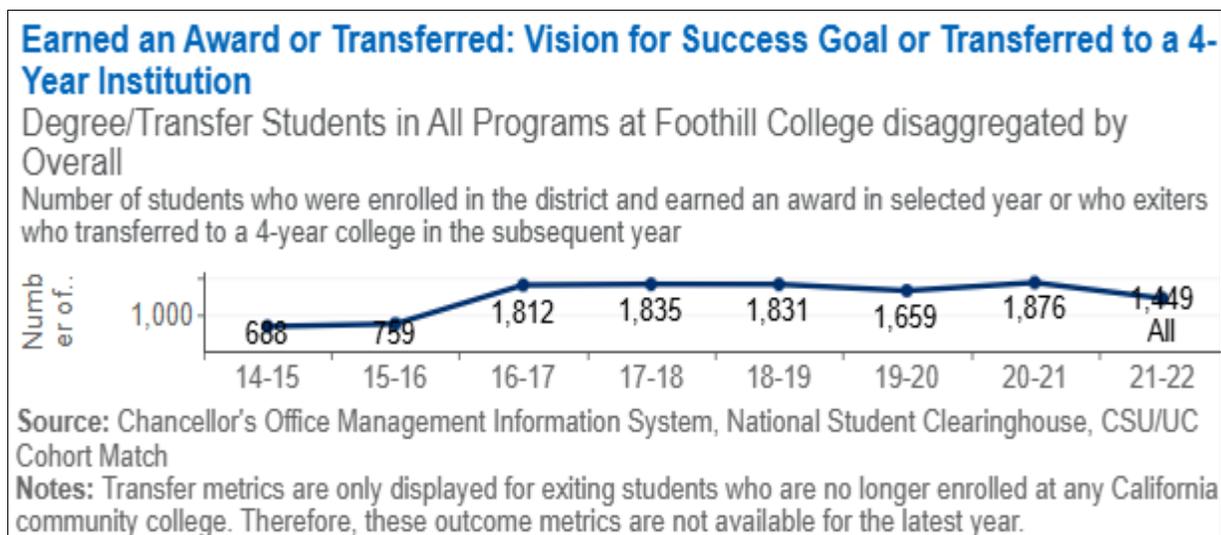
(Source: CCCCO DataVista, most recent data from 2022-2023)

Note: Foothill Average = 29%, as represented by the gold line.

The percent of Foothill College Degree/Transfer seeking students completing both transfer level Math and English has been trending upward at Foothill College, increasing from 20% in 2014-2015 to 29% in 2022-2023. This percentage is higher than the statewide and regional averages.

Disaggregation shows that Black and Latino students are completing transfer level Math and English at much lower rates than other ethnic groups.

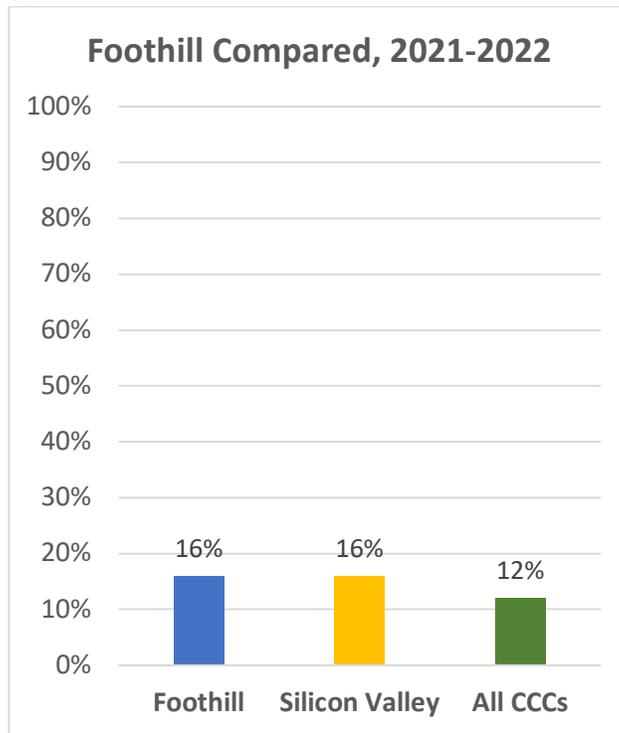
Degree/Transfer Students: Completion, Transfer



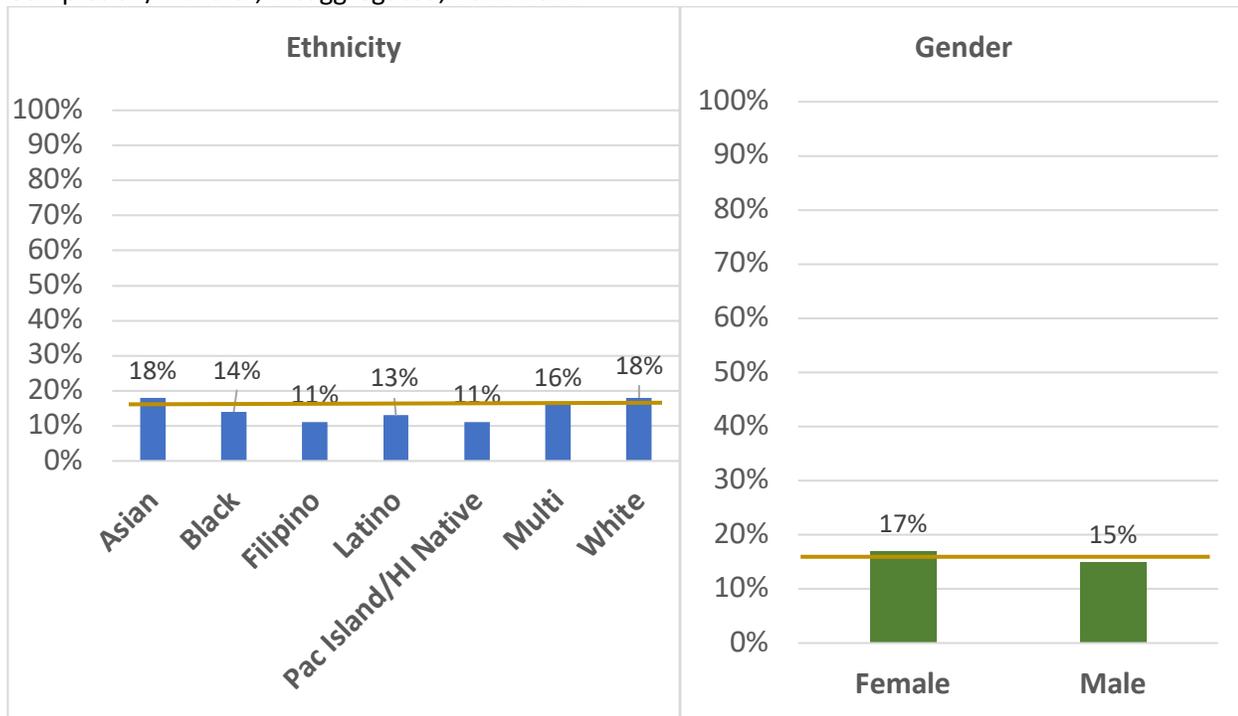
(Source: CCCCO DataVista, most recent data from 2021-2022)

Note: The equivalent percentages corresponding to the above chart, from 14-15 to 21-22, are: 14%, 12%, 13%, 14%, 15%, 14%, 16%, 16%

Completion/Transfer, Compared



Completion/Transfer, Disaggregated, 2021-2022



(Source: CCCCO [DataVista](#), most recent data from 2021-2022)

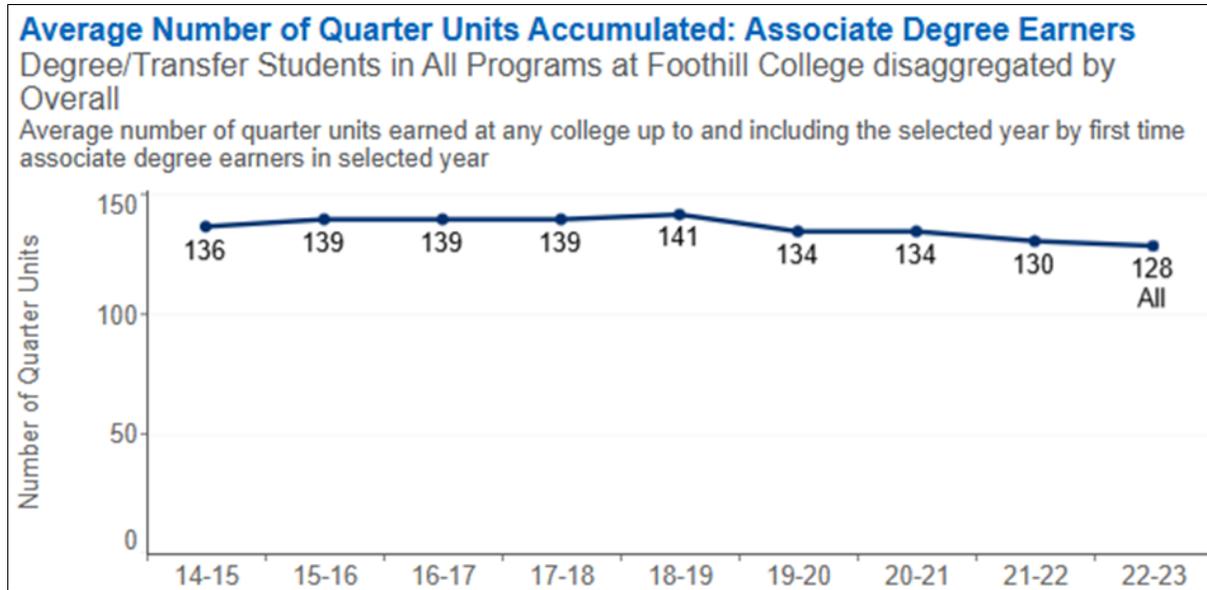
Note: Foothill Average = 16%, as represented by the (gold line).

The number and percentage of Foothill College Degree/Transfer seeking students who earn an award and/or transfer has trended up slightly in past years, from 14% in 2014-2015 to 16% in 2021-2022.

Both Foothill College and the regional California Community Colleges in Silicon Valley posted the same percent in 2021, which was higher than the statewide average for all colleges.

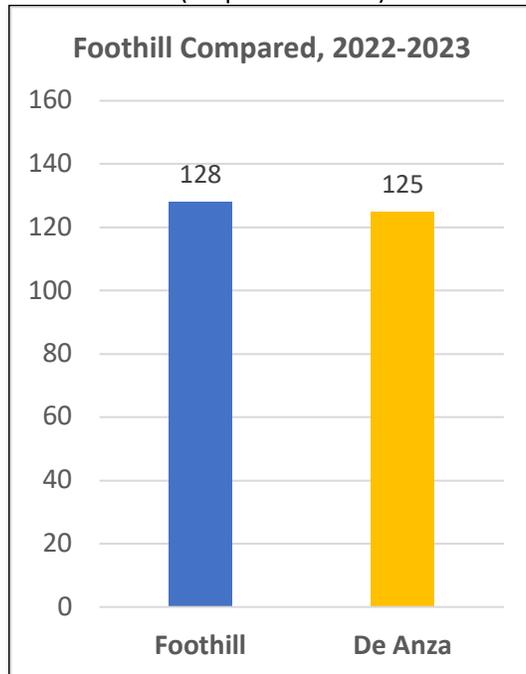
Disaggregated data show that Black, Filipino, Latino, and Pacific Islander/Native Hawaiian students have lower completion rates, as do males.

Degree/Transfer Students: Units Accumulated Upon Graduation

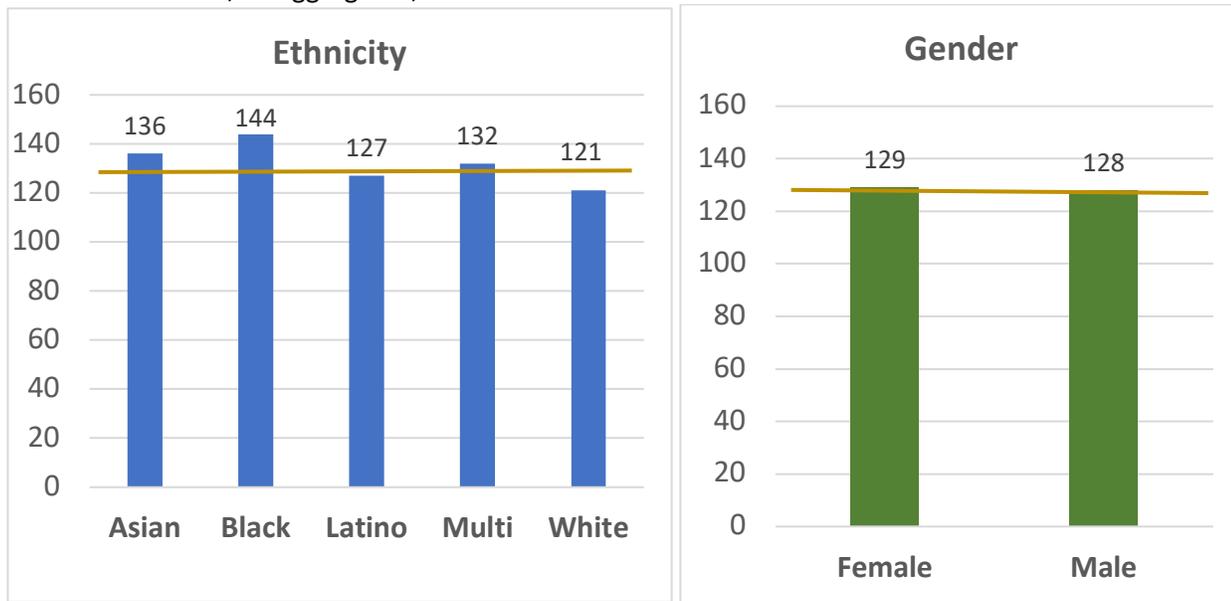


(Source: CCCCO [DataVista](#), most recent data from 2022-2023)

Foothill College Students, Compared to De Anza (in quarter units.)



Unit Accumulation, Disaggregated, 2022-2023



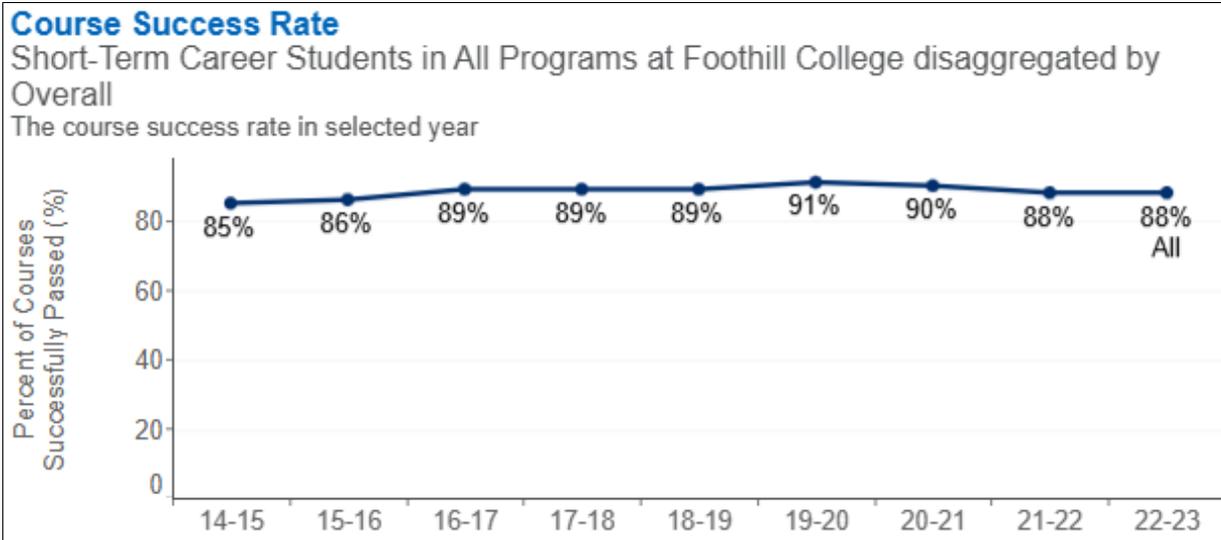
Source: CCCCO [DataVista](#), most recent data from 2022-2023

Note: Foothill Average = 128, represented by the *gold line*.

The number of units accumulated by Foothill College degree/transfer seeking students upon graduation has generally decreased in past years, from 136 in 2014-2015 to 128 in 2022-2023. This is three units more on average than De Anza College graduates. A statewide comparison is not available due to other colleges being on the semester calendar.

Disaggregation shows that Asian, Black, Multi Ethnicity and, to a lesser extent, female students accumulate more units than average.

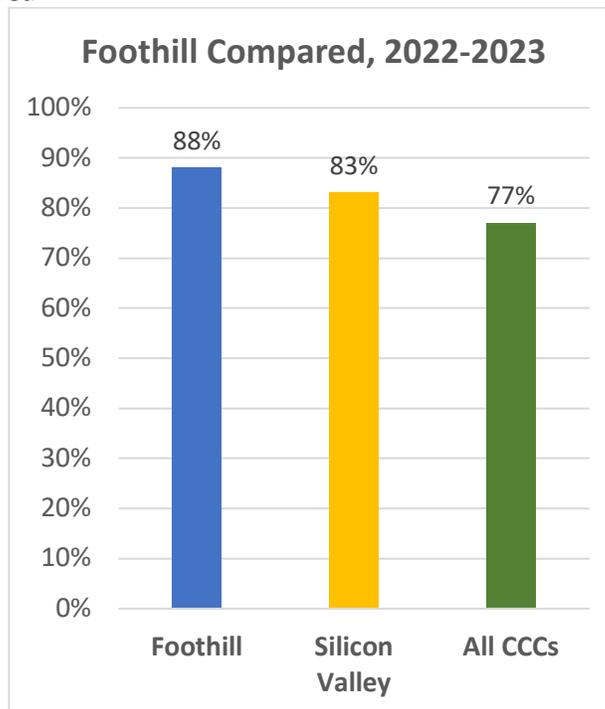
Short-Term CTE Students: Course Success Rate



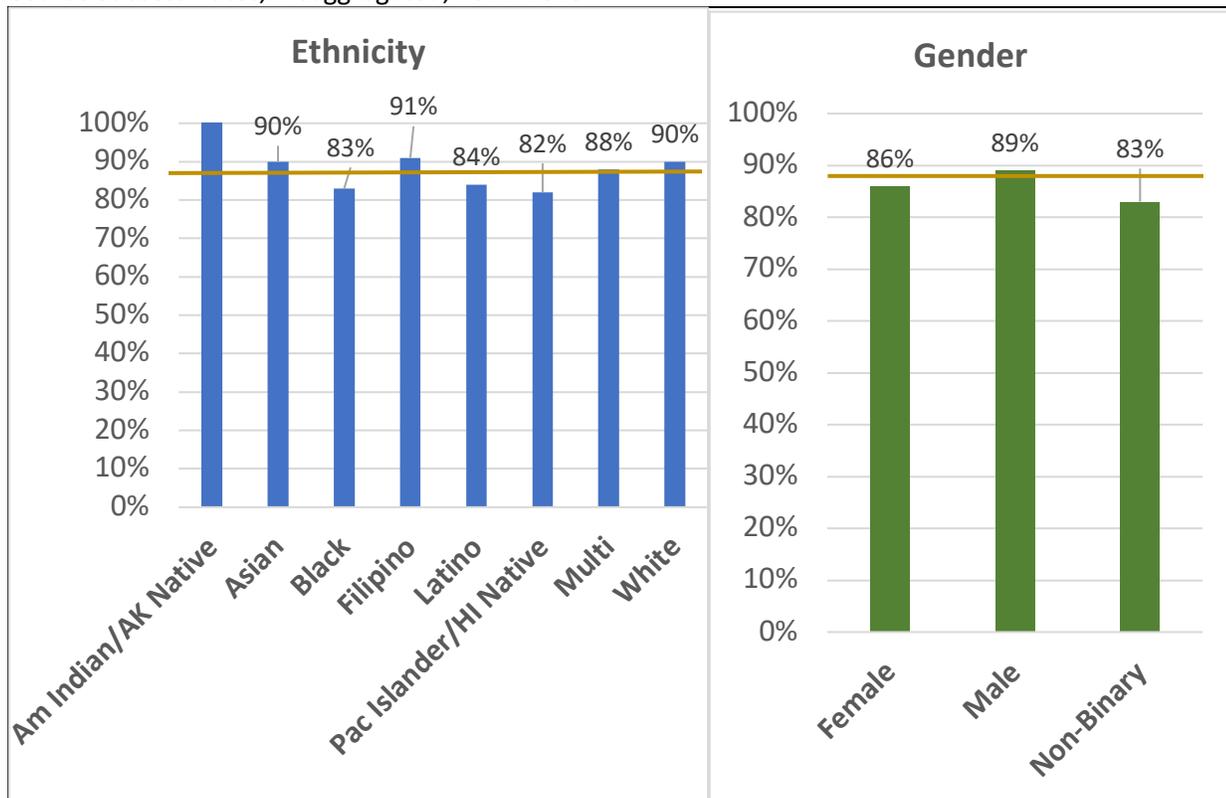
(Source:

(Source: CCCCO [DataVista](#), most recent data from 2021-2022)

Course Success Rates, Compared



Course Success Rates, Disaggregated, 2022-2023



(Source: CCCC DataVista, most recent data from 2022-2023)

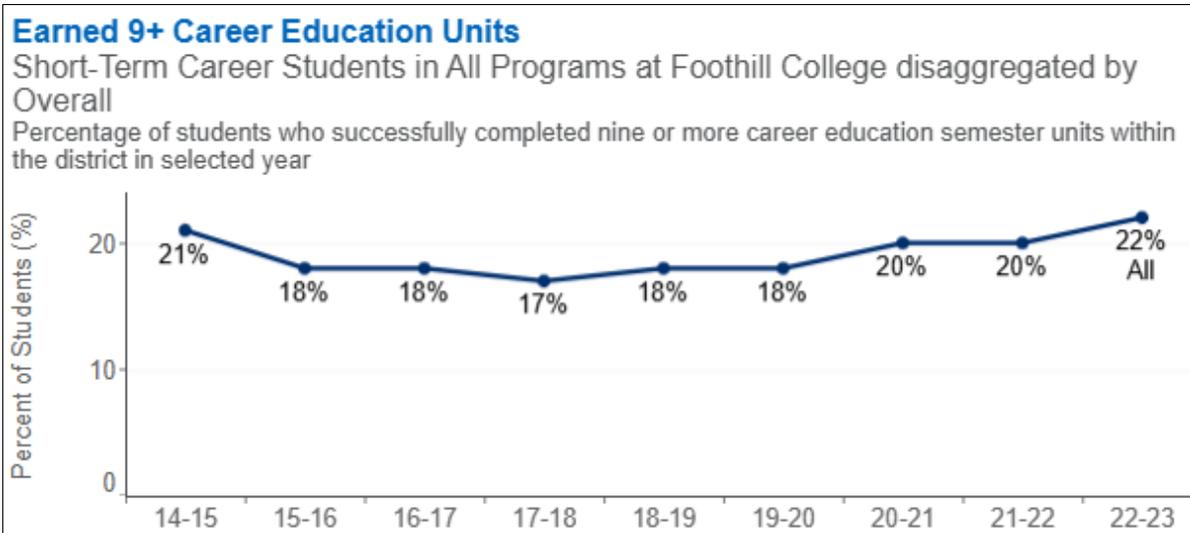
Note: Foothill Average = 88%, represented by the gold line.

The Course Completion Rate for Short-Term CTE Foothill College students has trended upward slightly, from 85% in 2014-2015 to 88% in 2022-2023.

Foothill’s rate is higher than the regional (Silicon Valley) and Statewide averages.

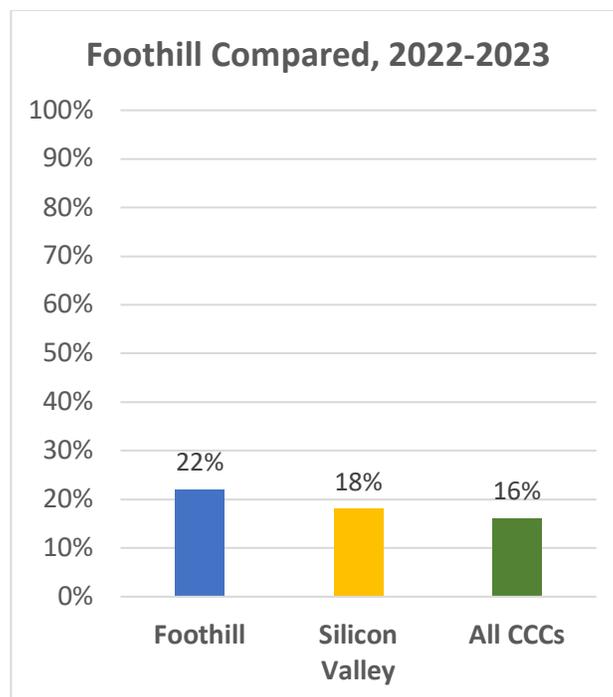
Disaggregated data show that Black, Latino, Pacific Islander, Female, and Non-Binary students have lower course success rates.

Short-Term CTE Students: Earned 9+ Units

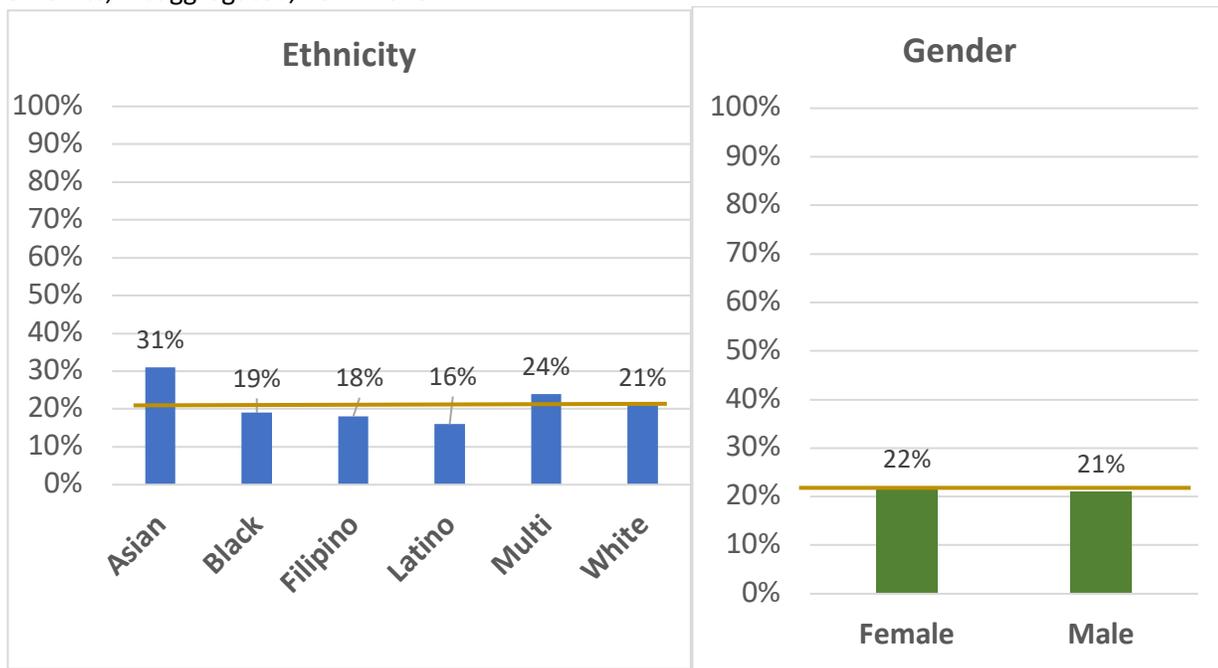


(Source: CCCCO DataVista, most recent data from 2022-2023)

9+ Units, Compared



9+ Units, Disaggregated, 2022-2023



(Source: CCCC DataVista, most recent data from 2022-2023)

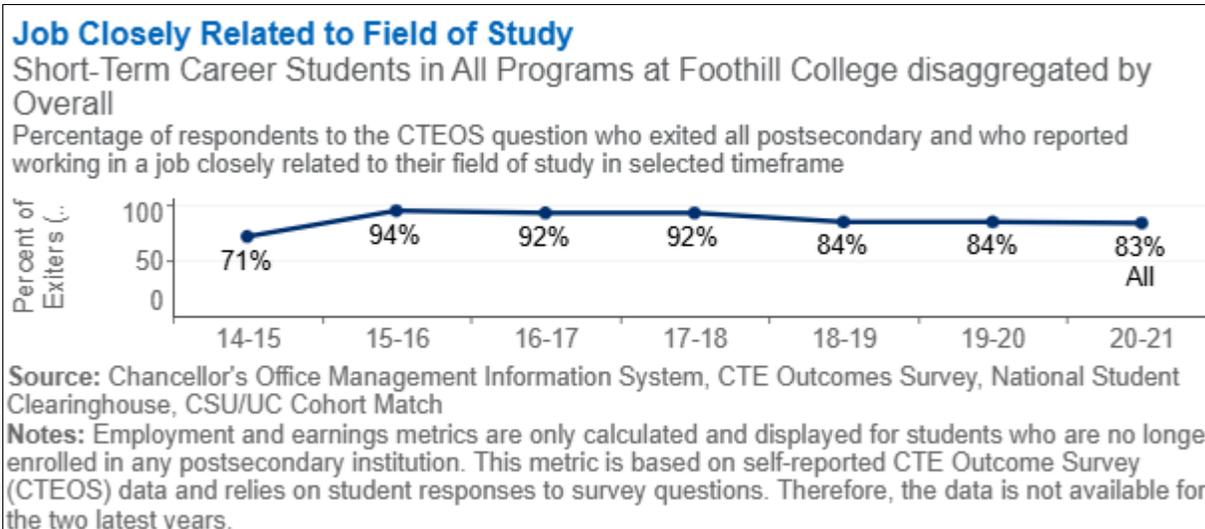
Note: Foothill Average = 22%, represented by the gold line.

The percentage of Short-Term CTE Students earning 9+ Units has decreased in recent years, but rebounded from 21% in 2014-2015 to 22% in 2022-2023.

Foothill College Short-Term CTE students earn 9+ units at a higher rate than the region (Silicon Valley) or the state.

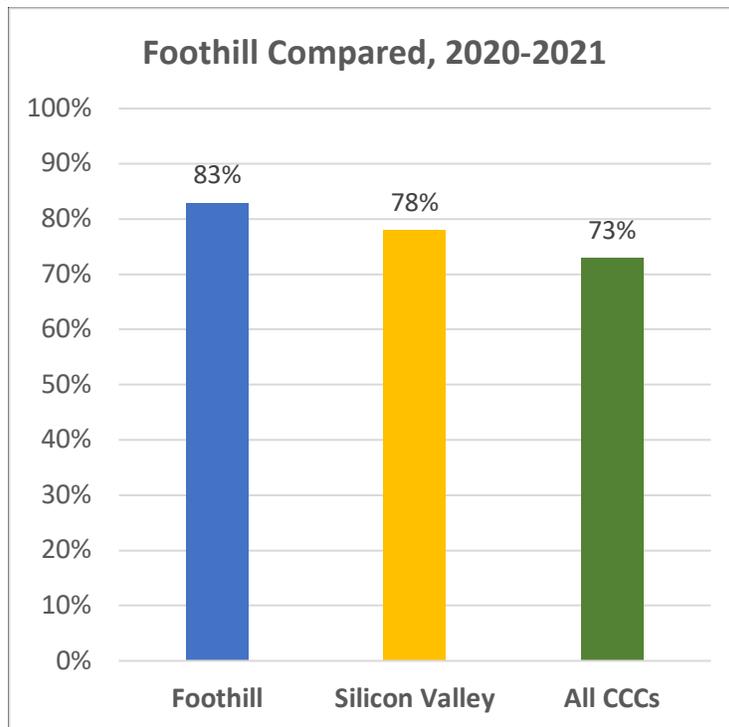
Disaggregation shows that Black, Filipino, and Latino students earn 9+ units at lower rates.

Short-Term CTE Students: Job Closely Related to Field of Study

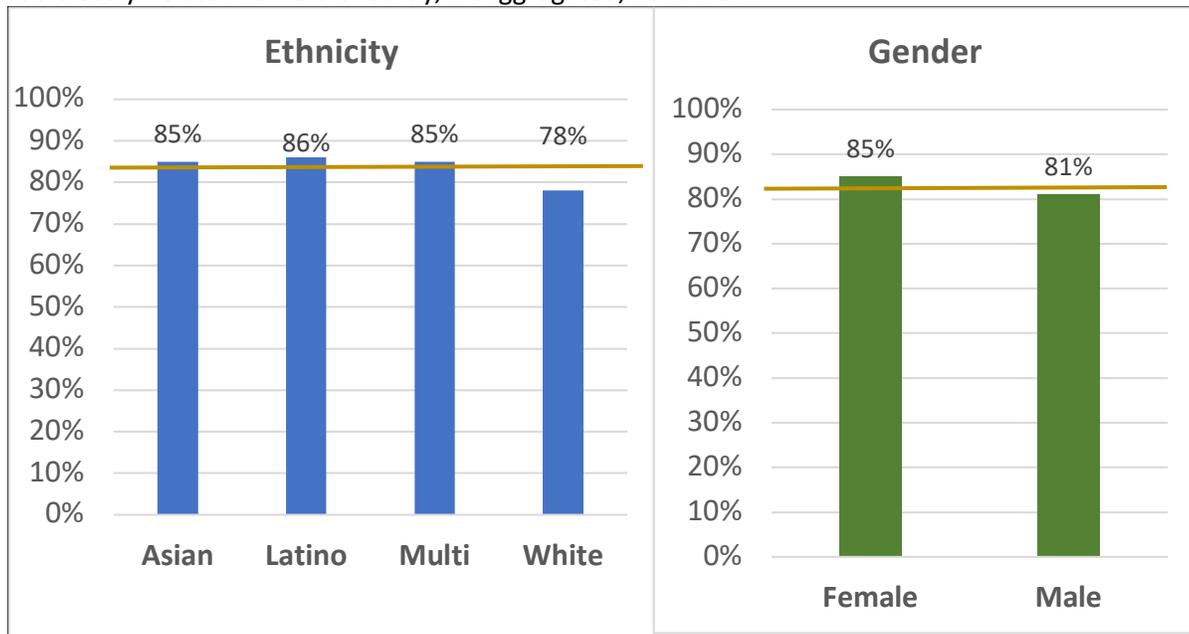


(Source: CCCCO DataVista, most recent data from 2020-2021)

Foothill College, Compared



Job Closely Related to Field of Study, Disaggregated, 2020-2021



(Source: CCCCO [DataVista](#), most recent data from 2020-2021)

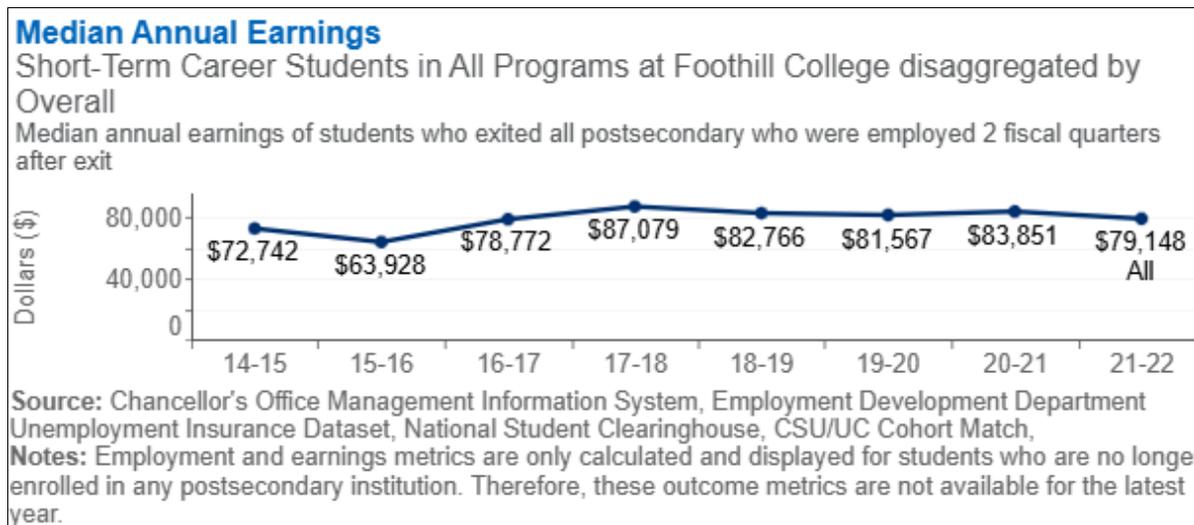
Note: Foothill Average = 83%, as represented by the *gold line*.

The percentage of Foothill College Short-Term CTE students who find a job closely related to their field of study trended upward in recent years from a low of 71% in 2014-2015, to a high of 94% in 2015-2016, to 83% in 2020-2021.

Compared to the regional and statewide averages, Foothill College has a higher percentage of students finding employment in their field of study.

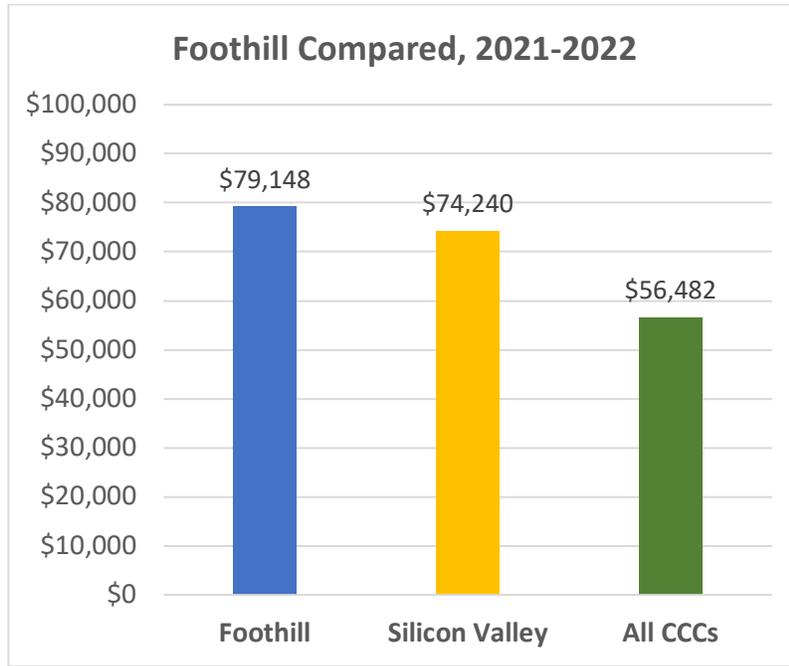
Disaggregated data shows that a lower percentage of White and male students are finding employment in their field of study.

Short-Term CTE Students: Earnings

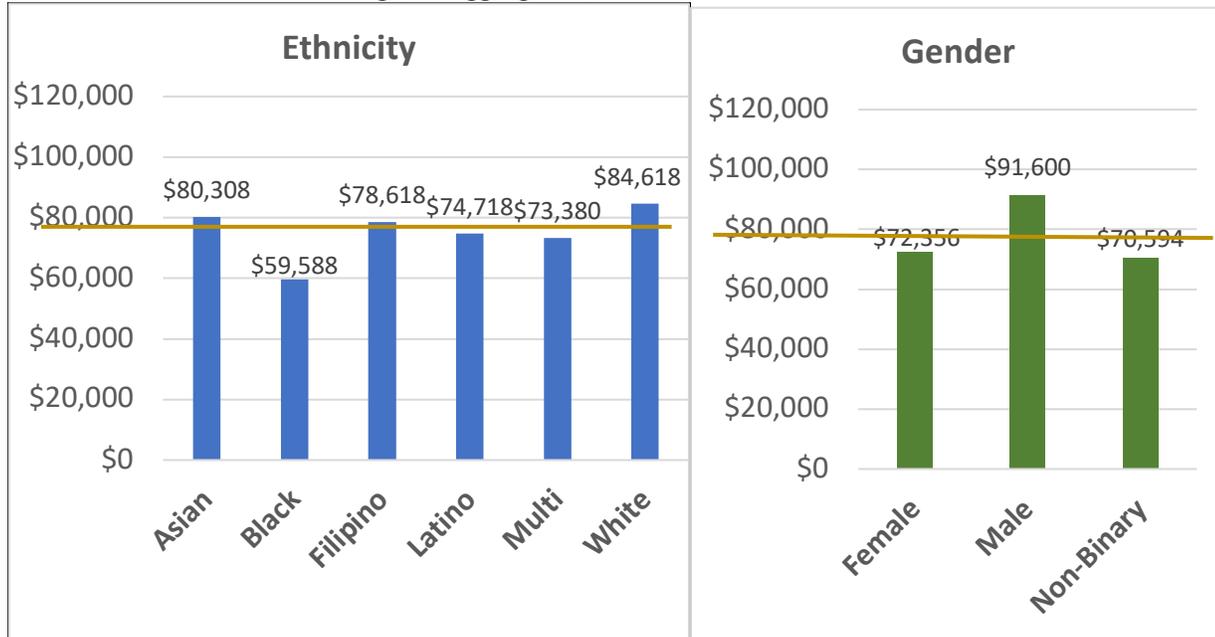


(Source: CCCCO [DataVista](#), most recent data from 2021-2022)

Foothill College, Compared



Short-Term CTE Student Earnings, Disaggregated, 2021-2022



(Source: CCCCO [DataVista](#), most recent data from 2021-2022)

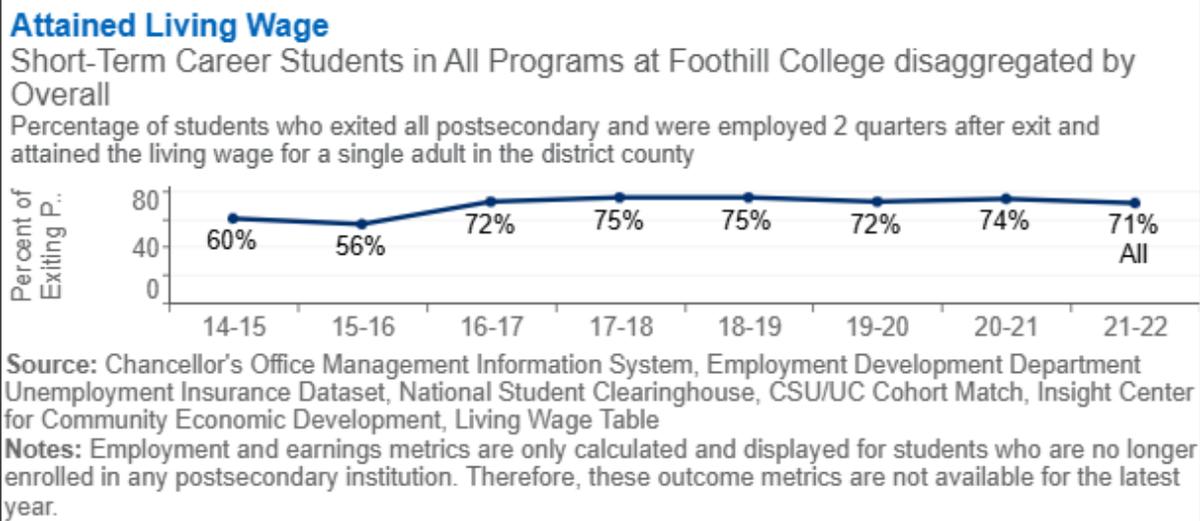
Note: Foothill Average = \$79,148, as represented by the gold line.

The Median Annual Earnings for former Foothill College Short-Term CTE students has been trending upward in recent years, from \$72K in 2014-2015 to \$79K in 2021-2022.

These earnings are higher than the average for regional or statewide California Community Colleges.

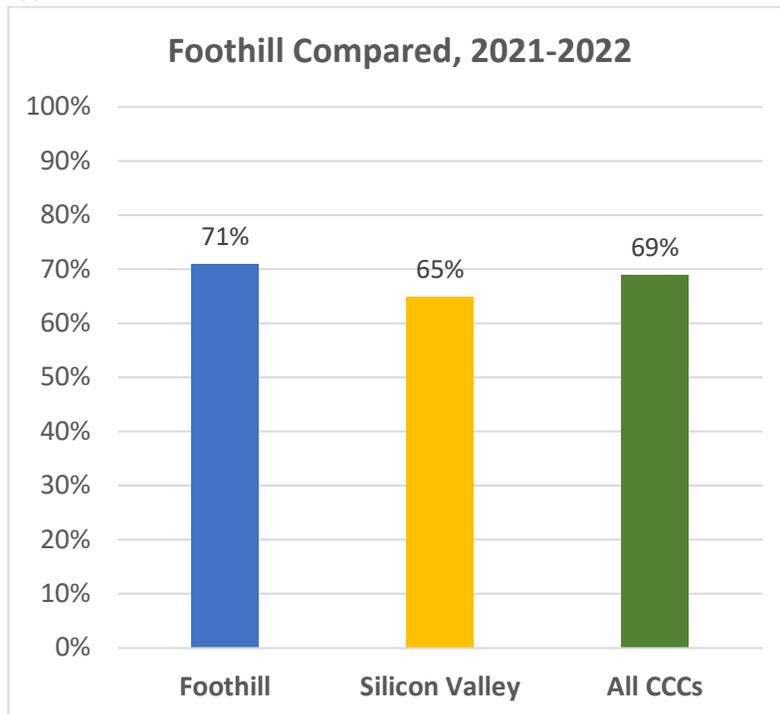
Disaggregated data shows that Black, Latino, Multi Ethnicity, Female, and Non-Binary students earn lower wages than their counterparts.

Short-Term CTE: Attained Living Wage

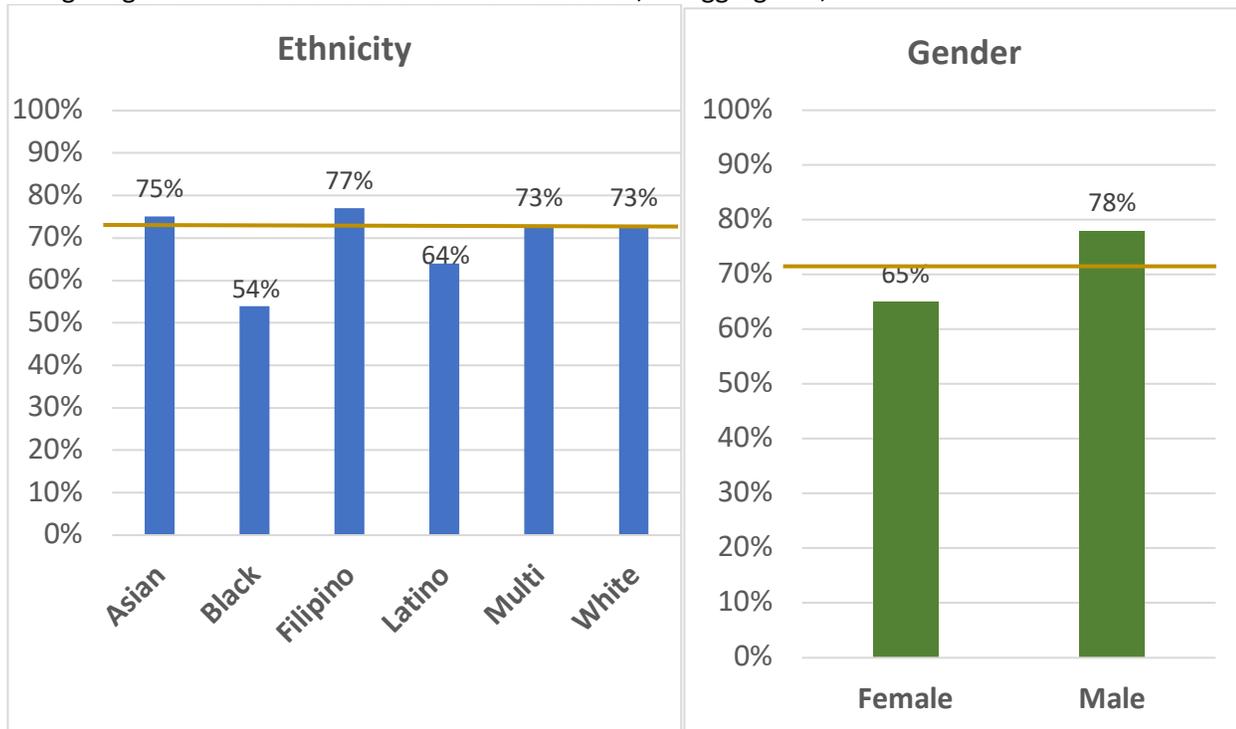


(Source: CCCCO [DataVista](#), most recent data from 2021-2022)

Foothill College Compared



Living Wage Attainment for Short-Term CTE Students, Disaggregated, 2021-2022



(Source: CCCCO [DataVista](#), most recent data from 2021-2022)

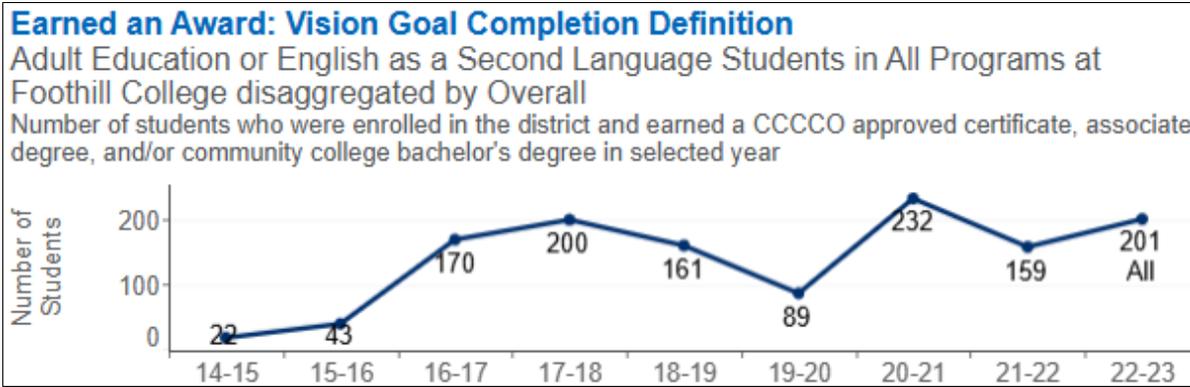
Note: Foothill Average = 71%, as represented by the gold line.

The percentage of Foothill College Short-Term CTE students attaining the living wage has generally trended upward in recent years, from 60% in 2014-2015 to 71% in 2021-2022.

This percentage is higher than the average for the region (Silicon Valley) or the state.

Disaggregation shows that former CTE students who are Black, Latino, and Female are less likely to earn a living wage.

### Adult Education/ESL: Completion

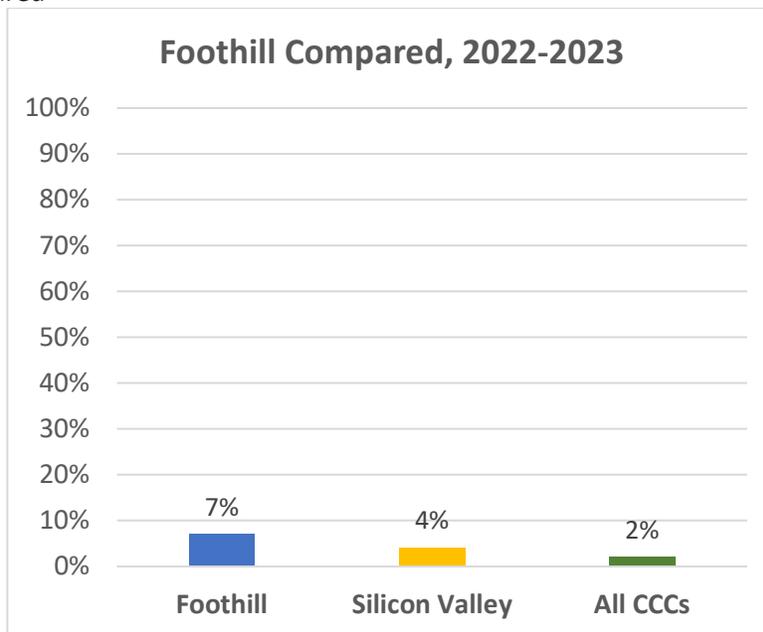


(Source: CCCC DataVista, most recent data from 2022-2023)

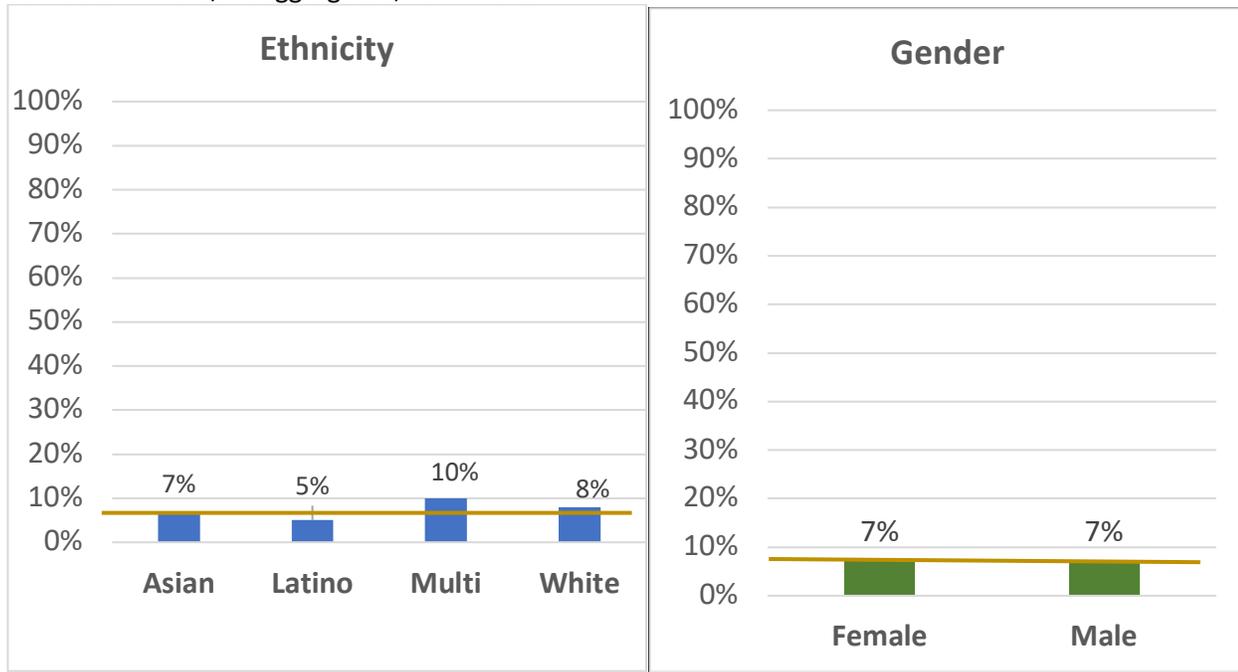
Note: percentages corresponding to the numbers in the above chart for 14-15 to 22-23:

4%, 6%, 9%, 9%, 6%, 5%, 8%, 7%, 7%

### Foothill College, Compared



Earned an Award, Disaggregated, 2022-2023



(Source: CCCC DataVista, most recent data from 2022-2023)

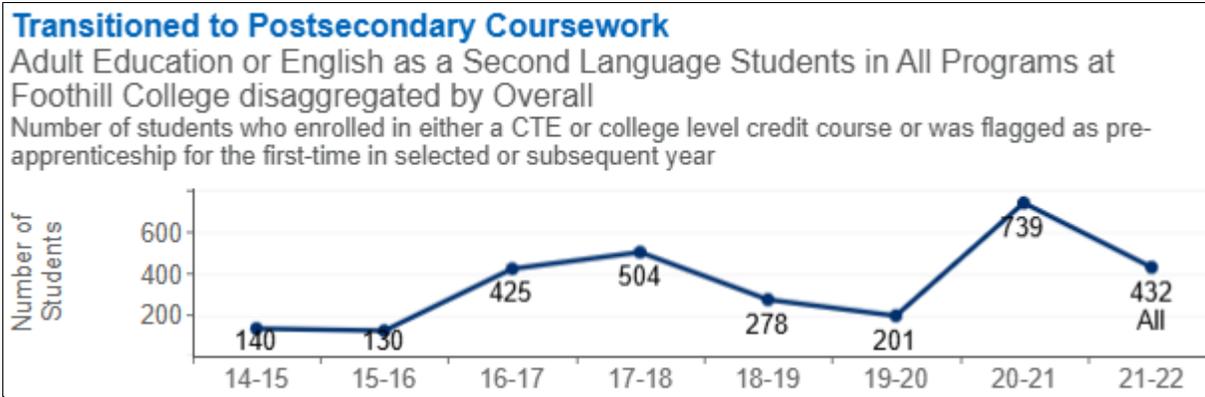
Note: Foothill Average = 7%, as represented by the gold line.

Foothill College Adult Education/ESL student completion rates have generally been trending upward in recent years, from 4% in 2014-2015 to 7% in 2022-2023.

Although this rate is low, it is higher than the average for the region (Silicon Valley) or the state.

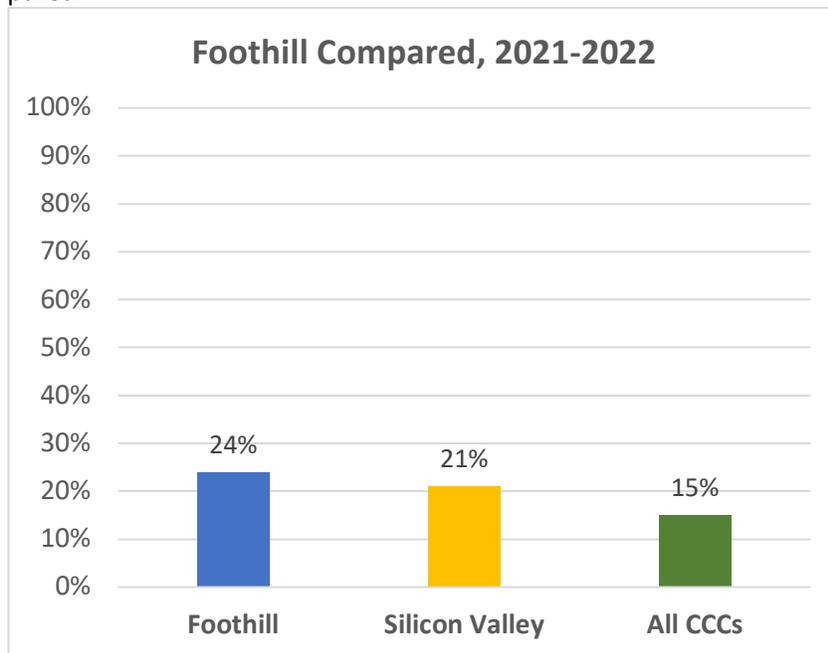
Disaggregated data show that Latino Adult Education/ESL students are completing at a lower rate.

Adult Education/ESL: Transitioned to Postsecondary Coursework

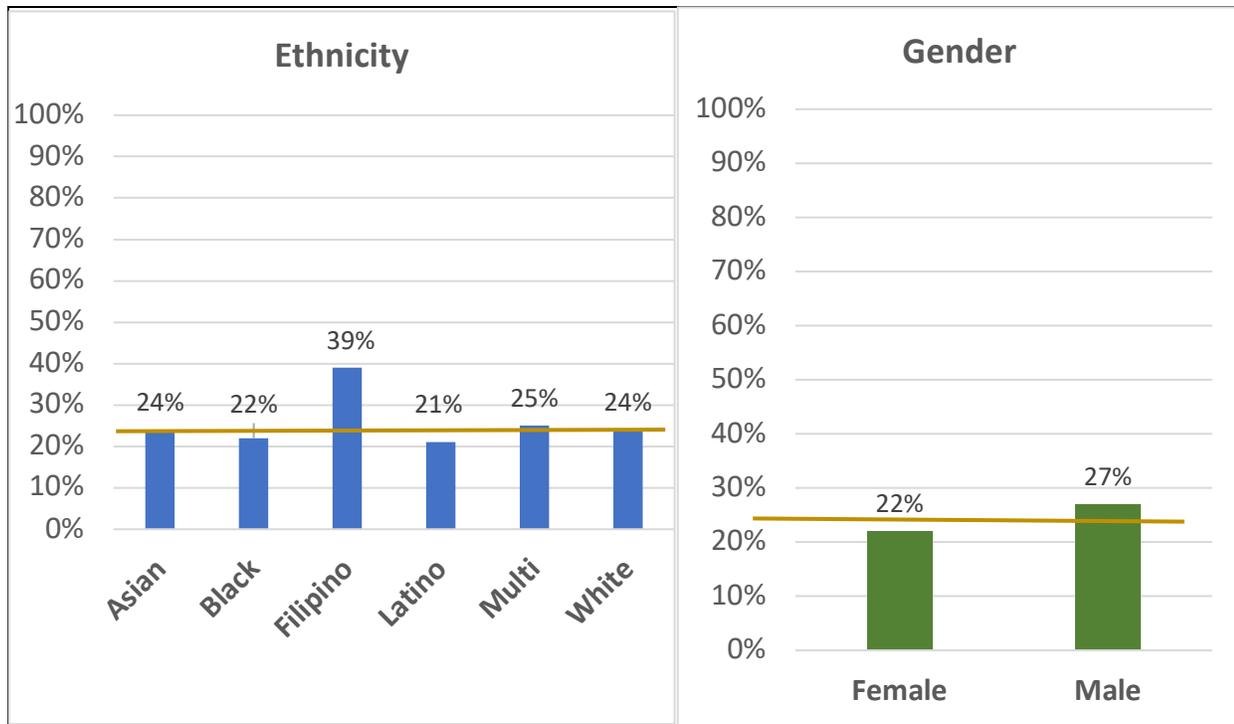


(Source: CCCCO [DataVista](#), most recent data from 2021-2022)

Foothill College, Compared



Adult Education/ESL Transition to Postsecondary Coursework, Disaggregated, 2021-2022



(Source: CCCCO [DataVista](#), most recent data from 2021-2022)

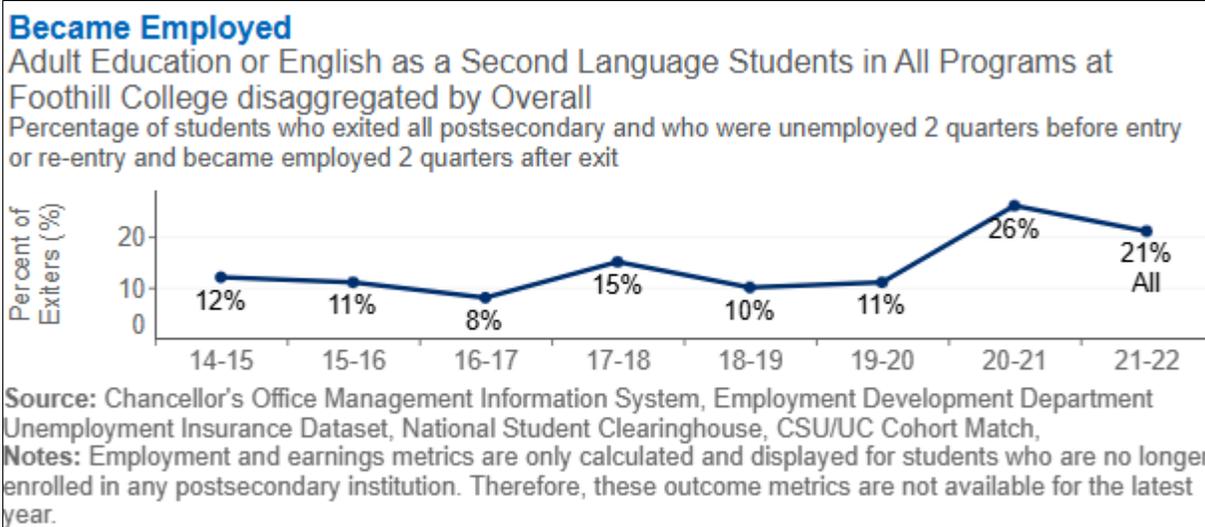
Note: Foothill Average = 24%, as represented by the gold line.

The number of Foothill College Adult Education/ESL students transitioning to postsecondary coursework has generally trended upward in recent years, from 140 in 2014-2015 to 432 in 2021-2022.

Compared to the region (Silicon Valley) and the state, Foothill College has a higher rate of transition.

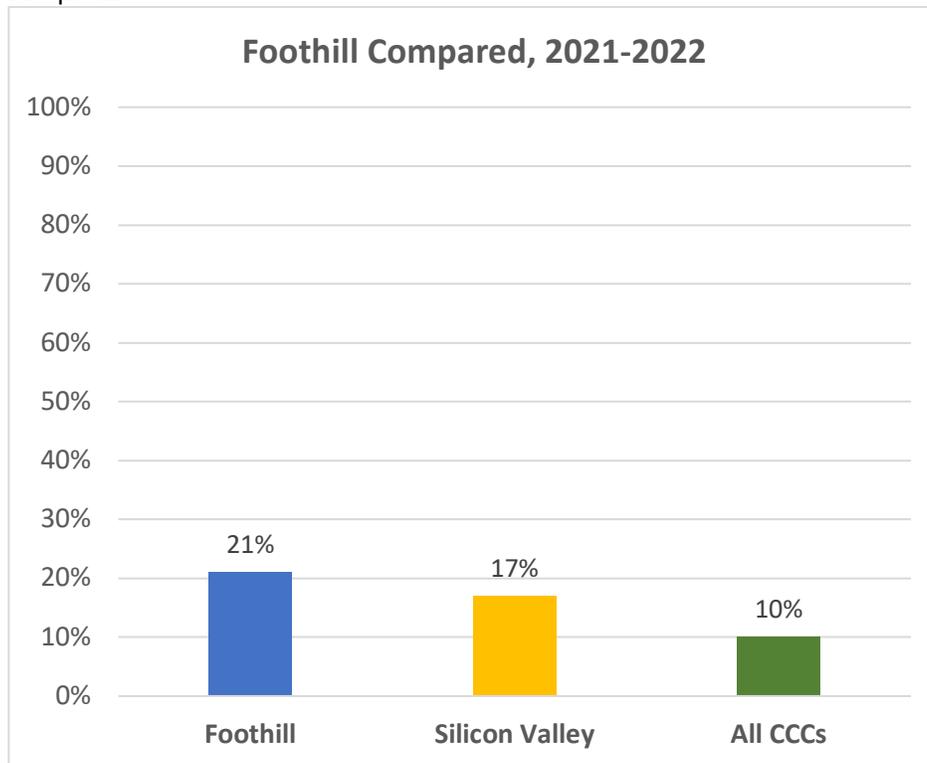
Disaggregated data show that Black, Latino and Female students transition at lower rates.

Adult Education/ESL: Became Employed

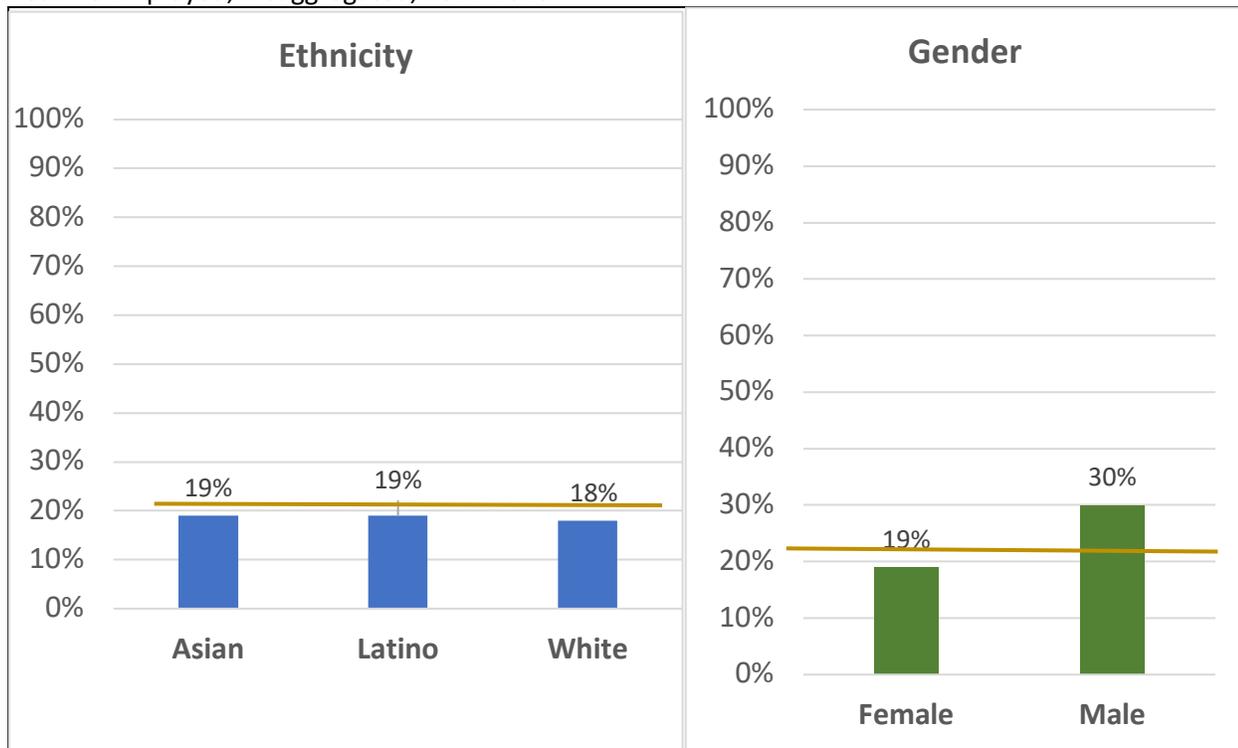


(Source: CCCCO [DataVista](#), most recent data from 2021-2022)

Foothill College, Compared



Became Employed, Disaggregated, 2022-2023



(Source: CCCCO [DataVista](#), most recent data from 2022-2023)

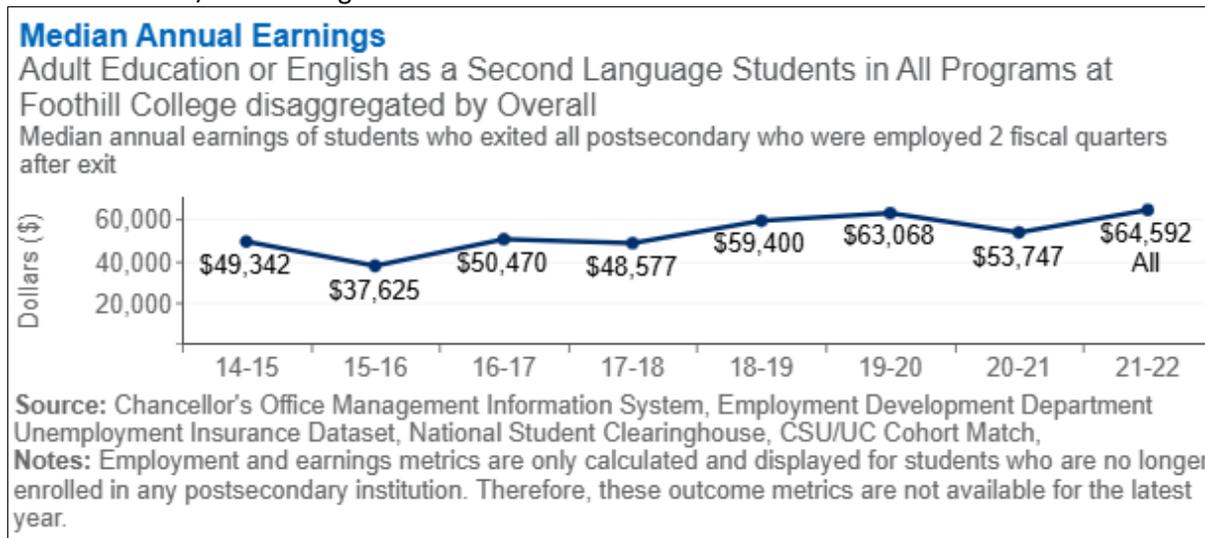
Note: Foothill Average = 21%, as represented by the gold line.

The rate of Foothill College Adult Education/ESL students who became employed generally trended upward, from 12% in 2014-2015 to 21% in 2022-2023.

Compared to the region (Silicon Valley) and the state, Foothill College has a higher employment rate.

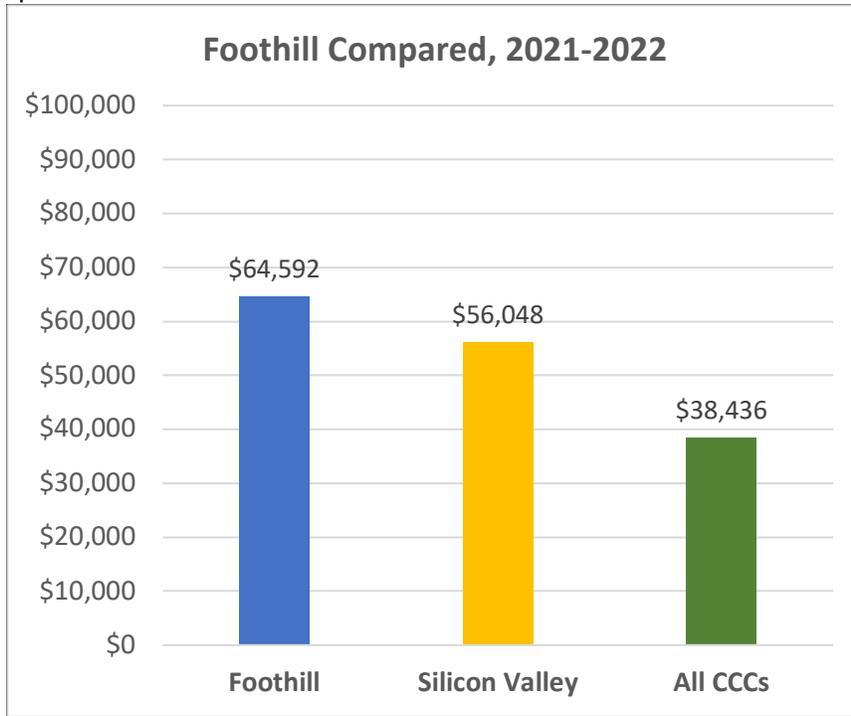
Disaggregated data show that Asian, Latino, White, and Female Adult Education/ESL students show lower rates of employment.

Adult Education/ESL: Earnings

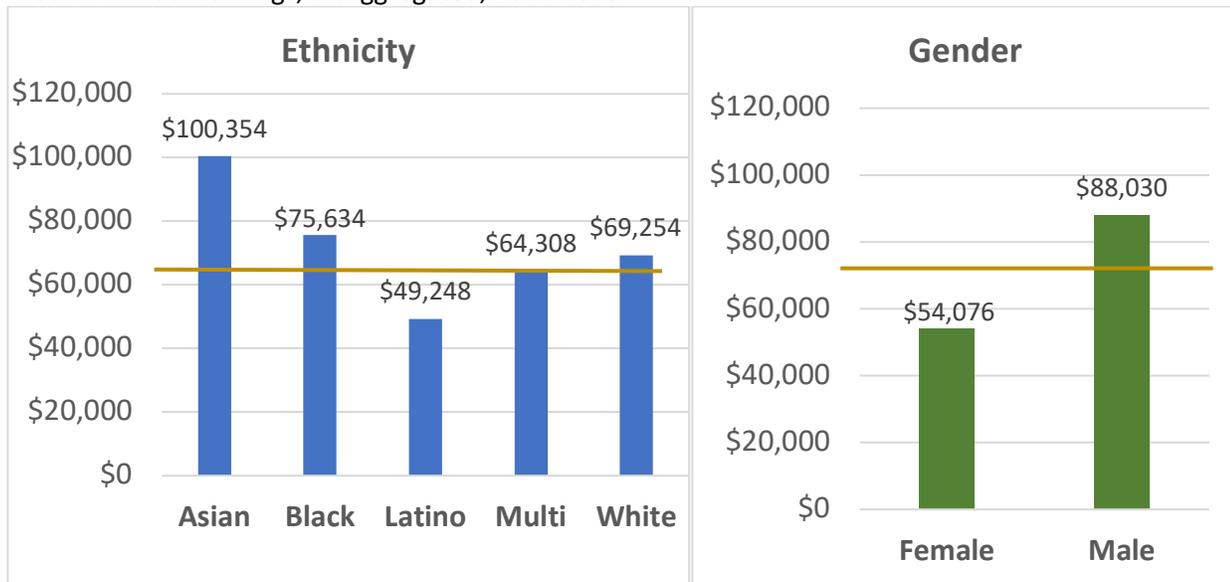


(Source: CCCCO [DataVista](#), most recent data from 2021-2022)

Foothill College, Compared



Median Annual Earnings, Disaggregated, 2022-2023



(Source: CCCC DataVista, most recent data from 2022-2023)

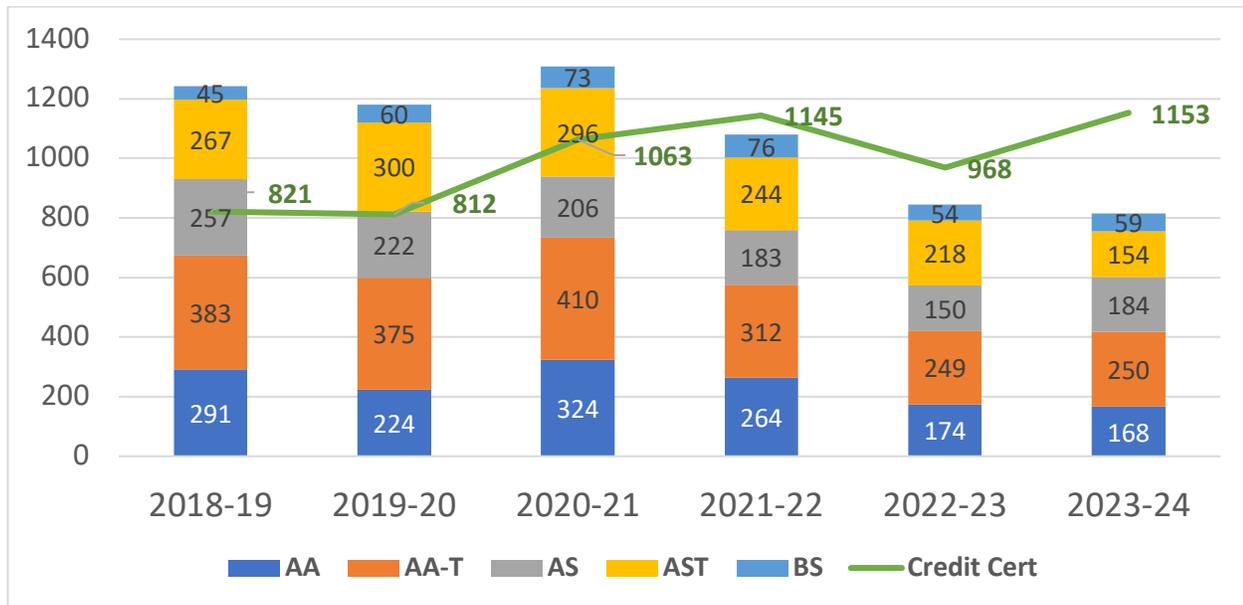
Note: Foothill Average = \$64,592, as represented by the gold line.

Foothill College Adult Education/ESL students have generally shown increases in median annual earnings in recent years, from \$49K in 2014-2015 to \$65K in 2022-2023.

Foothill College student earnings are higher than the regional (Silicon Valley) and statewide averages.

Disaggregated data show that Latino and Female Adult Education/ESL students earn far less than their counterparts.

### Student Outcomes: Awards Conferred



(Source: Internal Precision Degrees & Certificates Report)

Over the past six years, the number of credit certificates bestowed by Foothill College has increased while the number of degrees conferred has decreased.

## Student Outcomes: Top AA/AA-T Degrees Awarded

### Associate Degree, Arts

AA Major	2023-24
1GSS - General Studies: Social Science	45
1ACC - Accounting	15
1COS - Communication Studies	15
1GID - Graphic & Interactive Design	15
1MU1 - Music Technology	13
1PSY - Psychology	13
1JAP - Japanese	12
1CHD - Child Development	10
1SOC - Sociology	9
1ART - Art	8

### Associate Degree for Transfer, Arts

AA-T Major	2023-24
1PYT - Psychology for Transfer	78
1CMT - Comm Studies for Transfer	30
1SOT - Sociology for Transfer	27
1KIT - Kinesiology for Transfer	25
1ECT - Economics for Transfer	23
1CDV - Chld & Adolescent Dev-Transfer	19
1PST - Political Science for Transfer	12
1ANT - Anthropology for Transfer	8
1HIT - History for Transfer	6
1ATT - Art History for Transfer	5

(Source: Internal Precision Degrees & Certificates Report)

Many similar degrees are offered in both the AA and AA-T formats, including in Psychology, Communication, Sociology, Child Development and Art.

## Student Outcomes: Top AS/AS-T Degrees Awarded

### Associate Degree, Science

AS Major	2023-24
1V T - Veterinary Techn	23
1RET - Respiratory Therapy	22
1R T - Radiologic Technology	22
1PAR - Paramedic	18
1PT - Pharmacy Technician	12
1DIM - Diagnostic Medical Sonography	11
1D A - Dental Assisting	8
1EGN - Engineering	8
1GI4 - Geographic Inform Syst Tech	8
1GSC - General Studies: Science	8

### Associate Degree for Transfer, Science

Major	2023-24
1BA2 - Business Admin for Transfer 2	51
1PHS - Public Health Sci for Transfer	38
1BAT - Business Admin for Transfer	21
1MTT - Mathematics for Transfer	18
1BIT - Biology for Transfer	10
1FTV - Film,TV & Elec Media-Transfer	8
1PCT - Physics for Transfer	4
1EAT - Early Chld Educ for Transfer	2
1ENV - Environmental Sci for Transfer	2

(Source: *Internal Precision Degrees & Certificates Report*)

Similar programs of study show up as Associate of Arts and Associate of Science degrees, including Early Childhood Education and Geographic Information Systems.

### Student Outcomes: Top Credit Certificates Awarded

Major	2023-24
1RDD - Research Design Dev Global Good	235
1EIW - Inside Wireman	175
1IGC - Full IGETC Certification: CSU	86
1EC1 - Early Child Educ Fundamentals	57
1NDT - Non-Destructive Testing Tech	46
1IDC - Full GE Breadth Certification	35
1SC1 - Appr:Sound & Comm Installer	35
1ICU - Full IGETC Certification: UC	32
1ETS - Education Tech Specialist	25
1MKR - Makerspace Coordinator	24
1CM1 - Communication Studies I	21
1SP4 - Appr:Steamfitng&Pipefitng Tec	21
1SIL - STEAM Instructional Leadership	20
1AC1 - Appr:Air Conditng & Refrig Tec	16
1PT2 - Appr:Plumbing Technology	16

Although most certificates are Career and Technical Education (CTE) - focused, three of the top certificates are awarded for meeting general education requirements.

### Student Outcomes: Bachelor’s Degrees

Major	2023-24
1DH - Dental Hygiene	59

Foothill College awards a significant number of Bachelor’s Degrees in Dental Hygiene.

## Student Outcomes: Transfer

### Transfer to In-State Privates, and Out of State

Table 8. Foothill College In-State Private and Out-of-State Transfers, 2018-19 to 2022-23.

Institution Type	2018-19	2019-20	2020-21	2021-22	2022-23	% Change 2021-22 and 2022-23
In-State Private (ISP)	65	48	51	37	18	-51%
Out-of-State (OOS)	177	168	175	140	103	-26%
Total	242	216	226	177	121	-32%

Source: CCCCCO Data Mart

*Presented in an Internal Foothill Transfer Report.*

The number of Foothill College students transferring to ISP/OOS Colleges and Universities has also declined in recent years, at a higher rate than the decline in UC/CSU transfers.

#### Top In-State Private Transfer Destinations:

- Santa Clara University
- University of San Francisco

#### Top Out-of-State Transfer Destinations:

- Arizona State University
- Western Governor’s University
- Southern New Hampshire University

Transfer to UC, CSU

Table 1. Foothill College California State University and University of California Transfers, 2018-19 to 2022-23.

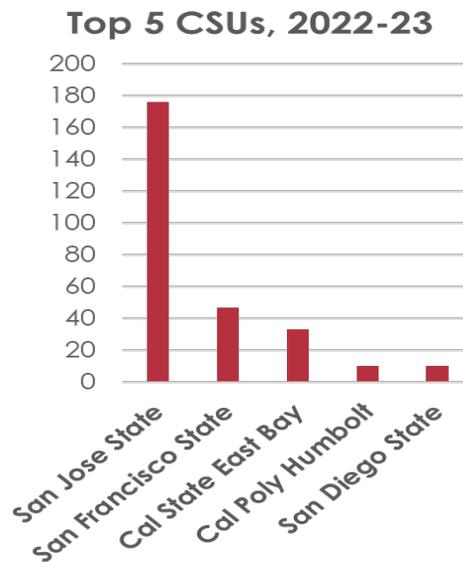
System	2018-19	2019-20	2020-21	2021-22	2022-23	% Change 2021-22 to 2022-23
California State University	407	546	496	432	345	-20%
University of California	483	445	443	427	307	-28%
Total	890	991	939	859	652	-24%

Source: CSU Analytics; UCOP Infocenter

Presented in an Internal Foothill Transfer Report.

The number of Foothill College students transferring to the UC/CSU has decreased in recent years, mirroring enrollment declines during the COVID-19 pandemic.

Foothill College transfers a higher proportion to UC than most California Community Colleges.

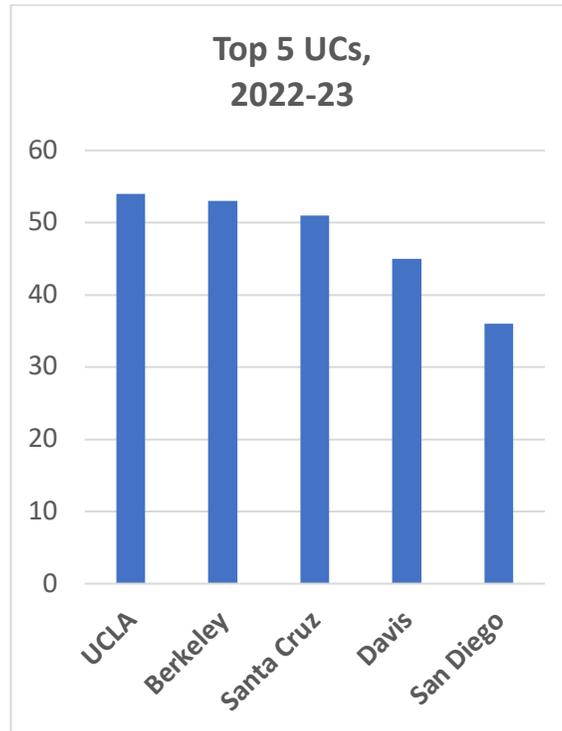


**Top Majors for Foothill Transfers to CSU  
Fall 2024**

Psychology
Kinesiology/Physical Education
Business Administration
Computer Science
Communications

(Source: CSU Data Dashboards and Internal Foothill Transfer Report)

San Jose State University is the largest transfer destination for Foothill College students.



Top Majors for Foothill Transfers to UC, 2021-22 thru 2023-24

- Social Sciences
- Mathematics And Statistics
- Psychology
- Biological And Biomedical Sciences
- Computer And Information Sciences & Support Svcs
- Multi/Interdisciplinary Studies
- Business, Management, Marketing, & Related Support Svcs
- Engineering
- Visual And Performing Arts
- Communication, Journalism, And Related Programs

(Source: UCOP [InfoCenter](#) and internal [Foothill Transfer Report](#))

Foothill College transfers a relatively similar number of students to UCLA, Berkeley, and Santa Cruz.

## Student Outcomes: CTE Awards with Highest Wage Gains

Foothill College CTE Awards (Major or Certificate) with Highest % Wage Gains, 2013-2023

Inside Wireman
Air Conditioning & Refrigeration Technology
Radiologic Technology
Geographic Information Systems Technology
Primary Care Associate
Makerspace Coordinator
Dental Hygiene
Diagnostic Medical Sonography
Plumbing Technology
General Electrician
Respiratory Therapy
Paramedic
Music Technology
Dental Assisting
Environmental Horticulture & Design

*(Source: California Community Colleges Career & Technical Education Employment Outcomes Survey)*

Foothill College participates in the annual statewide CTE Employment Outcomes Survey. Aggregated survey results from 2013-2023 show the Foothill College awards with the highest wage gains, an important outcome for CTE students.

## Appendix C: Listening and Vision Session Themes

### Student Access, Success, and Comprehensive Support

#### Strategic Enrollment Practices

- Build a campus community where every student feels they belong, supported, and inspired to succeed
- Expand enrollment with a focus on targeting adult learners and underserved populations
- Continue to grow and fully integrate dual enrollment; strengthen alignment with local high schools and Career and Technical Education pathways
- Proactively align class schedules with program maps and student completion needs.
- Maintain a balanced schedule with increased in-person classes and flexible delivery modes

#### Student Retention, Persistence, and Success

- Implement student-centered scheduling practices
- Advance efforts to eliminate equity gaps in student achievement and completion of educational goals
- Develop intentional retention and persistence plans
- Provide higher-level extracurricular activities designed to teach skills (e.g., strategic thinking)
- Explore support for learning communities
- Enhance support for international students (courses and services)

#### Support Services

- Reduce practical and financial barriers by addressing transportation, textbooks, technology access, and minimizing excess units to help preserve Financial Aid
- Continue to provide support for the college application process
- Improve access to counseling and education plans, especially for new students and dual enrollment students
- Strengthen support for fully online students by matching online services with on-campus resources to ensure equitable access and success
- Foster a vibrant campus community by restoring campus life, enhancing engagement at the Sunnyvale Center, and exploring shuttle service between Foothill and De Anza Colleges
- Expand support for student mental health and psychological needs
- Maintain or expand tutoring services

### Educational Programs and Pathways

#### Career and Academic Pathways

- Enhance and implement Guided Pathways at scale to better support and guide students toward their goals
- Create new and inclusive curriculum pathways, such as non-credit programs, to engage and support a wider range of students
- Ensure transfer pathways are efficient and effective so students move through programs in a timely manner
- Implement common course numbering and improve alignment between Foothill and De Anza's curriculum
- Consider developing or expanding adult education pathways (e.g., CNA to LVN pathway)
- Provide more exposure to different job or career opportunities

#### Career and Technical Education and Workforce Alignment

- Create and support credit for prior learning opportunities to provide on-ramps for students

- Expand CTE programs tied to living wages and regional needs
- Develop flexible, short-term certificates
- Expand apprenticeship programs
- Provide cutting edge technology programs (be a leader in new, high tech training, AI)
- Expand work experience opportunities
- Review and update curriculum to ensure all disciplines meet current industry standards
- Expand dual enrollment CTE options

### Program Innovation and Development

- Lead with innovation to address evolving workforce demands and community needs in the area
- Incorporate artificial intelligence into teaching to prepare students for the future
- Explore development of additional transfer programs (e.g., Associate Degree for Transfer in Engineering)
- Infuse programs and courses that include workforce-related skills (e.g., analytics, data science, hands-on incubation, and critical problem solving)

### Flexible and Engaged Learning

- Increase on-campus and virtual student engagement
- Expand on-campus student gathering and collaboration spaces
- Increase number of paid student jobs on campus
- Build community among students at various campus locations and online
- Provide more consistent use of Canvas across courses

### Diversity, Equity, Inclusion, and Accessibility

- Maintain strong DEIA initiatives amidst political and technological shifts
- Use disaggregated data to inform planning, actions, and priorities to ensure equitable student retention and success
- Focus on students' feeling of belongingness
- Expand affinity spaces and culturally responsive pedagogy and support services
- Maintain positive campus culture, with emphasis on inclusiveness and approachability

### Community Engagement and Strategic Partnerships

- Strengthen connection with local community
- Build and maintain strong relationships with community leaders
- Tap into private sector for support in innovation challenges, career experiences, work experience opportunities, and curriculum development input
- Dual enrollment expansion with better coordination and consistent policies
- Maintain strong relationships and active support for local K-12 and adult schools
- Expand university articulation agreements
- Improve alignment between course content at Foothill College and universities

### Planning and Data-Informed Decision-Making

#### Planning Alignment

- Maintain consistent focus on established goals and make deliberate, data-informed decisions
- Integrate planning processes across the institution
- Align the Institutional Research Office's research agenda with the priorities and goals outlined in the *Foothill 2030: Blueprint for Success*
- Align planning with the CCCCO Vision 2030 goals

## Data and Decisions

- Build infrastructure for data-informed discussions and decisions
- Strengthen continuous improvement, outcomes measurement, and accountability
- Develop an Institutional Research plan aligned with *Foothill 2030: Blueprint for Success* goals
- Strengthen the program review process, including development and implementation of a program discontinuance process
- Use data to focus on equity gaps and support transparency

## Operations, Processes, and Fiscal Sustainability

### Operations

- Cultivate culture of collaboration across the District and with De Anza College ("We are One" vision)
- Move from reactionary to strategic decision-making

### Processes

- Reduce duplication and strengthen operational processes and efficiency by modernizing clunky or broken processes (e.g., Student Employment Office procedures, Allied Health application system)
- Desire for greater collaboration with De Anza College to reduce duplication and streamline student experiences (e.g., common applications, shared services)
- Provide registration process assistance for dual enrollment students

### Fiscal

- Build fiscal stability and long-term sustainability
- Develop SCFF-based targets for enrollment and completion
- Align fiscal resources with strategic priorities and *Foothill 2030: Blueprint for Success* goals
- Further explore grants and funding partnerships, especially for the Sunnyvale Center

## Learning Environments and Technology

### Learning Environment Infrastructure

- Update the Facilities Master Plan
- Main Campus
  - Updates needed for facilities, wayfinding, STEM labs, accessibility
  - Maximize existing resources and creatively use campus spaces
  - Expand gathering spaces (e.g., student center, collaboration spaces, cork boards)
  - Provide a greater variety of food choices
  - Explore a centralized Student Center
- Sunnyvale Center
  - Develop a strategic approach to guide future programming and services to ensure Sunnyvale is more fully considered in planning and decision-making
  - Recognize and value the expanding role of the Center within the District
  - Provide food availability to better serve students and employees
  - Explore solutions to limited general education space and ongoing facility needs due to relocation of specific programs (e.g., Respiratory Therapy)

### Technology

- Acquire one technology solution that students can use to gather information
- Implement course scheduling software
- Develop a district-wide student information dashboard

- Enhanced software solutions are needed to modernize IT operations and improve accuracy and accessibility of data (e.g., program enrollment)

## Culture, Communication, and Outreach

### Culture of Care

- Strengthen student and employee engagement and sense of belonging
- Foster a heart-forward, caring and trust-centered environment across the college community
- Embed Foothill College's values deeply into day-to-day operations and culture

### Professional Growth

- Strengthen professional learning opportunities for employees
- Invest in leadership development and professional growth
- Maintain professional development to support faculty teaching online courses

### Communication

- Improve internal communication
- Foster a more collaborative relationship between the Academic Senate and Administration
- Improve communication with universities to build a smoother transfer bridge
- Increase communication with the community
- Complete website redesign

### Outreach and Marketing

- Advance Foothill College's reputation as the top choice for higher education within the local and regional communities
- Clarify and strengthen the college's brand (e.g., transfer excellence, workforce innovation, adult pathways, affordability, range of programs, beautiful campus, excellent professors)
- Need for a clear and cohesive institutional identity in a competitive environment
- Sunnyvale Center should be marketed more intentionally as a destination, especially for noncredit, adult education, and health science programs, with more strategic marketing support beyond just local efforts
- Focus outreach and recruitment on adult learners

## Appendix D: Summary of Themes from Career and Academic Pathways (CAPs) Vision Sessions

### Current Collective Work Across CAPs

#### 1. Curriculum Review and Updates

- Ongoing revisions of curriculum to improve diversity, accessibility, responsiveness to student needs, and integration of AI.
- Updating Student Learning Outcomes (SLOs) to better reflect real-world skills like critical thinking, problem-solving, soft skills, and interdisciplinary learning.
- Course review and development across credit and non-credit offerings, stackable certificates, and more flexible course formats.

#### 2. Integration of Emerging Technologies (AI, VR, Quantum)

- Exploring how AI impacts instruction, creative industries, trades, and STEM fields.
- Preparing for the ethical use of AI and training students and faculty on AI-related tools.
- Preparing for emerging technologies like VR and Quantum computing in both liberal arts and STEM.

#### 3. Focus on Equity, Access, and Student Support

- Addressing accessibility of course materials and resources.
- Enhancing wrap-around student support (e.g., mental health, advising, tutoring).
- Building a more vibrant, inclusive campus community (e.g., F2F learning, cohort models, promoting DEI, re-entry student support).

#### 4. Interdisciplinary and Project-Based Learning

- Strong push toward breaking down academic silos.
- Increasing interdisciplinary offerings (e.g., Music + Spanish, STEM + Liberal Arts) and shared learning communities.
- Promoting project-based, experiential learning across all CAPs.

#### 5. Modernization of Facilities and Resources

- Recognizing the need to update facilities (photography, darkrooms, health labs, STEM tech, etc.) to match modern educational and workforce demands.

#### 6. Apprenticeships and Workforce Alignment

- Expansion of apprenticeships (e.g., Industrial Arts, Health Sciences, Child Development) with stackable credentials and pathways to bachelor's degrees.
- Strong industry partnerships and advisory committees help ensure that curriculum matches workforce needs.

#### 7. Responding to Societal and Workforce Shifts

- Adjusting to the decline in traditional liberal arts enrollments while defending the value of humanities and critical thinking.
- Preparing students for new workforce realities, needing leadership, social, and collaborative skills.

#### 8. Faculty and Staff Development Needs

- Professional development on AI, experiential learning models, interdisciplinary pedagogy, and project-based instruction.

- Recognition of faculty workload challenges and the need for structural change to support innovation.

## Work Foreseen on the Horizon

- 1. Deeper AI Integration and Management**
  - Institutionalize AI policy discussions.
  - Teach students critical AI literacy, including bias in algorithms.
  - Balance innovation with foundational critical thinking and traditional disciplines.
- 2. More Structured and Frequent CAP Collaboration**
  - Need to institutionalize CAP meetings to promote regular discussion, planning, and collaboration across disciplines.
- 3. Expansion of Non-Credit and Upskilling Programs**
  - More non-credit options for older adults, re-entry students, and incumbent workers.
  - Develop short-term, modularized courses, micro credentials, and certifications.
- 4. Launch of New Programs and Institutes**
  - Potential development of an Emerging Technologies Institute.
  - Expanding mental health, social work, and teacher preparation programs.
- 5. Reframing the Value of Education**
  - Rebranding liberal arts, social sciences, and humanities as crucial to the workforce.
  - Marketing the inherent value of education beyond just "getting a job."
- 6. Facilities and Infrastructure Overhaul**
  - Modernize critical facilities (e.g., STEM labs, music and athletic facilities, health science simulation labs).
  - Advocate for better technology access for students and faculty (e.g., updated computer labs, virtual machines).
- 7. Breaking the Traditional Academic Schedule**
  - Explore alternative scheduling models (e.g., short-term courses, intensive formats, greater flexibility).
  - Align credit and non-credit pathways more intentionally.
- 8. Global Learning and Experiential Opportunities**
  - Build more global learning experiences and cultural exchanges into programs.
  - Foster campus activities that enhance community belonging and international perspectives.
- 9. Pathways to Degrees and Credentials**
  - Expand Credit for Prior Learning, especially for apprenticeships.
  - Create clear articulation pathways from apprenticeship programs to associate and bachelor's degrees.
  - Support expansion of bachelor's degrees in trades.
- 10. Student Mental Health and Resilience**
  - Invest in programs to support student wellness and resilience, especially in business and education fields where burnout is a major concern.