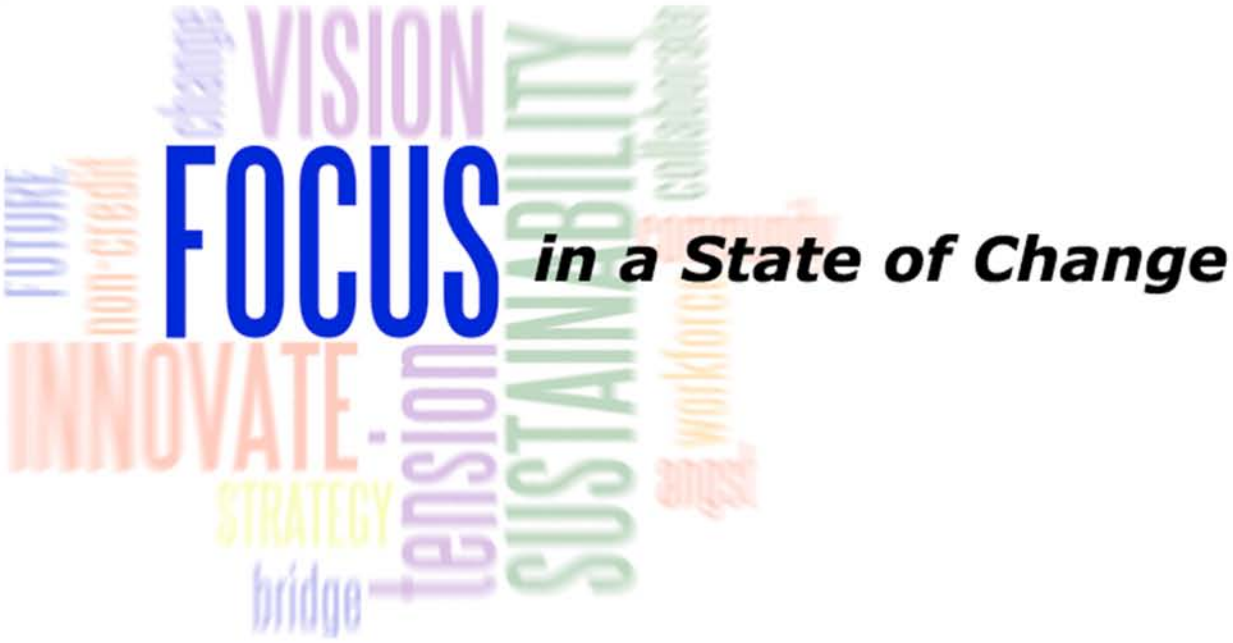
FOOTHILL COLLEGE

STATE OF THE COLLEGE

June 2009

Judy C. Miner

FOOTHILL COLLEGE



STATE OF THE COLLEGE

June 2009

FOCUS *in a State of Change*

Foothill College
STATE OF THE COLLEGE
Judy C. Miner

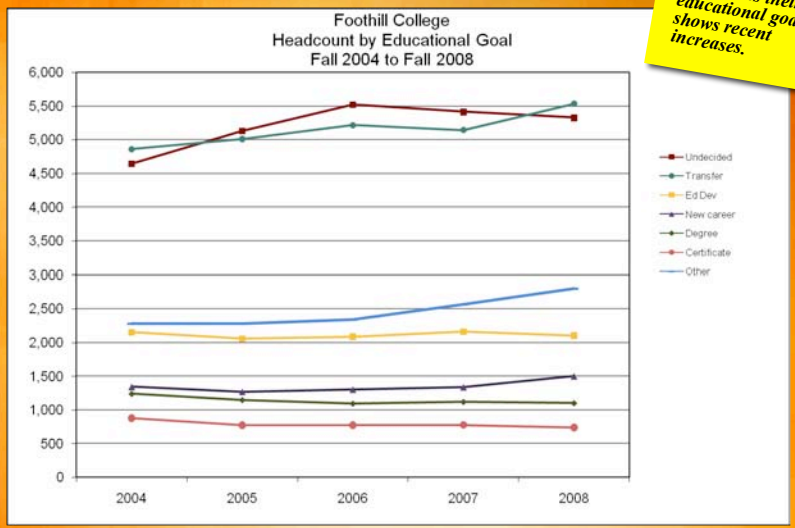
June 2009

Acknowledgements

- Mia Casey, Special Assistant to the President
- Daniel Peck, Director of Institutional Research
- Denise Swett, Dean of the Middlefield Campus and Noncredit Division
- Katie Townsend-Merino, Vice President of Instruction
- Richard Galope, Vice President of Workforce Education
- Administrative Council, Faculty, Staff & Students of Foothill College

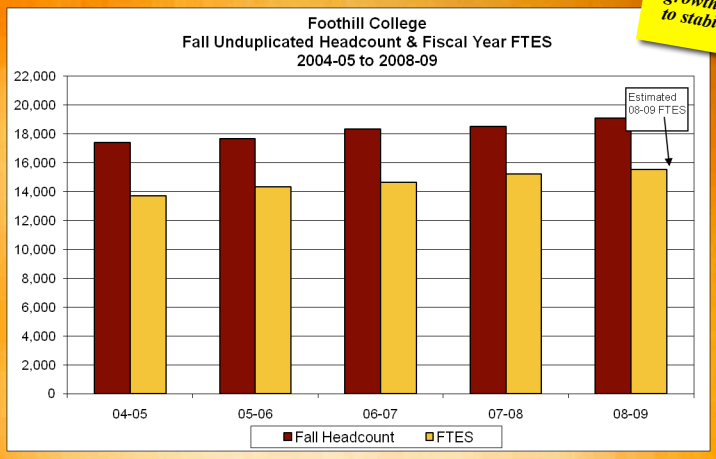
The Current View

The number of students indicating transfer as their educational goal shows recent increases.



The Current View

Recent enrollment growth has helped to stabilize FTES.



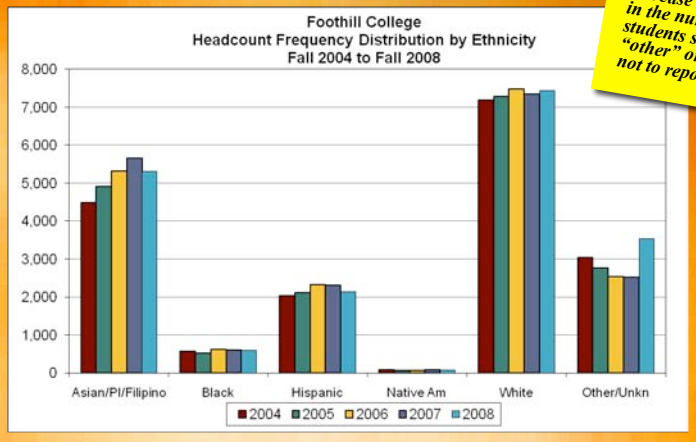
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Fall Headcount	18,804	19,365	18,326	17,406	17,677	18,342	18,522	19,102
Annual FTES	14,507	15,055	14,297	13,698	14,325	14,636	15,235	15,550

Note: 2008-09 FTES estimated

Source: Official CCFS-320 Reports (Excludes Apprenticeship)

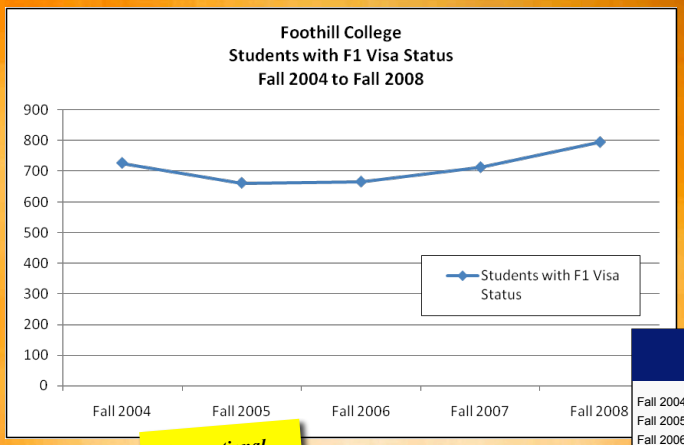
The Current View

As a percentage of the total, a marked increase has occurred in the number of students selecting "other" or choosing not to report.



Ethnicity	2004		2005		2006		2007		2008	
	Count	%	Count	%	Count	%	Count	%	Count	%
Asian/PI/Filipino	4,492	26%	4,915	28%	5,321	29%	5,659	31%	5,303	28%
Black	575	3%	523	3%	611	3%	605	3%	604	3%
Hispanic	2,029	12%	2,111	12%	2,328	13%	2,311	12%	2,150	11%
Native Am	77	0%	73	0%	69	0%	80	0%	78	0%
White	7,190	41%	7,288	41%	7,484	41%	7,345	40%	7,429	39%
Other/Unkn	3,043	17%	2,767	16%	2,529	14%	2,522	14%	3,543	19%
Total	17,406	100%	17,677	100%	18,342	100%	18,522	100%	19,107	100%

The Current View

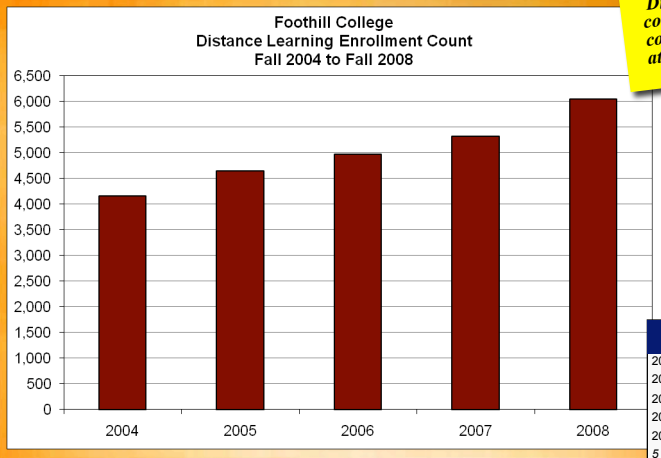


International students—thus far—continue to increase in enrollment.

	Unduplicated Count F1 Visa Status	Annual Change
Fall 2004	727	-17.2%
Fall 2005	662	-8.9%
Fall 2006	666	0.6%
Fall 2007	713	7.1%
Fall 2008	795	12.3%
5 Year Change		*9.3%*
10 Year Change		*28.2%*

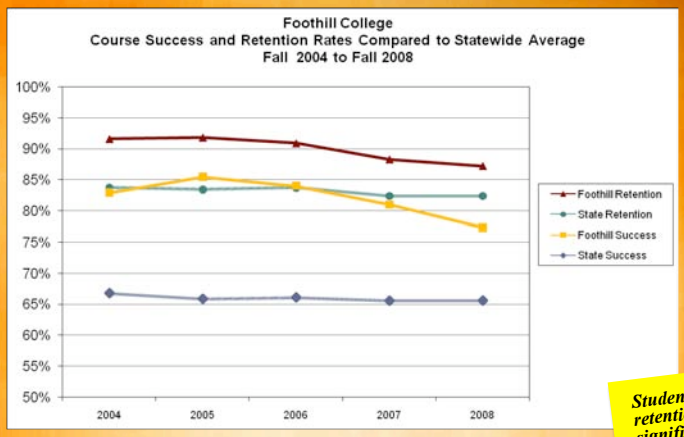
The Current View

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



	Enrollment Count	Annual Change
2004	4,166	-4.0
2005	4,655	11.7
2006	4,974	6.9
2007	5,327	7.1
2008	6,051	13.6
5 Year Change		*45%*
10 Year Change		*246%*

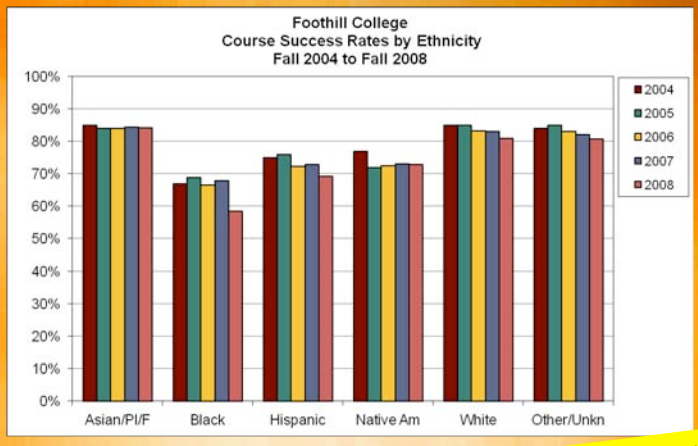
The Current View



Outcome	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Foothill Retention	91.6%	91.9%	90.9%	88.3%	87.2%
State Retention	83.8%	83.4%	83.8%	82.4%	82.4%
Foothill Success	82.9%	85.5%	84.0%	81.0%	77.3%
State Success	66.8%	65.9%	66.1%	65.6%	65.6%

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

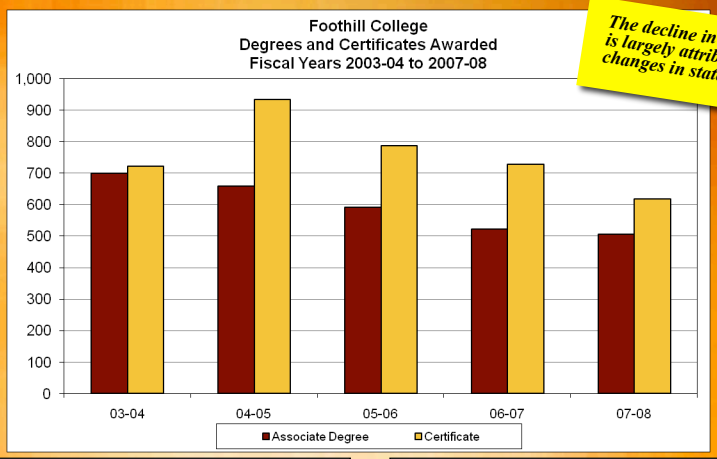
The Current View



Ethnicity	2004	2005	2006	2007	2008
Asian/PI/F	85%	84%	84%	84%	84%
Black	67%	69%	67%	68%	59%
Hispanic	75%	76%	72%	73%	69%
Native Am	77%	72%	73%	73%	73%
White	85%	85%	83%	83%	81%
Other/Unkn	84%	85%	83%	82%	81%
All Students	**83%**	**83%**	**81%**	**82%**	**80%**

Like most colleges, Foothill struggles with an achievement gap by ethnicity, however the drastic change this year in course success for African-American students demands analysis and action.

The Current View



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

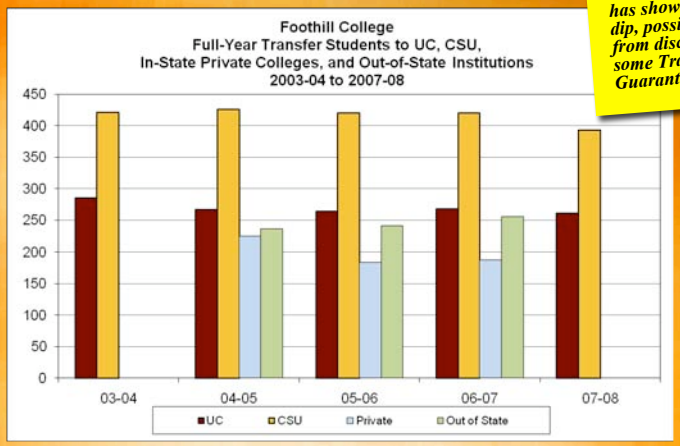
Degrees Awarded - Count

Gender	03-04	04-05	05-06	06-07	07-08
Unkn	5	6	6	3	0
Female	448	440	378	351	327
Male	247	214	207	169	180
Total	700	660	591	523	507

Certificates Awarded - Count

Gender	03-04	04-05	05-06	06-07	07-08
Unkn	6	10	2	0	1
Female	240	335	284	269	188
Male	477	589	502	460	429
Total	723	934	788	729	618

The Current View



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

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
UC	183	246	210	254	285	267	264	268	261
CSU	366	354	364	391	421	426	420	420	393
Private						225	184	188	
Out of State						236	241	256	

Source: CPEC and CCCCO transfer reports. Annual data first available for 2004-2005 year.

Looking Ahead to Accreditation

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

Looking Ahead to Accreditation

In progress are:

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

Looking Ahead: Timeline

June '09

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

October '09

- Educational Master Plan 2020 adopted

December '09

- Set of Commitments to Action for each Strategic Initiative adopted

Envisioning a Future:
Education Master & Strategic Planning

- ***Educational Master Plan: Foothill College 20/20***
  - Ten-year Horizon
  - Data Informed
- ***Educational Strategic Plan 2009-2012***
  - Three-year Horizon: What/How/Who/When
  - Ongoing Process with Cyclical Annual Accountability to the Campus for Results
- **CRITICAL QUESTIONS**

How do we excel?

What do we do?

For whom do we do it?

How do we know if we have reached our goals?

Envisioning a Future:
Education Master & Strategic Planning

Strategic Visioning Work

Strategic Initiative Development
Visioning Meeting
April 15, 2009

Envisioning a Future:
Educational Master & Strategic Planning / 2009

April

Faculty and Staff Develop "Future Vision" & revise Vision, Mission, Values, Purpose

•

Constituent-Based Task Force Convenes to Develop 1st Draft of 4 Strategic Initiatives & Vision Statements

May

1st Draft Strategic Initiatives/Vision Reviewed @ Shared Governance & Stakeholder Meetings on May 4, 11

•

Task Force Refines & Revises

June

2nd Draft Strategic Initiatives/Vision Reviewed @ Shared Governance & Stakeholder Meetings on June 1,8,18

•

Task Force Refines & Revises

•

June 24th Roundtable approves final draft

Develop Strategic Initiatives

Envisioning a Future:
Strategic Initiative Development / Three Initiatives

Envisioning a Future:
Strategic Initiative No. 1

Putting Access into Action
(aka Outreach)

- Outreach for sustainable funding
- Aligning workforce with jobs and transfer programs
- Agile response to business community
- Retooling and re-skilling displaced workers
- Culturally relevant outreach

Envisioning a Future:
Strategic Initiative No. 2

Building a Community of Scholars
(aka Student Success)

- Increase learning
- Innovation
- K-16 curricular partnerships
- 4-Year university curricular partnership
- Transfer, degrees, certificates

Envisioning a Future:
Strategic Initiative No. 3

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

- Transparent governance
- Clarity of purpose
- Coherence of vision
- Vibrant student, staff, and faculty life
- Blurring the boundaries
- Collegiality

Envisioning a Future:
Commitments to Action Fall 2009

Campus-wide Planning

September

Opening Day Workshop

•

All Staff input into Commitments to Action Plans for Initiatives

October

Initiative Teams Convene & Develop Draft Commitments to Action for Each Initiative

•

Proposed Commitments Reviewed by Governance Groups & NEW Planning Councils

November

Initiative Teams Revise & Draft Commitments

•

Proposed Commitments to Action Discussed by Governance Groups & NEW Planning Councils

December

New College Shared Governance Planning Council Approves Commitments to Action !

•

Implementation begins Calendar Year 2010!

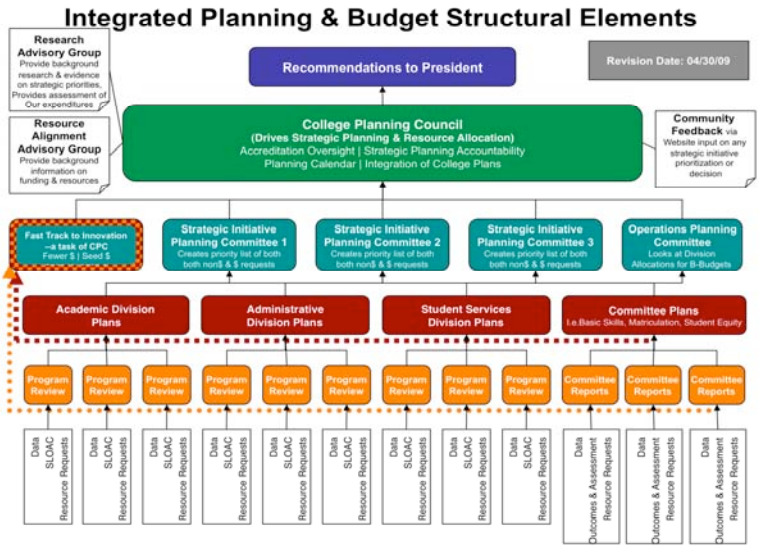
Commitment to Action Recommendations

Implementation 2010

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

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

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


Integrated Planning & Budget Structural Elements
Research Advisory Group
Provide background research & evidence on strategic priorities. Provides assessment of Our expenditures
Resource Alignment Advisory Group
Provide background information on funding & resources
Recommendations to President
Revision Date: 04/30/09
College Planning Council
(Drives Strategic Planning & Resource Allocation)
Accreditation Oversight | Strategic Planning Accountability
Planning Calendar | Integration of College Plans
Community Feedback via Website input on any strategic initiative prioritization or decision
Fast Track to Innovation –a task of CPC
Fewer $ | Seed $
Strategic Initiative Planning Committee 1
Creates priority list of both both non$ & $ requests
Strategic Initiative Planning Committee 2
Creates priority list of both both non$ & $ requests
Strategic Initiative Planning Committee 3
Creates priority list of both both non$ & $ requests
Operations Planning Committee
Looks at Division Allocations for B-Budgets
Academic Division Plans
Administrative Division Plans
Student Services Division Plans
Committee Plans
i.e.Basic Skills, Matriculation, Student Equity
Program Review
Committee Reports
Data
SLOAC
Resource Requests
Data
Outcomes & Assessment
Resource Requests

development
strategic
CTE
TECHNICAL
regional
Grants
CAREER
NOVA
GREEN JOBS ACT
blueprint
promotion
WORKFORCE

Mapping Foreseeable Pathways:
Workforce Education—Leadership & Vision

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

Mapping Foreseeable Pathways:
Workforce Education—Strategic Partnerships

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

Mapping Foreseeable Pathways:
Workforce Education—Competitive Grants Awarded

GRANT	PROGRAM	AMOUNT
Awarded During 2008-09:		
1. Santa Clara County Social Services Agency	Occupational Training Institute (OTI)	$ 750,000
2. Food Stamp Employment & Training	Occupational Training Institute (OTI)	$ 300,000
3. CTE Community Collaborative	CTE & Workforce	$ 369,000
4. CTE Community Collaborative	CTE & Workforce	$ 400,000
5. Workplace Learning Statewide Leadership	Professional & Workforce Development	$ 825,000
6. New Energy Workforce	Professional & Workforce Development	$ 707,000
7. Responsiveness Training Fund	Professional & Workforce Development	$ 525,000
8. NOVA Stimulus – Green Technology	CTE & Workforce	$ 60,000
9. NOVA Stimulus – Information Technology	Occupational Training Institute	$ 30,000
10. Hewlett Foundation – Open Textbook Project	Foothill Global Access	$ 527,000
11. Hewlett Foundation – Project Continuation	Foothill Global Access	$ 70,000
	TOTAL AWARDED:	**$ 4,563,000**

Mapping Foreseeable Pathways:
Workforce Education—Competitive Grants Applied For

GRANT	PROGRAM	AMOUNT
Competitive Grants Likely to be Awarded:		
1. Hewlett Foundation – Textbook Collaborative	Foothill Global Access	$ 1,496,000
2. US Conference of Mayors – Green Workforce	CTE & Workforce	$ 372,500
3. Nanotechnology Curriculum	PSME	$ 75,000
	TOTAL PENDING:	**$ 1,943,000**

Grants Awarded:	*$4,563,000*
Grants Pending:	*1,943,500*
TOTAL APPLIED FOR:	*$6,506,500*

An Eye on the Bigger Picture:

Middlefield Campus—Program Highlights

- Optimal General Education Scheduling
- Centralized Services: The HUB
- Communication
- Community Partnerships

An Eye on the Bigger Picture:
Middlefield Campus—Optimal General Education

- Maximize class scheduling
- Add more GE classes
- Coordinate specific GE classes
- Schedule GE classes in sequence

An Eye on the Bigger Picture:
Middlefield Campus Centralized Services

The **HUB**

- Student Services
- Computer Lab
- Tutoring
- Math My Way
- Financial Aid/Outreach
- Counseling
- Testing/Assessment
- Career & College Connections
- Student Lounge

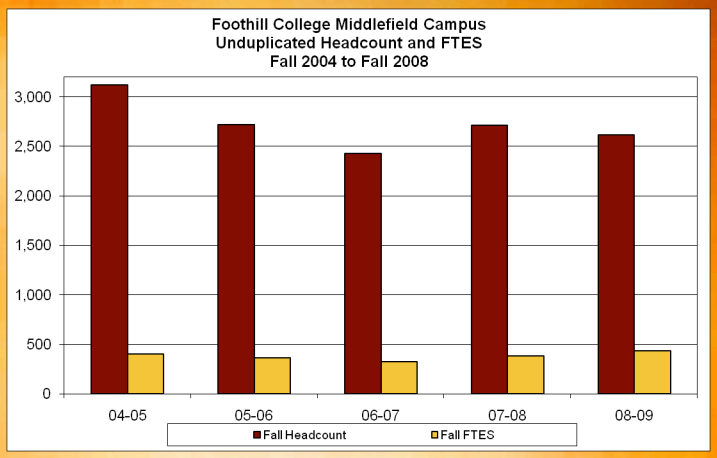
An Eye on the Bigger Picture:
Middlefield Campus—Communication

- Campus Safety Awareness Week
- Web Portal Trainings
- Quarterly Online Newsletters
- Campus Services Resource Sheets
- Presentations on Support Services
- Faculty Orientation Handbook
- Sample Syllabus for MC classes

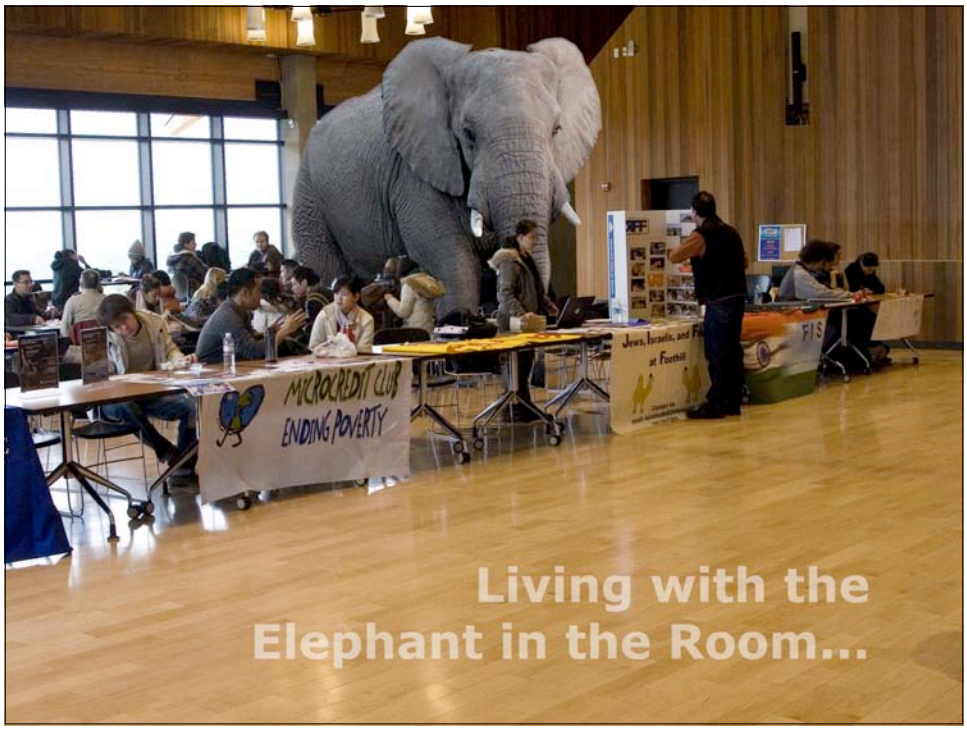
An Eye on the Bigger Picture:
Middlefield Campus—Community Partnerships

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

An Eye on the Bigger Picture:
Middlefield Campus



	2004-05	2005-06	2006-07	2007-08	2008-09
Fall Headcount	1,280	1,166	1,038	1,229	1,392
Fall FTES	400.0	364.3	324.5	383.9	434.9



What is not yet Clear…

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

We Do See That We Must:

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

We Must Also:

- Find additional sources of revenue
- Establish more external partnerships
- Increase collaboration with De Anza

We Envision Foothill College in 2009-2010…

- Focused on transfer, career technical education, and basic skills…
- Providing services that support student access, retention, and success…
- Engaging the entire campus in the prioritization of human and financial resources…
- Rebuilding community and morale in the midst of loss…

This presentation is dedicated to all the students of Foothill College— past, present, and future.

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

FOOTHILL COLLEGE

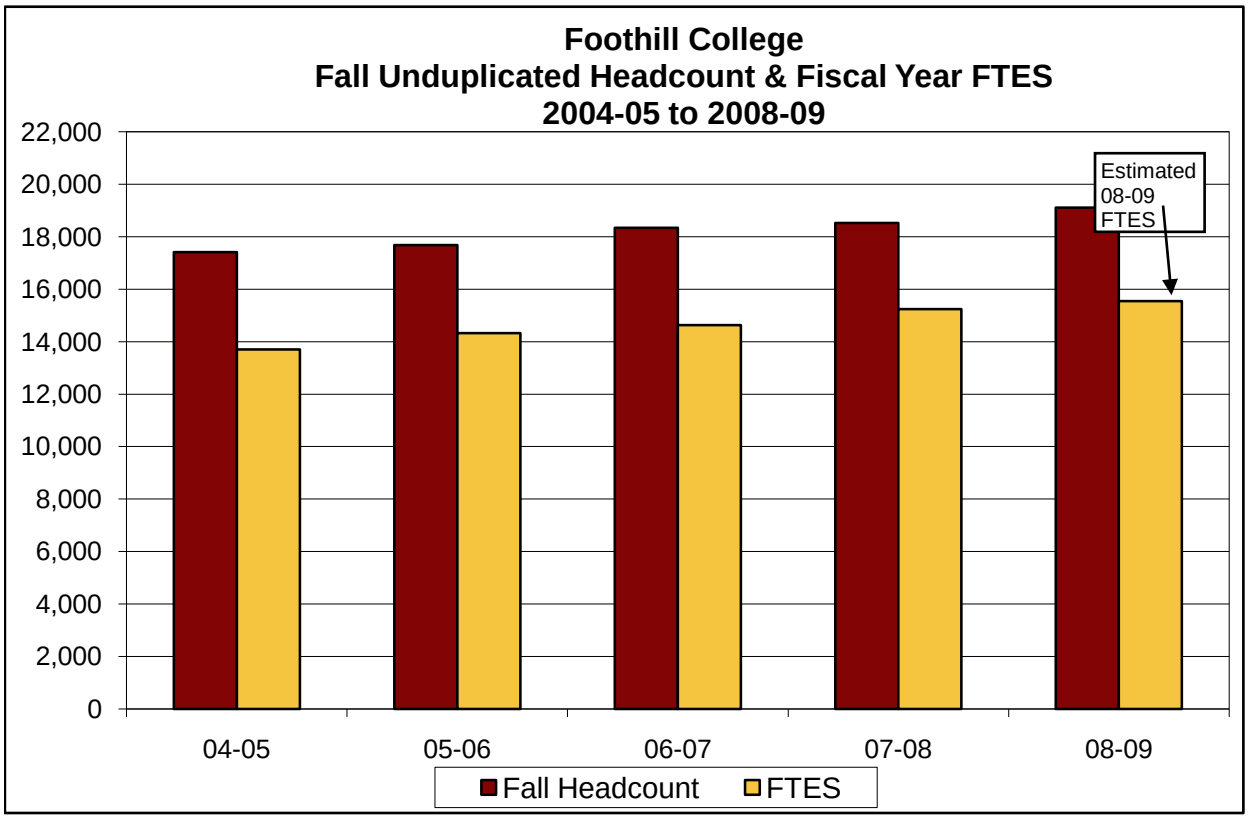
STATE OF THE COLLEGE

June 2009

Foothill Students

Students continue to seek out Foothill College in higher rates than in previous years, both in terms of actual individuals (referred to as unduplicated headcount), and in terms of full-time equivalent students (referred to as FTES).

39% of Foothill students live within the District boundaries; 14% come to Foothill from San Mateo; 13% from West Valley-Mission; 9% from San Jose-Evergreen; 18% from other California Community College Districts; and 8% are out-of-state and foreign.



Year	Total FTES	Percent Change	Fall Headcount	Percent Change
2001-02	14,507		18,804	
2002-03	15,055	3.8	19,365	3.0
2003-04	14,297	-5.0	18,326	-5.4
2004-05	13,698	-4.2	17,406	-5.0
2005-06	14,325	4.6	17,677	1.6
2006-07	14,636	2.2	18,342	3.8
2007-08	15,235	4.1	18,522	1.0
2008-09	15,550	2.1	19,107	3.2

Note: 2008-09 FTES estimated

Foothill-De Anza Community College District
Foothill College
Fall 2008 - Credit Headcount

02/18/09

Gender	Count	Percent
Male	9,451	49.5
Female	9,641	50.5
Unrecorded	15	0.1
Total	19,107	100.0

Ethnicity	Count	Percent
Asian	4,633	24.2
African American	604	3.2
Filipino	484	2.5
Hispanic	2,150	11.3
Native American	78	0.4
Pacific Islander	186	1.0
White	7,429	38.9
Other	348	1.8
Unrecorded	3,195	16.7
Total	19,107	100.0

Enrollment Status	Count	Percent
First-time Student	1,402	7.3
First-time Transfer	3,175	16.6
Returning Student	4,901	25.7
Continuing	7,351	38.5
Special Admit (K-12)	2,269	11.9
Unrecorded	9	0.0
Total	19,107	100.0

Day Eve Status	Count	Percent
Day	15,959	83.5
Evening	3,148	16.5
Total	19,107	100.0

Full/Part-time*	Count	Percent
Full-time	4,027	21.1
Part-time	15,080	78.9
Total	19,107	100.0

District of Residence^	Count	Percent
Foothill Service Area	5,165	27.0
De Anza Service Area	2,243	11.7
San Jose-Evergreen CCD	1,715	9.0
West Valley-Mission CCD	2,380	12.5
San Mateo CCD	2,706	14.2
Gavilan Joint CCD	200	1.0
Other California CCD	3,258	17.1
Out of State	455	2.4
Foreign	985	5.2
Total	19,107	100.0

Highest Education	Count	Percent
Not a HS Grad	402	2.1
Special Admit (K-12)	2,206	11.5
Adult School	121	0.6
HS Diploma	7,474	39.1
Passed GED	540	2.8
CA Certificate	365	1.9
Foreign Secondary	1,036	5.4
AA/AS	915	4.8
BA/BS	2,959	15.5
MA/MS	1,419	7.4
Doctorate	272	1.4
Foreign Degree	838	4.4
Unrecorded	560	2.9
Total	19,107	100.0

Educational Goal	Count	Percent
Transfer after AA/AS	3,385	17.7
Transfer without AA/AS	2,149	11.2
AA/AS	869	4.5
Vocational Degree	232	1.2
Vocational Certificate	738	3.9
Formulate plans, goals	704	3.7
New career	1,501	7.9
Advance in job	1,052	5.5
Maintain certificate/licens	181	0.9
Educational development	2,104	11.0
Improve basic skills	111	0.6
Credit for HS or GED	131	0.7
Undecided	5,328	27.9
Unrecorded	622	3.3
Total	19,107	100.0

Age Group	Count	Percent
19 or less	4,642	24.3
20 - 24	4,228	22.1
25 - 29	2,728	14.3
30 - 34	1,590	8.3
35 - 39	1,128	5.9
40 - 49	1,712	9.0
50 - 59	1,286	6.7
60 +	1,785	9.3
Unrecorded	8	0.0
Total	19,107	100.0

Mean Age	Median Age	Modal Age
32.1	26.0	19.0

* Full/Part-time status based on Attempted Units. Students with 12 or more attempted units are regarded as full-time students.

^ District of Residence based on address zipcode except for Out of State and Foreign.

Foothill-De Anza Community College District
Foothill College
Fall 2008 - Credit Headcount

02/18/09

City	Count	Percent
San Jose	3,120	16.3
Mountain View	2,197	11.5
Palo Alto	2,079	10.9
Los Altos/Los Altos Hills	1,371	7.2
Sunnyvale	1,356	7.1
Cupertino	746	3.9
Redwood City	631	3.3
Menlo Park	555	2.9
Santa Clara	528	2.8
Fremont	497	2.6
San Francisco	493	2.6
Saratoga	389	2.0
San Mateo	298	1.6
East Palo Alto	238	1.2
Campbell	214	1.1
Milpitas	208	1.1
Portola Valley	188	1.0
Los Gatos	167	0.9
San Carlos	157	0.8
Gilroy	71	0.4
Millbrae	61	0.3
All Other Cities	3,543	18.5
Total	19,107	100.0

Attempted Units	Count	Percent
0.25 - 02.9	4,618	24.2
03.0 - 05.9	6,315	33.1
06.0 - 08.9	1,393	7.3
09.0 - 11.9	2,754	14.4
12.0 - 14.9	1,955	10.2
15.0 - 17.9	1,219	6.4
18.0 - 20.9	721	3.8
21.0 +	132	0.7
Total	19,107	100.0

Average Units Attempted

6.77

Note: Attempted Units is defined as all units for which a grade is recorded, including "W" grades. Classes dropped before grades are required are not included.

Earned Units	Count	Percent
0	2,093	11.0
0.25 - 02.9	4,786	25.0
03.0 - 05.9	6,037	31.6
06.0 - 08.9	1,223	6.4
09.0 - 11.9	2,174	11.4
12.0 - 14.9	1,313	6.9
15.0 - 17.9	882	4.6
18.0 - 20.9	495	2.6
21 +	104	0.5
Total	19,107	100.0

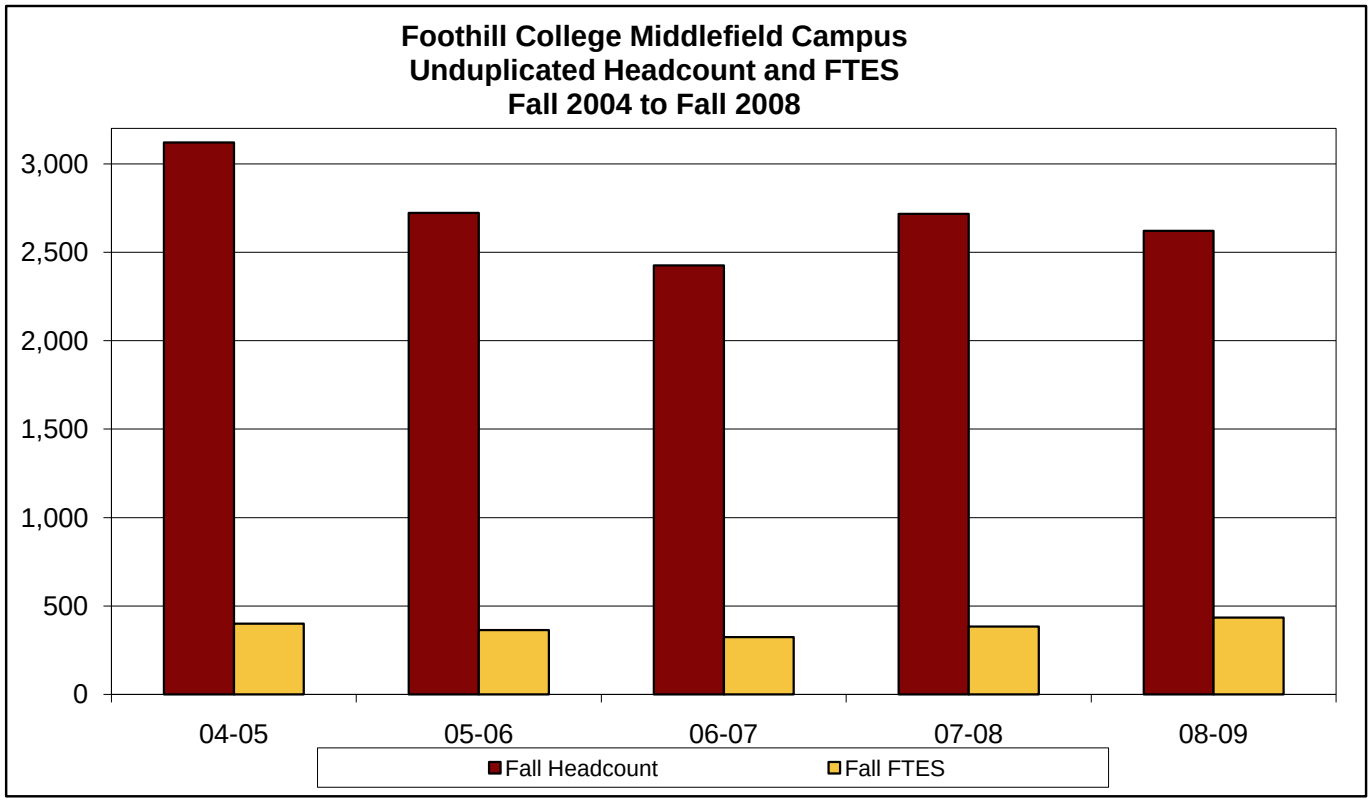
Average Units Earned

5.38

Note: Some credit students may also be taking be taking noncredit classes.

Domain: Students with attempted credit units greater than zero at census or end of term.

Source: IR&P Analytical Data Warehouse Deborah



Year	Fall Headcount	Percent Change	Fall FTES	Percent Change
2004-05	3,120		400.0	
2005-06	2,723	-12.7%	364.3	-8.9%
2006-07	2,426	-10.9%	324.5	-10.9%
2007-08	2,716	12.0%	383.9	18.3%
2008-09	2,620	-3.5%	434.9	13.3%

Foothill-De Anza Community College District
Foothill College- Middlefield Campus
Fall 2008 - Credit Headcount

02/26/09

Gender	Count	Percent
Male	979	38.7
Female	1,523	61.3
Unrecorded	1	0.0
Total	2,503	100.0

Ethnicity	Count	Percent
Asian	532	22.2
African American	66	2.5
Filipino	66	2.7
Hispanic	215	8.0
Native American	4	0.1
Pacific Islander	19	0.7
White	990	38.0
Other	44	1.6
Unrecorded	567	24.1
Total	2,503	100.0

Enrollment Status	Count	Percent
Returning Student/Tran	575	22.0
First-time Student	147	5.6
First-time Transfer	450	19.3
Continuing	1,270	51.1
Special Admit (K-12)	61	2.0
Total	2,503	100.0

Note: The Day/Eve and Full/Part-time status figures below refer to overall college status not to the student's status at the Middlefield campus.

Day Eve Status	Count	Percent
Day	1,576	67.5
Evening	927	32.5
Total	2,503	100.0

Full/Part-time*	Count	Percent
Full-time	471	24.4
Part-time	2,032	75.6
Total	2,503	100.0

District of Residence^	Count	Percent
Foothill Service Area	1,232	46.0
De Anza Service Area	234	9.9
San Jose-Evergreen CCD	153	6.9
West Valley-Mission CCD	249	11.7
San Mateo CCD	336	13.4
Gavilan Joint CCD	11	0.4
Other California CCD	145	6.2
Out of State	45	1.7
Foreign	98	3.8
Total	2,503	100.0

Highest Education	Count	Percent
Not a HS Grad	55	2.2
Special Admit (K-12)	70	2.3
Adult School	22	0.8
HS Diploma	743	30.0
Passed GED	76	2.9
CA Certificate	14	0.5
Foreign Secondary	114	4.5
AA/AS	154	7.5
BA/BS	610	24.1
MA/MS	337	13.0
Doctorate	62	2.3
Foreign Degree	196	8.1
Unrecorded	50	2.0
Total	2,503	100.0

Educational Goal	Count	Percent
Transfer after AA/AS	396	15.9
Transfer without AA/AS	161	5.6
AA/AS	113	5.1
Vocational Degree	20	1.3
Vocational Certificate	55	3.0
Formulate plans, goals	138	5.2
New career	178	8.3
Advance in job	121	4.4
Maintain certificate/licens	51	1.9
Educational development	512	20.2
Improve basic skills	18	0.6
Credit for HS or GED	32	1.1
Undecided	660	25.8
Unrecorded	48	1.8
Total	2,503	100.0

Age Group	Count	Percent
19 or less	264	8.9
20 - 24	420	17.1
25 - 29	360	14.2
30 - 34	196	7.7
35 - 39	165	6.9
40 - 49	286	11.5
50 - 59	294	12.3
60 +	518	21.4
	2,503	100.0
Total		

Mean Age	Median Age	Modal Age
40.9	36.0	22.0

* Full/Part-time status based on Attempted Units. Students with 12 or more attempted units are regarded as full-time students.

^ District of Residence based on address zipcode except for Out of State and Foreign.

Foothill-De Anza Community College District
Foothill College- Middlefield Campus
Fall 2008 - Credit Headcount

02/26/09

City	Count	Percent
Palo Alto	624	23.4
Mountain View	422	15.5
San Jose	292	12.9
Los Altos/Los Altos Hills	204	7.8
Sunnyvale	179	7.5
Menlo Park	93	3.4
Santa Clara	64	3.4
Redwood City	90	3.3
Cupertino	49	2.2
East Palo Alto	51	2.0
San Mateo	34	1.7
San Francisco	33	1.4
Milpitas	26	1.3
San Carlos	30	1.2
Fremont	29	1.1
Campbell	23	1.0
Los Gatos	18	1.0
Saratoga	20	0.7
Portola Valley	19	0.6
Millbrae	9	0.4
Gilroy	6	0.2
All Other Cities	188	7.9
Total	2,503	100.0

Note: Attempted and Earned Units figures below refer to all college attempted and earned units not just those attempted or earned at the Middlefield campus.

Attempted Units	Count	Percent
0.25 - 02.9	851	30.2
03.0 - 05.9	709	23.7
06.0 - 08.9	247	10.7
09.0 - 11.9	225	11.0
12.0 - 14.9	238	10.0
15.0 - 17.9	98	3.8
18.0 - 20.9	127	10.2
21.0 +	8	0.3
Total	2,503	100.0

Average Units Attempted
6.10

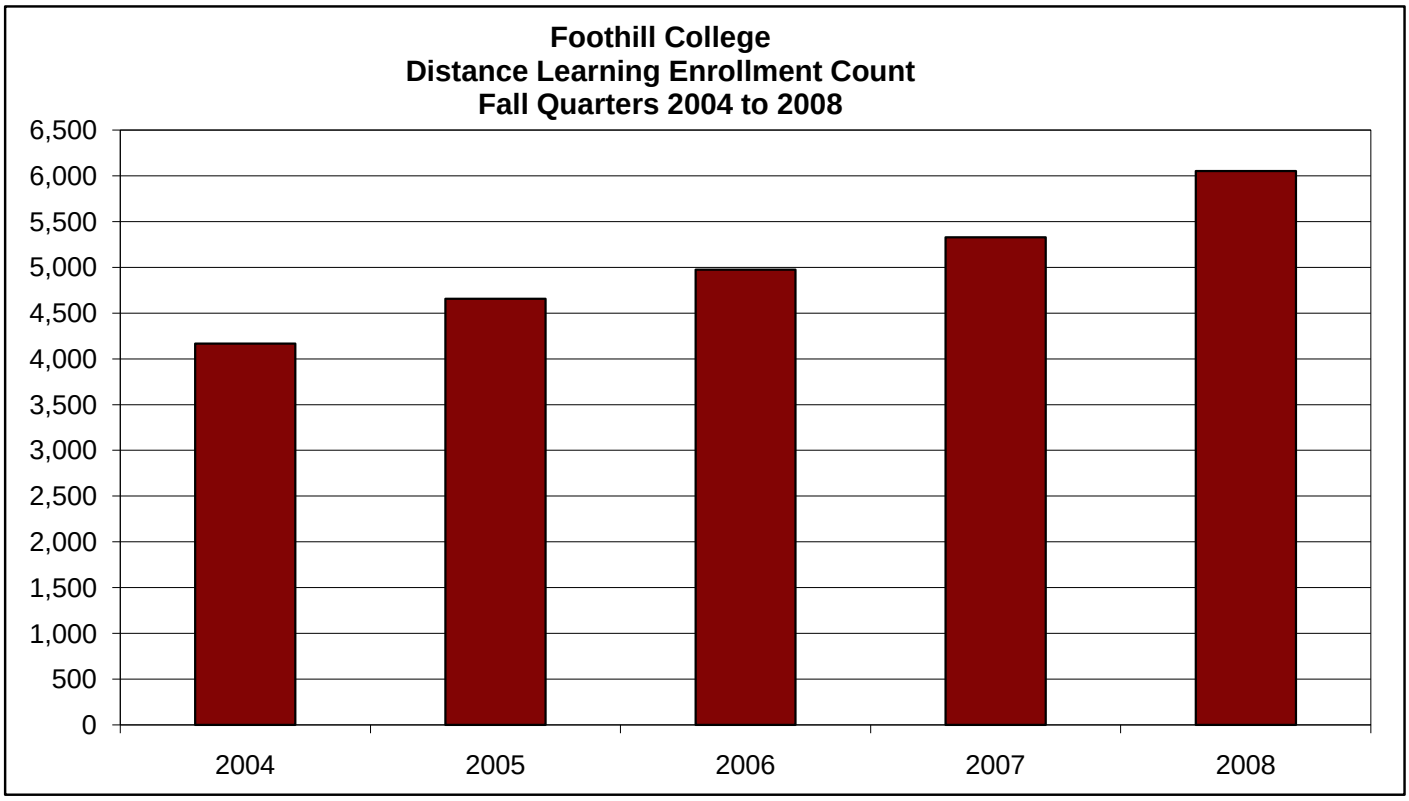
Note: Attempted Units is defined as all units for which a grade is recorded, including "W" grades. Classes dropped before grades are required are not included.

Earned Units	Count	Percent
0	233	8.2
0.25 - 02.9	885	31.9
03.0 - 05.9	656	22.5
06.0 - 08.9	213	9.3
09.0 - 11.9	208	10.7
12.0 - 14.9	152	6.7
15.0 - 17.9	67	2.7
18.0 - 20.9	83	7.9
21 +	6	0.3
Total	2,503	100.0

Average Units Earned
4.88

Domain: Students with attempted credit units greater than zero at end of term

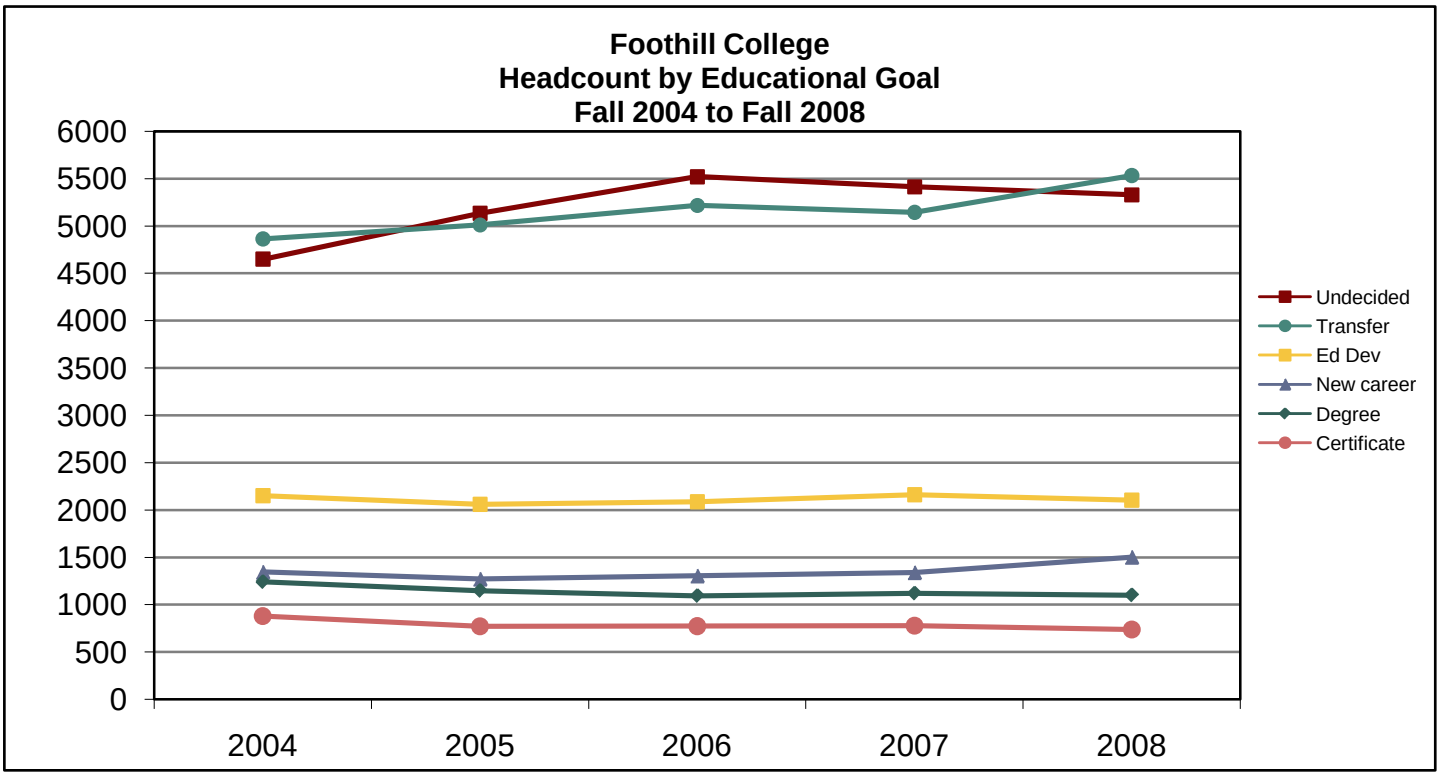
Source: IR&P Analytical Data Warehouse Deborah



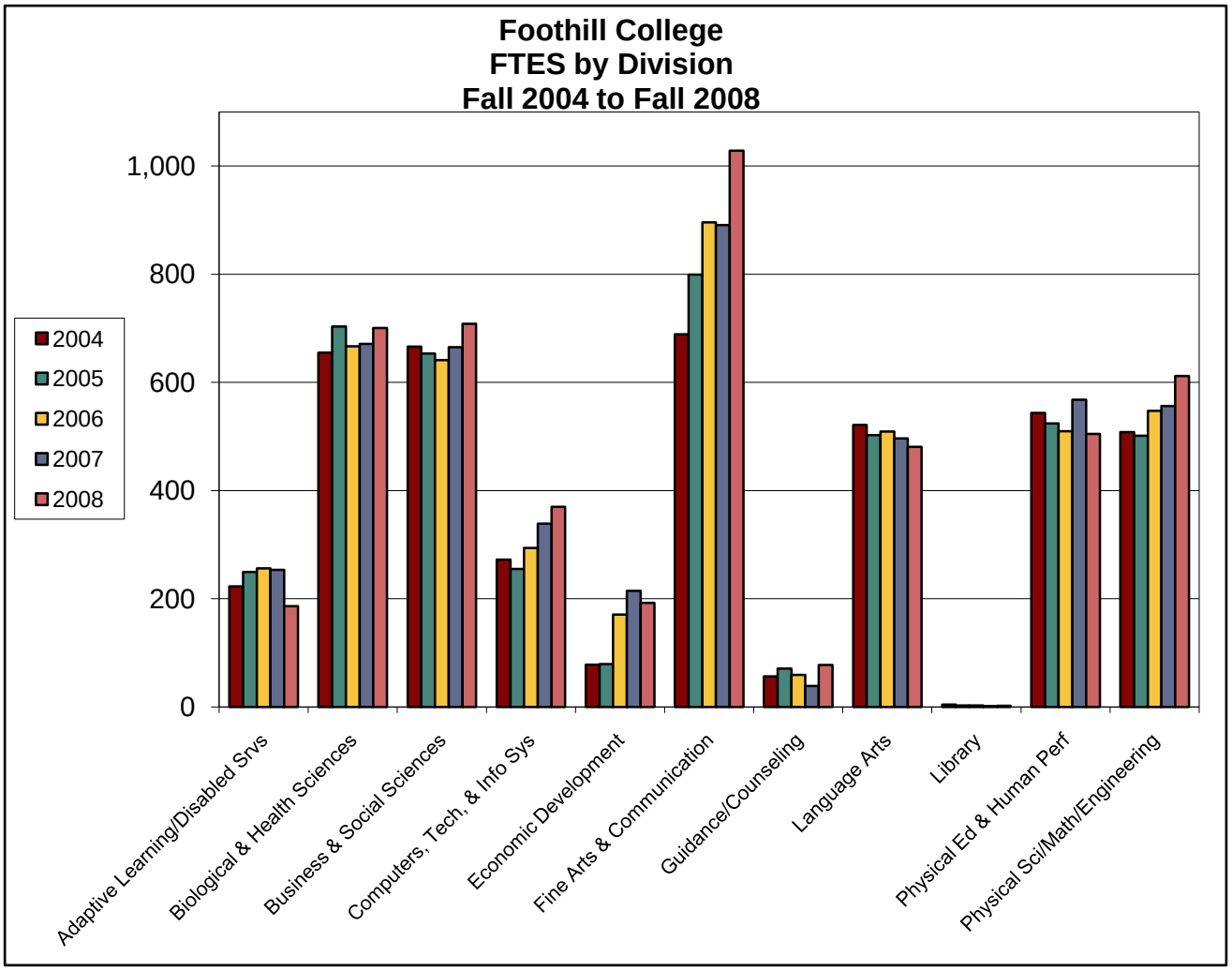
Foothill College
Distance Learning Enrollment Count

Fall	Enrollment	Percent Change
1999	1,744	
2000	2,101	20.5
2001	2,996	42.6
2002	3,716	24.0
2003	4,341	16.8
2004	4,166	-4.0
2005	4,655	11.7
2006	4,974	6.9
2007	5,327	7.1
2008	6,051	13.6
5 Year Change		*45%*
10 Year Change		*246%*

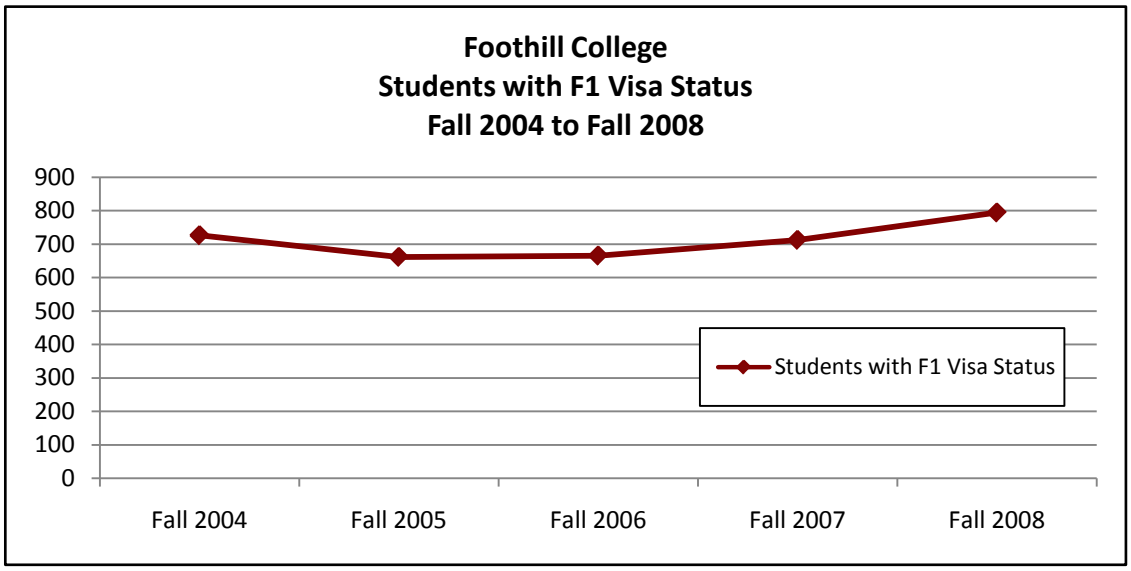
Note: This includes both online and TV courses.



Educational Goal	2004	2005	2006	2007	2008
Transfer after AA/AS	3,223	3,131	3,183	3,115	3,385
Transfer without AA/AS	1,641	1,881	2,035	2,031	2,149
AA/AS	871	886	833	893	869
Vocational Degree	370	262	261	227	232
Vocational Certificate	878	772	773	777	738
Formulate plans, goals	665	608	623	611	704
New career	1,344	1,271	1,304	1,339	1,501
Advance in job	1,007	1,023	1,190	1,087	1,052
Maintain certificate/licens	211	208	191	165	181
Educational Developmen	2,151	2,060	2,087	2,160	2,104
Improve basic skills	170	156	143	129	111
Credit for HS or GED	144	133	131	132	131
Undecided	4,648	5,134	5,521	5,413	5,328
Unrecorded	83	152	67	443	622
Total	17,406	17,677	18,342	18,522	19,107

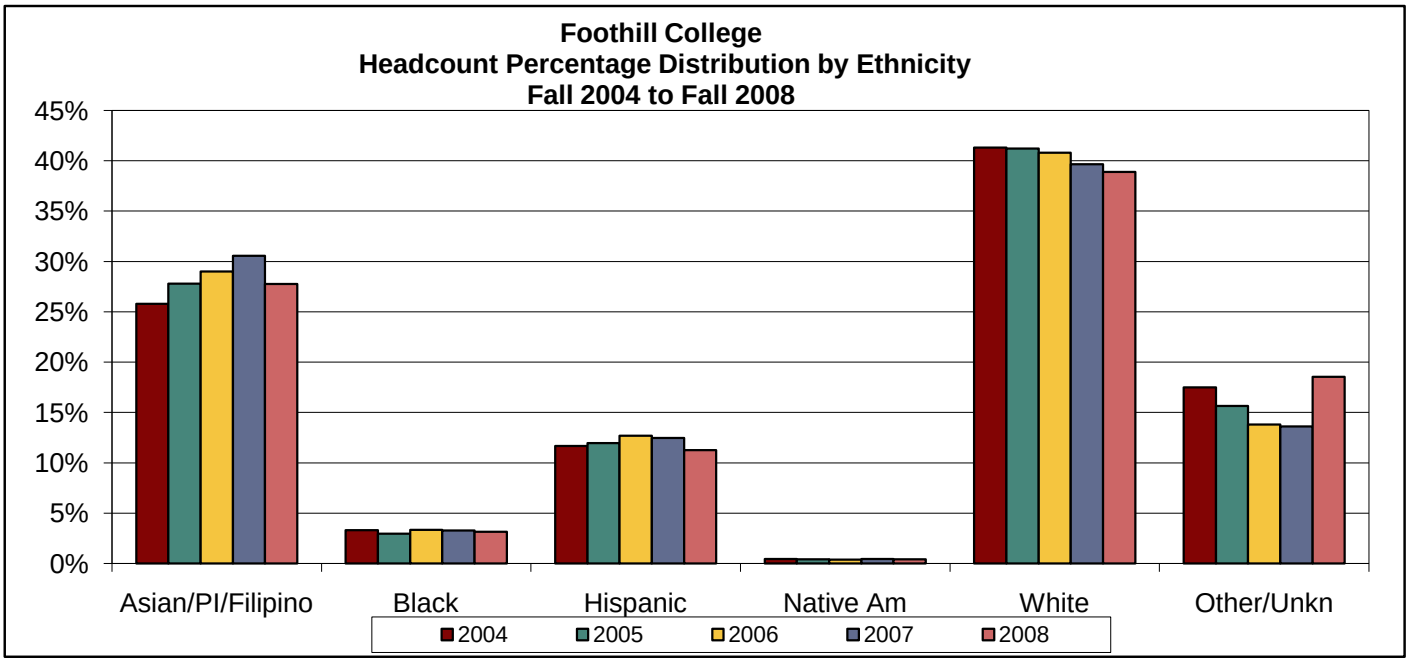


Fall FTES Division	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Adaptive Learning/Disabled Srvs	223	250	256	253	187
Biological & Health Sciences	655	704	667	671	700
Business & Social Sciences	666	653	641	665	709
Computers, Tech, & Info Sys	272	255	294	339	370
Economic Development	78	79	171	215	193
Fine Arts & Communication	689	799	896	891	1,028
Guidance/Counseling	57	71	59	39	77
Language Arts	522	503	509	496	481
Library	4	3	3	2	2
Physical Ed & Human Perf	544	524	510	568	505
Physical Sci/Math/Engineering	508	502	548	556	612
Totals	4,218	4,342	4,553	4,696	4,863



Foothill College
Unduplicated Count of F-1 Visa Students
Fall Quarters 1998 to 2008

Term	Unduplicated F1	Annual Percent Change
Fall 1999	620	
Fall 2000	744	20.0%
Fall 2001	923	24.1%
Fall 2002	990	7.3%
Fall 2003	878	-11.3%
Fall 2004	727	-17.2%
Fall 2005	662	-8.9%
Fall 2006	666	0.6%
Fall 2007	713	7.1%
Fall 2008	795	12.3%
5 Year Change		*9.3%*
10 Year Change		*28.2%*

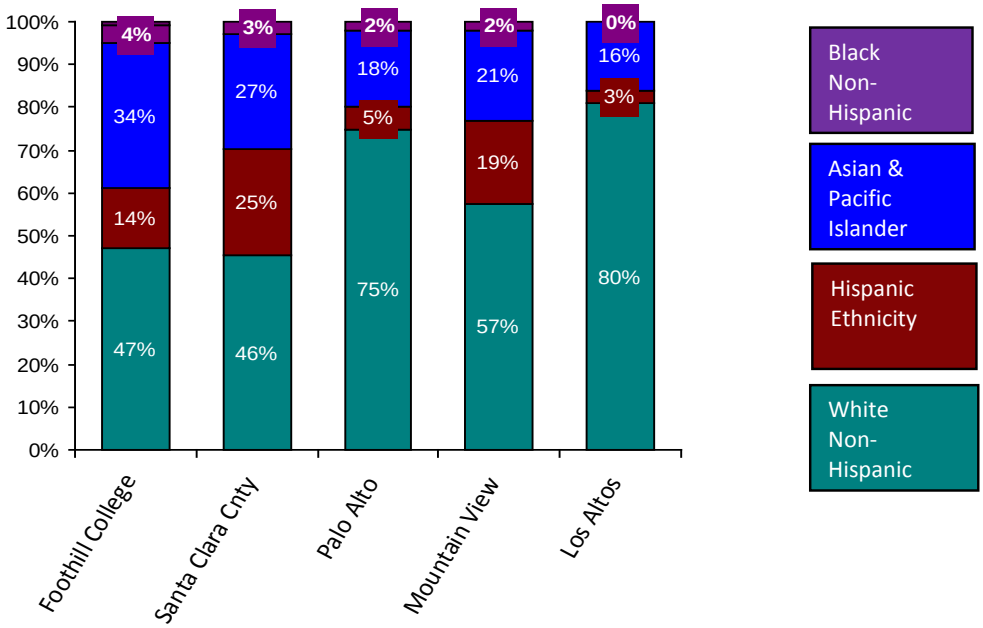


Foothill College
Fall Headcount Frequency and Percentage Distribution by Ethnicity

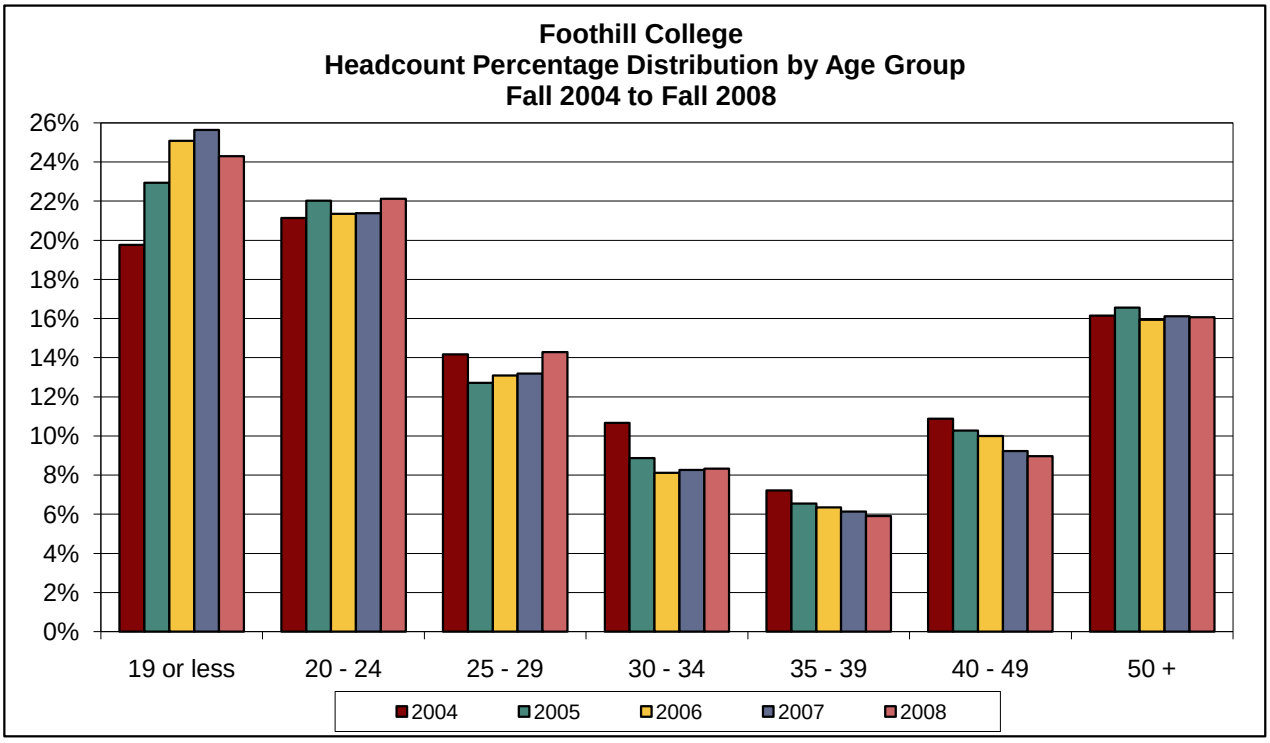
	2004		2005		2006		2007		2008	
Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
Asian/PI/Filipi	4,492	26%	4,915	28%	5,321	29%	5,659	31%	5,303	28%
Black	575	3%	523	3%	611	3%	605	3%	604	3%
Hispanic	2,029	12%	2,111	12%	2,328	13%	2,311	12%	2,150	11%
Native Am	77	0%	73	0%	69	0%	80	0%	78	0%
White	7,190	41%	7,288	41%	7,484	41%	7,345	40%	7,429	39%
Other/Unkn	3,043	17%	2,767	16%	2,529	14%	2,522	14%	3,543	19%
Total	17,406	100%	17,677	100%	18,342	100%	18,522	100%	19,107	100%

Racial Composition of Foothill Students and Neighboring Cities

All Ages, 2000 for Cities, Fall 2008 for Foothill College

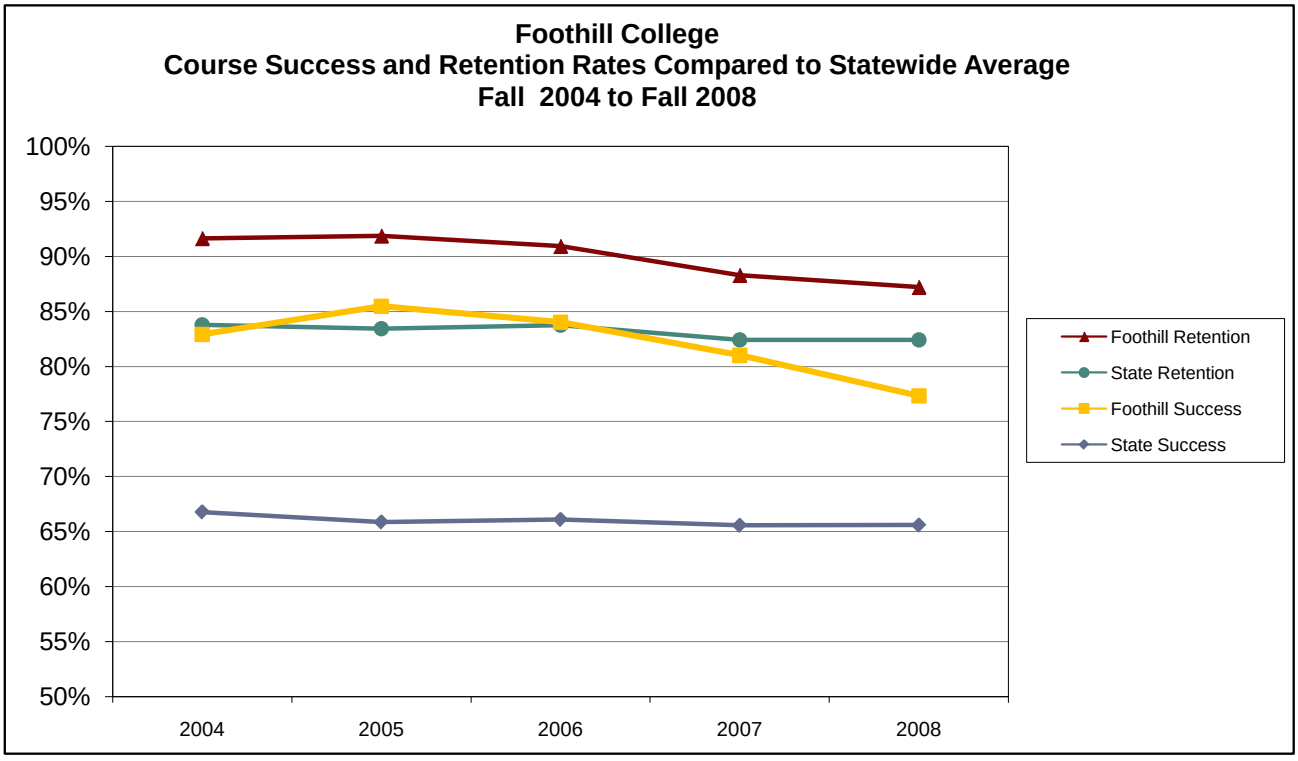


Notes: Individuals with unknown, other, or two or more races are not included
SOURCE: FHDA Institutional Research & Planning Office; U.S. Census 2000 Summary File 1



Foothill College
Fall Headcount Frequency and Percentage Distribution by Age Group

	2004		2005		2006		2007		2008	
Age	Count	%	Count	%	Count	%	Count	%	Count	%
19 or less	3,673	20%	4,055	23%	4,600	25%	4,748	26%	4,642	24%
20 - 24	3,735	21%	3,893	22%	3,917	21%	3,961	21%	4,228	22%
25 - 29	2,367	14%	2,248	13%	2,402	13%	2,442	13%	2,728	14%
30 - 34	1,713	11%	1,567	9%	1,490	8%	1,529	8%	1,590	8%
35 - 39	1,233	7%	1,158	7%	1,164	6%	1,138	6%	1,128	6%
40 - 49	1,860	11%	1,815	10%	1,835	10%	1,708	9%	1,712	9%
50 +	2,815	16%	2,926	17%	2,922	16%	2,985	16%	3,071	16%
Unrecorded	10	0%	15	0%	12	0%	11	0%	8	0%
Total	17,406	100%	17,677	100%	18,342	100%	18,522	100%	19,107	100%

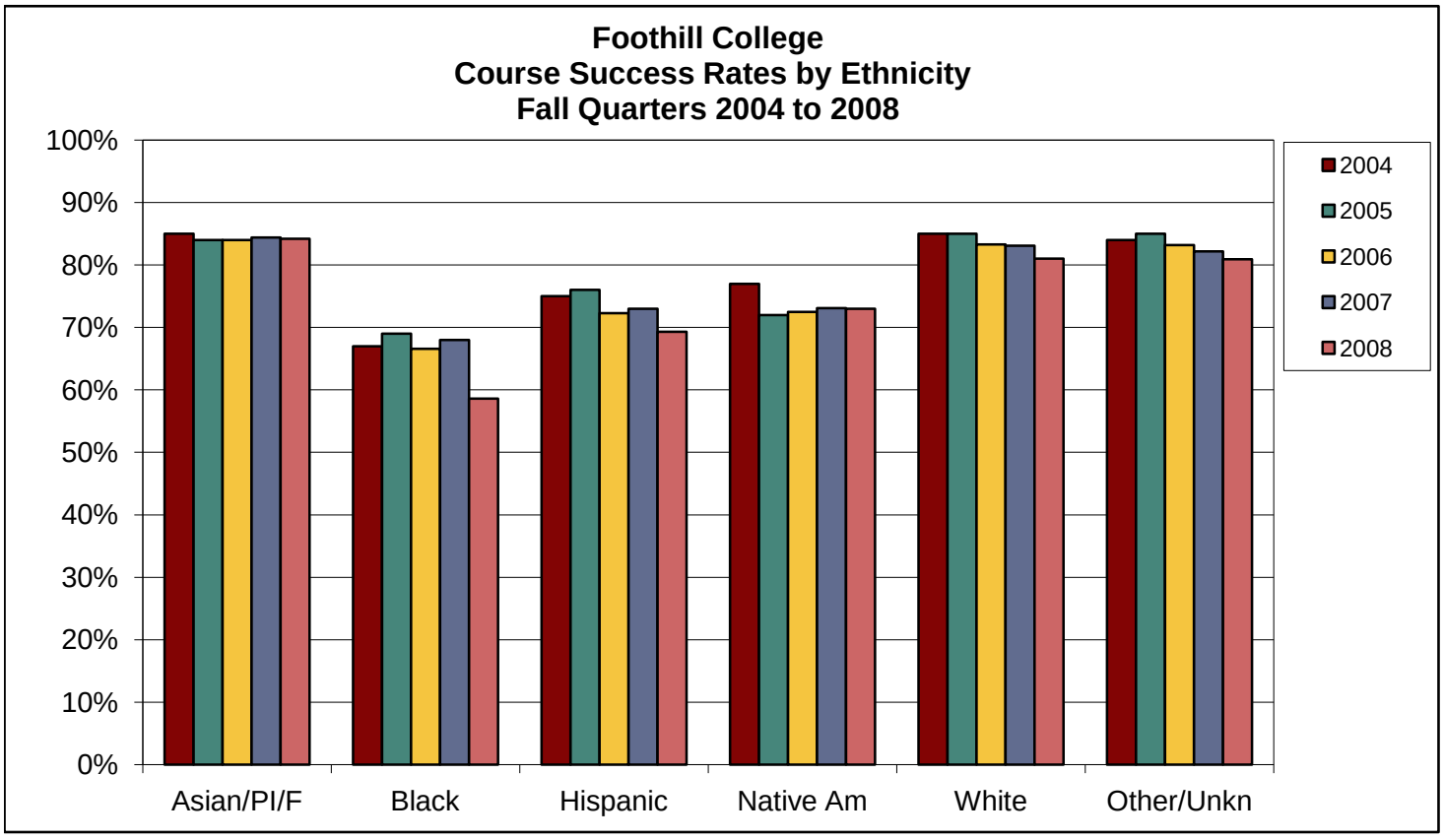


Course Success and Retention Rates

Outcome	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Foothill Retention	91.6%	91.9%	90.9%	88.3%	87.2%
State Retention	83.8%	83.4%	83.8%	82.4%	82.4%
Foothill Success	82.9%	85.5%	84.0%	81.0%	77.3%
State Success	66.8%	65.9%	66.1%	65.6%	65.6%

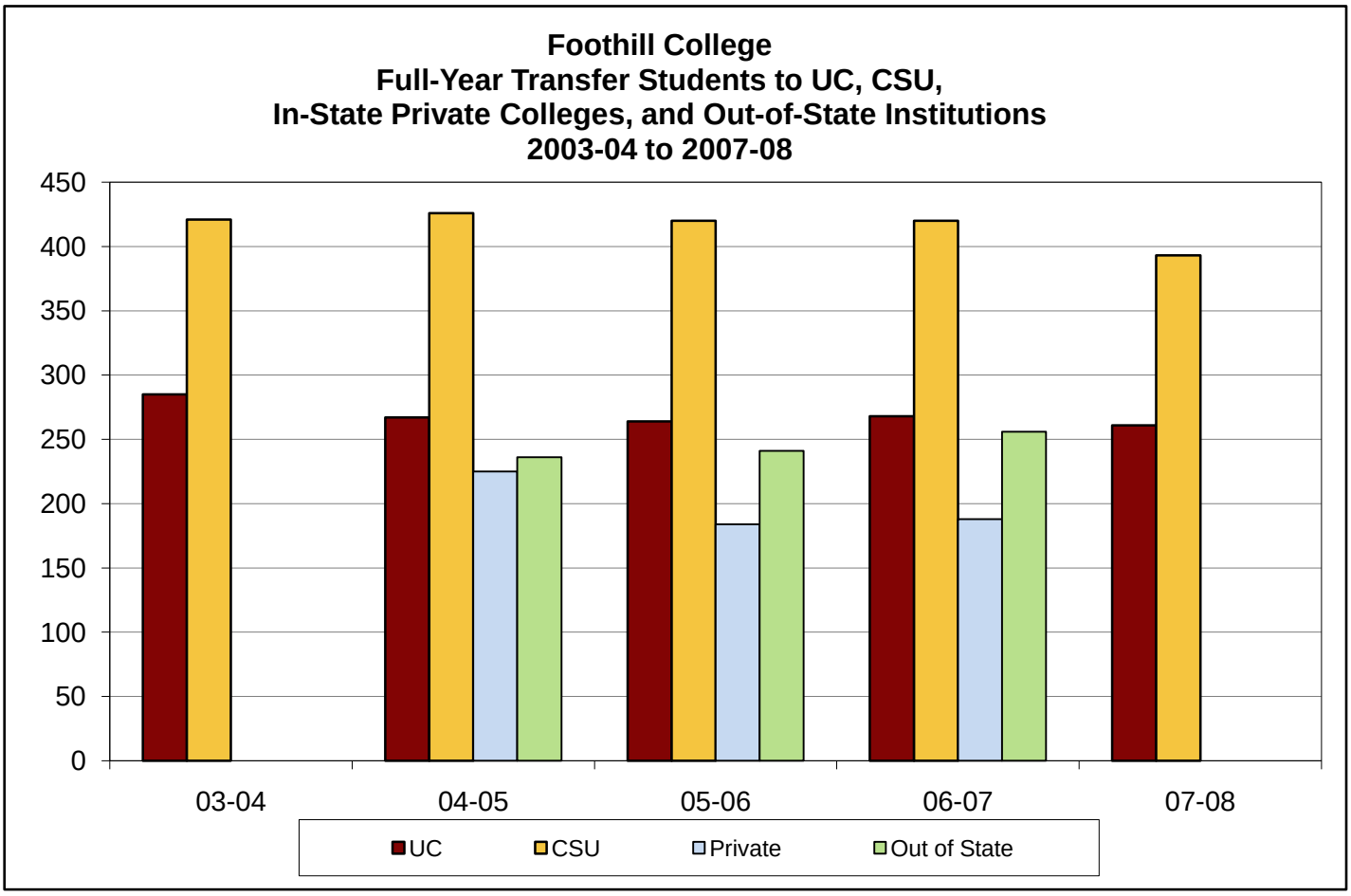
Success = Percent of grades A, B, C, Cr of all grades including official W's; credit classes only.

Source: All figures from State Chancellor's Office Data Mart, Program Retention/Success Rates for Credit Enrollments.
Go to: http://www.cccco.edu/divisions/tris/mis/reports.htm



Ethnicity	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Asian/PI/F	82%	81%	84%	83%	85%	85%	84%	84%	84%	84%
Black	74%	71%	71%	72%	71%	67%	69%	67%	68%	59%
Hispanic	74%	73%	77%	76%	76%	75%	76%	72%	73%	69%
Native Am	83%	78%	70%	84%	79%	77%	72%	73%	73%	73%
White	85%	84%	86%	84%	86%	85%	85%	83%	83%	81%
Other/Unkn	81%	80%	82%	82%	84%	84%	85%	83%	82%	81%
All Students	82%	81%	83%	82%	83%	83%	83%	81%	82%	80%

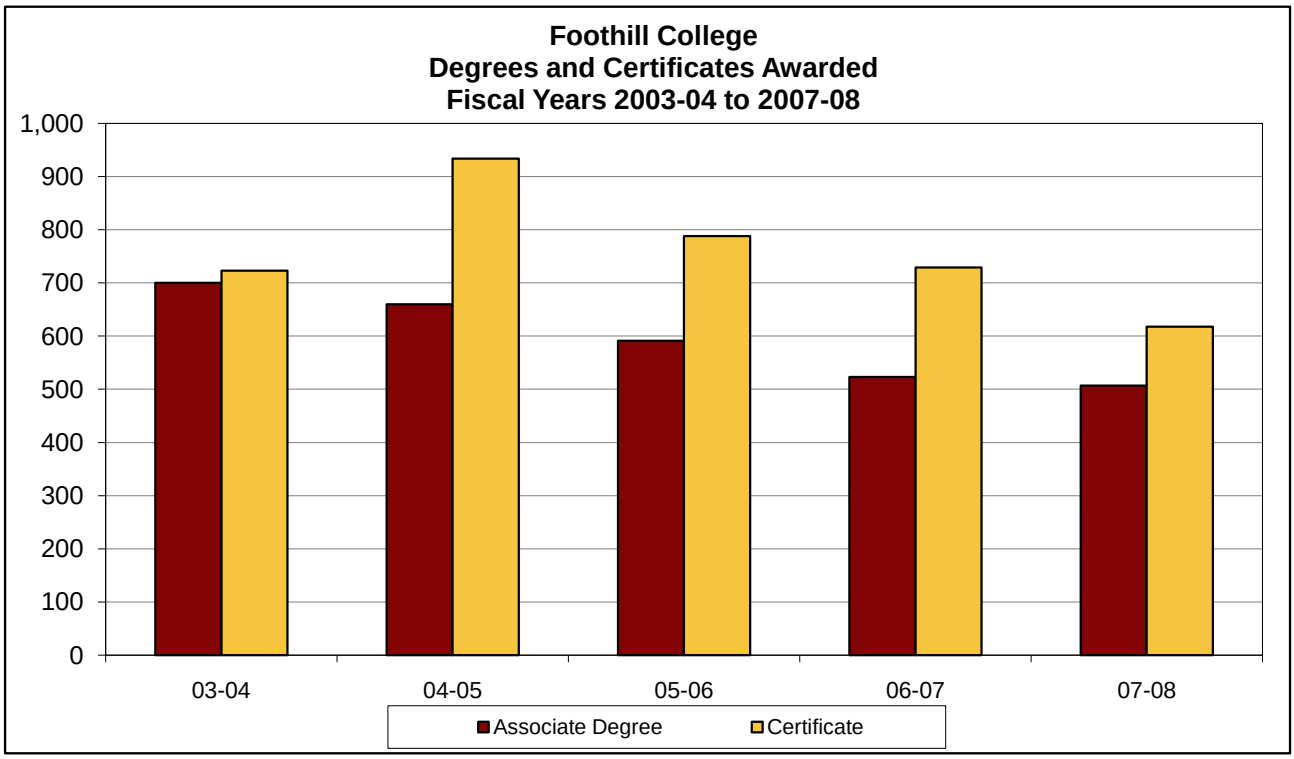
Note: Success rate is grade of A, B, C, or P divided by all grades including Ws.



Foothill College
Full-Year Transfers

Year	UC	CSU	Private	Out of State
2003-04	285	421	*data not available*	
2004-05	267	426	225	236
2005-06	264	420	184	241
2006-07	268	420	188	256
2007-08	261	393	*data not available*	

Source: CPEC and CCCCO transfer reports. In-State Private and Out-of-State data for students who have completed at least 12 units in the California Community College System. Annual data first available for 2004-2005 year.



Degrees Awarded - Count

Gender	03-04	04-05	05-06	06-07	07-08
Unkn	5	6	6	3	0
Female	448	440	378	351	327
Male	247	214	207	169	180
Total	700	660	591	523	507

Degrees Awarded - Percentage

Gender	03-04	04-05	05-06	06-07	07-08
Unkn	1%	1%	1%	1%	0%
Female	64%	67%	64%	67%	64%
Male	35%	32%	35%	32%	36%
Total	100%	100%	100%	100%	100%

Certificates Awarded - Count

Gender	03-04	04-05	05-06	06-07	07-08
Unkn	6	10	2	0	1
Female	240	335	284	269	188
Male	477	589	502	460	429
Total	723	934	788	729	618

Certificates Awarded - Percentage

Gender	03-04	04-05	05-06	06-07	07-08
Unkn	1%	1%	0%	0%	0%
Female	33%	36%	36%	37%	30%
Male	66%	63%	64%	63%	69%
Total	100%	100%	100%	100%	100%

FOOTHILL COLLEGE

ACCOMPLISHMENTS

STATE OF THE COLLEGE
June 2009

Faculty, Staff & Student Accomplishments
2008-2009

Adaptive Learning Division

Melanie Hale, Counselor

- The establishment of the Foothill Institute for Community College Mental Health
- The establishment of the California Community College Mental Health and Wellness Association (CCCMHWA)

Biological and Health Science Division

Faculty/Staff Accomplishments

- First Viticulture courses were successfully offered with full enrollment.
- Biology Instructor, Gillian Schultz, co-authored a new published work *Chicle: the chewing Gum of the Americas, from the Ancient Maya to William Wrigley.*
- Dental Hygiene instructor, Judy Yamamoto, published chapter, Pit and Fissure Sealants, in *Dental Hygiene Theory and Practice* a major dental hygiene textbook used throughout the United States.
- Dental Assisting Director, Cara Miyasaki, published a chapter, Vital Signs, in *Dental Hygiene Theory and Practice* a major dental hygiene textbook used throughout the United States.
- Dental Assisting Director, Cara Miyasaki, member of the Board of Directors for the California Dental Assisting Teachers Association.
- The Emergency Medical Technician (EMT) program wrote and received a $200,000 grant.
- Director of Dental Hygiene, Phyllis Spragge performed the following presentations:
    - Continuing Education course on patient case studies, October 2008
    - CDHEA (California Dental Hygiene Educators' meeting, Feb. 2009
    - League for Innovation conference on dental hygiene e-portfolios, March 2009
    - American Dental Education Allied Program Directors meeting, June 2009
- Director of Dental Hygiene, Phyllis Spragge holds the position of Vice President on California Dental Hygiene Educators' Association.

Student Accomplishments

- All Dental Hygiene students passed their National Board with the class average of 89.9% in comparison to the national average of 84.4%. This accomplishment places them in the top percentile in the Nation.
- All Radiologic Technology Students passed the National Boards with an average of 89% well above the national average of 84%
- All Respiratory Therapy students passed their National Boards well above the national average.
- All Ultrasound students passed their National Boards.
- All Paramedic students passed their National Boards.
- Two Radiology students received the El Camino Hospital Auxiliary Foundation Scholarship and were honored at a luncheon at the Crown Plaza in Palo Alto.

Business & Social Sciences Division (BSS)

Sample of BSS Faculty and Staff Awards and Accomplishments for 2009 in no particular order:

Dr Patricia Gibbs, Sociology

- Visiting Scholar, Stanford University, Sociology Department
- Who's Who in America's Educators award
- Bridge to Africa - chair of this inter-cultural understanding program between Palo Verde School (Palo Alto Unified School District) and school in Kega Timera, Sudan.

Professor Glenn Violett, Business

- West Coast Advisory Board Member of the National Association of Community Colleges for Entrepreneurship NACCE.
- Entrepreneur Champion for the State of California Community College Chancellors Office.
- Presented "Google Strategies for Business Educators and Entrepreneurs" at NACCE Conference.

Professor Sara Sperling, Business

- Board member of Project Outlet in Mountain View.

Dr Robert Pierce, History

- Member of the Parks and Recreation Committee of Portola Valley,

Professor Bill Ziegenhorn, History

- Pioneered a partnership with the Los Altos History museum in which history students volunteer to help analyze and catalog the museum's archive collection.

Dr Samuel Connell, Anthropology

- Authored in 2009: Provisioning of the Inka Army in Wartime: Obsidian Procurement in Pambamarca, Ecuador. In *Journal of Archaeological Science*. With Dennis E Ogburn (lead author) and Chad Gifford.
- Authored in 2009: The Search For and Detection of Human Remains. With Thomas Holland (lead author). In the *Handbook of Forensic Anthropology and Archaeology*. Edited by Soren Blau and Douglas Ublelaker. Left Coast Press, Walnut Creek, CA.

Mr. John Mummert, Dean

- Board member for the Vine Academy, Morgan Hill

Professor Chris Carducci, Child Development

- Certification as an Infant Toddler Specialist with the Program for Infant Toddler Care in collaboration with West Ed Center for Child and Family Studies and CA Dept. of Education. Child Development Division.

Dr. Rosemarie Menager, Psychology

- Published a book with Cengage Learning, *"Quick Coach Guide to Avoiding Plagiarism"*
- Completed all classes and trainings and was presented with uniform badge and sworn in with The San Mateo County Sheriff's Department Mounted Search and Rescue Unit.

Dr Sara Seyedin, Accounting

- Recipient CalCPA's 2007-2008 Outstanding Educator Award at the community college level. To be awarded in June 2009 on behalf of both the CalCPA Board of Directors and CA Education Foundation Trustees (administered by the Accounting Education Committee.

Computers, Technology & Information Systems Division (CTIS)

Robert Cormia, Faculty

- Presented at the League for Innovation - "Learning as a Social Process"
- Awarded Nova Youth Grant to create and deliver workshops to introduce young adults to new energy and green careers, including an introduction to clean and alternative energy systems, smart grid technology, energy efficiency, LEED building, electric vehicles, and alternative transportation fuels.
- Participates in the Silicon Valley Workforce Initiative
- Served as a lead contributor for the Bay Area Community College Consortium (BACCC) steering committee on developing programs for the New Energy Workforce.

Elaine Haight, Faculty

- Presented at the League for Innovation - *"How to get your students to think for themselves"*

Jacky Hood, Adjunct Faculty

- Appointed Director of the Hewlett Foundation-funded Open Textbook Project
- Appointed Director of the 94-college Community College Consortium for Open Educational Resources.
- Presented at IEEE on "Engineers' Survival Guide to the Service Economy"
- Invited by People-to-People to join an Educators' exchange with South Africa in October 2009

Michael Loceff, Faculty

- Conducted a successful pilot with 36 Palo Alto High School students who enrolled in the distance education version of Introduction to Java for Foothill College credit.

Mike Murphy, Faculty

- Facilitated the creation of the nation's first VMware Academy
- Nationally Honored in Redmond by Microsoft for furthering Technical Education
- Facilitated the creation of Foothill's Juniper Academic Alliance partnership
- Facilitated the creation of Foothill's EMC Academic Alliance
- Facilitated regional curriculum development with the Mid-Pacific Information Communication Technology Collaborative (M-PICT)
- Invited to the International Joint Conferences on Computer, Information, and Systems Sciences, and Engineering CISSE Conference

Mimi Will, Faculty

- Advisory Board Member - TechEd Annual Conference (The Community College Foundation, listed in TechEd09 Program, p. 78, //www.techedevents.org/2009/). Theme for 2009 conference was "The New Face of Technology."
- Advisory Board Member - TCC Worldwide Online Conference (listed on website at: http://tcc.kcc.hawaii.edu/2009/tcc/about.html) Theme for 2009 conference was "The New Internet: Collaborative Learning, Social Networking, Technology Tools, and Best Practices."

Timothy J. Woods, Ph.D., Dean

- Achieved a Ph.D. in Applied Management Decision Science – Information Systems Management (AMDS)
- Elected as Vice-President San Francisco/Bay region State Board for the California Community College Association for Occupational Education (CCCAOE)

Foothill Global Access/Distance Learning

Judy Baker, Dean of Foothill Global Access

Awards: Director of the CCCOER which was recipient of the 2008 Technology Focus Award from the California Community Colleges System Office, formal recognition was given at the Board of Governors meeting on January 12, 2009 in Sacramento, CA

Presentations:

- *"More Textbooks, Less Cost: Open Doors with Open Content"* League for Innovation in the Community College Annual Conference, Reno, NV March 16, 2009
- Webinar conducted for the *OnCoRe Blueprint Webinar* Series about the Community College Open Textbook Project on February 20, 2009
- *"Are Open Textbooks in Your Future?" (*co-presented with Martha Kanter) Association of California Community College Administrators, San Diego, CA February 19, 2009
- Presented on the Featured Content Projects Panel Discussion at the 2009 Connexions conference in February 2009 at Rice University, Houston, Texas, February 5–6, 2009
- Conducted @ONE webinars titled *"Save $$ with Free and Open Textbooks"* on November 6, 2008 and in February 2009
- Co-presented with Barbara Illowsky and Joel Thierstein, an afternoon Learning Center Course titled *"Introduction to the Open Educational Resources Movement and Open Textbooks"* at the 2008 Conference on Information Technology, League for Innovations in Community Colleges on October 19, 2008 in Salt Lake City, Utah.
- Co-presented with Susan Dean, and Joel Thierstein conducted a one-hour workshop at the Open Ed 2008 Conference on September 24, 2008 in Logan, Utah.

Tahiya Marome, Technology Training Specialist

Presentations:

- *Games for Fluency: -Building the Baseline for Complexity*, June 5, 2008 for the @One Online Technology Conference, San Diego
- *Accessibility in Etudes*, April 23, 2009 Etudes Summit, Los Angeles
- *Copyright, Fair Use and the Teach Act*, April 24, 2009 Etudes Summit, Los Angeles

---

Krause Center for Innovation

Gay Krause, Director

Presentations/Exhibits:

- Computer Using Educators conference-February 2009

Non-profit boards:

- YMCA of Silicon Valley
- YMCA New Board Development Committee
- FHDA Foundation
- Resource Area for Teachers Advisory Board
- Children Now Board

Physical Science, Math & Engineering (PSME)

Frank Cascarano, Faculty

Presentations/Exhibits:

- Physics Show

Awards:

- Named *Volunteer of the Year* by the Cambrian School District, on behalf of the West Valley Chapter of the Assn. of California School Administrators

Andrew Fraknoi, Faculty

Awards:

- Hayward Award for 2009 for Excellence in Teaching
- Disney's Wonderful World of Space selected as one of the 2008 Science Books of the Year, by Science Books & Films magazine (American Association for the Advancement of Science)

Presentations:

- Program for Kids and Families on the *Wonderful World of Space* at the Sunnyvale Public Library, July 12, 2008
- Invited Talk: *"What Happened to Pluto*" at the Carmel Authors & Ideas Festival, Sept. 27, 2008
- Moderator and Invited Speaker, SETI Institute Day of Science, Oct. 25, 2008
- Invited Astronomy & Physics Colloquium at the University of San Francisco: *"Dealing with Astrology, UFO's and Other Astronomical Pseudosciences,"* Nov. 19, 2008
- Talk on Pluto in the Foothill College Authors Series, Dec. 3, 2008
- Invited Talk on *"What Happened to Pluto"* at the "Secret of the Ninth Planet" Art Exhibit Opening Week at the California College of the Arts, Apr. 26, 2009
- Emeritus College 17th Annual Distinguished Lecture on *"Other Worlds"* at Diablo Valley College, May 15, 2009

Published Works:

- *"Intelligent Design, A Young Universe, Astrology, UFO's and More: Tackling Astronomical Pseudo-science"* in Gibbs, M., et al., eds. Preparing for the 2009 International Year of Astronomy. 2008, Astronomical Society of the Pacific Conference Series, vol. 400.
- *"Bill Gates' Great-Great-Grand-daughter's Honeymoon: An Astronomy Activity for Several Different Age Groups"* in Astronomy Education Review, 2009, vol. 8, no. 1, 010201.
- Paperbound edition of Disney's *Wonderful World of Space,* being published in July 2009.
- Contributed essays and resource guides to the web site for the PBS television *series "400 Years of the Telescope".*
- Contributed educational materials to the US and International web sites for the *International Year of Astronomy*

Nonprofit Boards and Committees:

- Board of Trustees, SETI Institute
- Secretary, US Program Committee for the International Year of Astronomy (2008 and 2009)

Nicole Gray, Faculty

Presentations:

- Math My Way presentation at the CMC3 (California Mathematics Council Community Colleges) conference
- Pre-conference workshop at the Achieving the Dream 2009 Strategy Institute

Phuong Lam, Faculty

Presentations:

- Math My Way presentation at the CMC3 (California Mathematics Council Community Colleges) conference

David Marasco, Faculty

Presentations/Exhibits:

- Physics Show
- We also hosted the NCN/AAPT meeting in the Fall

Published Works:

- *"The All-Star Satchel Paige"* 11th Annual Jerry Malloy Negro Leagues Conference book, 25-25, 2008.

Nonprofit or other Boards:

- Vice President for Colleges and Universities for the Northern California / Nevada Section of the American Association of Physics Teachers.

Rachel Mudge, Faculty

Presentations:

- Math My Way presentation at the CMC3 (California Mathemicatics Council Community Colleges) conference
- Pre-conference workshop at the Achieving the Dream 2009 Strategy Institute

---

Vice President of Instruction & Institutional Research Accomplishments

Presentations:

- American Psychological Science, Invited Presentation, Psi Beta Symposium Participant, Saturday, May 23; *Facilitating the Undergraduate Research Experience: Student and Teacher Perspectives*
- Keynote Speaker, Sequoia Union High School District “Afternoon of Excellence” Ceremony Honoring Students with Honor's, Saturday, May 30.

ASFC ACCOMPLISHMENTS

- **ASFC Growth and Development:**
  ASFC amended its governing documents to expand its membership by creating numerous positions dedicated to marketing. These new positions attracted students with academic interest in media, communications, art and design. Furthermore, ASFC ran a large marketing campaign year-round in order to encourage student involvement. The outcome was very successful; ASFC remained filled year-round with over 40 voting members, a large increase from previous years and the increase in student involvement has not seemed to slow. With this newfound growth, ASFC was able to expand on many events as well as create new ones. In October, ASFC held a mock election to encourage student involvement in the upcoming national election. All students, regardless of age or nationality, were allowed to participate. In January, ASFC collected over 2000 signatures in a petition against budget cuts to education. This petition was sent to various state legislatures. Currently, ASFC is holding elections for next year's officers with a record-setting 24 candidates and we predict to collect over 900 student votes, double from what had been collected in previous years.

- **Statewide Advocacy:**
  Annually, student leaders participate in the California Community College Student Affairs Association (CCCSAA) Fall Leadership conference as well as Student Senate for California Community Colleges (SSCCC) Fall and Spring General Assemblies. At the SSCCC General Assemblies, student representatives from the 109 community colleges gather to discuss issues and attend numerous breakout sessions as well as elect students to serve as Senators of SSCCC. During this year's Spring General Assembly, a Foothill student was elected by the colleges of the state to serve as a senator on SSCCC, continuing Foothill's direct involvement in statewide advocacy. Foothill has had a student elected by the community colleges to serve as a Senator since the senate's inaugural year in 2006. This past February, Foothill College hosted the California State Black Caucus Conference. In March, a delegation of Foothill students went to Sacramento to take part in March in March, a rally to fight against the legislature's budget cuts to community colleges. Foothill students met with various members of the assembly and senate to express their concerns.

- **Budget Development:**
  The ASFC Budget Commission developed a budget that provided funding for a number of new and existing programs and services and developed new Mission Based guidelines that would ensure that ASFC take into account the current state of the economy in their budgeting decisions as well as continuing Foothill's continuing effort to increase its sustainability. We were able to fully or partially fund all 30 fund requests that we received. These requests came from programs that lacked the resources due to current state of the college budget as well as new

and exciting programs that had just been established. A notable addition is the Foothill Loop Magazine, a publication run by the honors division. This will provide Foothill students with a valuable marketing and communication tool.

- **Shared Governance:**
  ASFC representatives served on the following shared governance committees: College Round Table, Sustainability, Student Learning Objectives, Budget Task Force, Educational Resources, Curriculum, Commencement, Academic Senate and Chancellor's Advisory Council.

- **Owl Card Development:**
  The student body card has continued to grow over the course of the past several years with the numbers of students who purchase the card steadily increasing each year.

- **Cultural Programming:**
  ASFC continued the sponsorship of the six cultural heritage months, Black History Month, Jewish Heritage Month, Women's History Month, Asian Pacific Islander Month, Latino Heritage Month and Gay Lesbian Heritage Month, which provided multicultural enrichment and the opportunity for exposure to new ideas for our diverse student body. These cultural celebrations continue to grow, serving more students and the community, and involving more students in leadership roles as part of the campus wide planning. Approximately 15,000 students, staff and community members are served through the course of the six heritage months.

- **Campus Clubs:**
  The number of ASFC charted campus organizations continue to be very active with an average of 50 active campus clubs per quarter. ASFC sponsored the quarterly Club Day with an average of 500 students in attendance per quarter.

State of the College Report
Classified Senate Accomplishments
2008-2009

The Foothill College Classified Senate was established in December 1988 in response to a 1987 accreditation report citing a lack of staff participation in governance. With the strong support of the college president, both rhetorical and financial, Foothill's Classified Senate immediately assumed a leadership role in the state. Over the ensuing years, the Senate participated actively in the development of college policy and procedure alongside faculty, students, and administrators. However there was an interval of several years when institutional support for the senate waned, and less effective participation was the result. Recent efforts by our Senate leadership and our new President Judy Miner, have contributed to significant progress in restoring effective participation by classified staff.

❖ Advocacy for Restoration of Classified Governance Resources

In response to requests for an office and computer, the Senate was assigned an office this year to be shared with the Association of Classified Employees bargaining unit. The Senate is grateful for the resources to plan and implement activities (and to store materials). Ideally in the future, we will be able to have our own office. Our need for reassigned time remains. The Senate has asked for restoration of reassigned time and backfill budget to fund replacement workers for classified staff conducting Senate business. Both work coverage and an enabling budget were described upon the Senate's creation two decades ago as essential to the Senate's success. While we now have an oral agreement that our officers will be able to do their jobs, we have yet to receive a written confirmation, and of course no funding. We believe that a Memorandum of Understanding is critical to maintain active participation, especially in light of staff reductions. We will continue to advocate for the precious resource of time through our bargaining unit.

❖ Classified Staff Representation in Shared Governance

Classified staff members seek to be valued contributors to shared governance at Foothill College. Representatives from Classified Senate sat on shared governance committees including Legislative, Chancellor's Advisory, District Budget, Ed Resources, Roundtable, and the Human Resources Advisory Committees to provide a classified perspective to the decision-making process. Classified staff were also invited to attend the annual leadership retreat at Chaminade. This year in particular was pivotal for classified staff participation in governance. Classified staff participated in task forces and made significant contributions to a new governance structure of integrated budget and planning that will include classified participation at critical levels in response to new accreditation standards. The Senate looks forward to this new challenging structure that will be initiated in the Fall of 2009.

❖ Classified Employee Recognition Week

In conjunction with the California State Classified Employee Week, the Classified Senate promotes and celebrates its classified staff in May each year. This year the staff created a presentation highlighting classified staff involvement in student success for the Board of Trustees May 4 meeting. The presentation to the Board was warmly received. In addition, each year the Senate appoints a committee that plans events to honor the work of all Foothill classified staff members. The week's events often include placing items in classified members' mailboxes. These little gifts might include small office items, candy, notes or something related to a theme that was chosen by the committee, and there is a campus-wide celebration held at the end of the week. This year's recognition week was celebrated May 11-15.

❖ Classified Leadership Institute

The Senate now regularly sends officers and other interested staff to the Classified Leadership Institute of the California Community Colleges Classified Senate. The Institute is held each year in June at Granlibakken in Tahoe City for the purpose of providing hands on training in for Classified Senate officers, developing leadership skills among California community college staff leaders and enhancing their professionalism. For the past 4 years (including this year), Foothill classified staff have presented multiple sessions at the Institute. This year's Institute takes place June 4-6.

❖ Classified Staff Retreat

The Classified Staff Retreat is held annually and all classified staff are encouraged to attend. The retreat is a place to nurture cooperative working relationships, to foster a sense of campus community, and to boost professional and personal growth. Each retreat has its own theme, which is usually reflected by keynote speakers and/or related activities. The Classified Senate staff members form a working committee with other classified employees to plan and implement the retreat. This year's retreat was held on Friday, May 8. The theme was "Wellness in the Workplace". We are especially pleased that this year was the first time since 1996 that De Anza College employees joined with the Central Services and Foothill College employees. Along with Foothill College President Judy Miner, De Anza College President Brian Murphy, and Vice Chancellor of Business Services, Andy Dunn, two hundred and fifty employees attended and received information on wellness in governance from the President-Elect of the Classified Community Colleges State Senate, and on the new wellness initiatives instituted by the District to cut down rising health costs from Benefits Manager Christine Vo. In addition, several break out sessions provided information and discussion on various wellness topics. Leaders from all three senates reported that members wish to continue meeting together for future retreats.

❖ Administrator of the Year Award

The Foothill College Classified Senate Administrator of the Year Award recognizes the college administrator who best represents the work ethic and professionalism that the Classified Senate strives to exhibit and expect of its constituency. The Administrator of the Year will be recognized as a person with an excellent ability to direct and work with classified staff and who has garnered the respect of the classified staff throughout the campus. The Senate began presenting this award in 1999. The Administrator of the Year is announced at the annual President's End of the Year Celebration on June 11, 2009. The Senate maintains the Administrator of the Year plaque in the foyer of the Administration Building.

❖ Classified Employee of the Quarter Program

This program honors peer-elected classified staff members who have shown excellence to the campus community. This program was established in May 1995. The Classified Employees of the Quarter for this academic year of 2008-2009 will be celebrated at the end-of-the-year celebration and recognition ceremony on June 11. The Senate maintains the Employee of the Quarter plaques in the foyer of the Administration Building.

❖ Classified Employee of the Year

The Foothill College Classified Senate awards one classified staff member the honor of Classified Employee of the Year. The award recognizes a staff member who has demonstrated excellence in an extraordinary manner over the course of a given academic year. This program has been in place since June 2003. The honoree will be revealed at the President's end-of-the-year celebration on June 11. The Senate then invites the Classified Employee of the Year to the annual Classified Senate Leadership Institute conference which is put on by the California Community College Classified Senate (4CS) in June. The Senate maintains the Employee of the Year plaque in the foyer of the Administration Building.

❖ Classified Senate Website

The Classified Senate website was created during the 2004-2005 academic year. The URL is *http://www.foothill.edu/classified*. Information posted on the website includes Senate minutes, Employee of the Quarter nominee forms, retreat information, ergonomic-funding information, and the Classified Senate Constitution and Bylaws. One can find links to the California Community College Classified Senate (4CS) site, as well as several links to other important FHDA sites. The Classified Senate website will be entered into the State classified senate website competition in May 2009 with winners to be announced in June at the Classified Leadership Institute. This year the Classified Senate added a copy of the presentation to the Board of Trustees, a new page, "Mission and Milestones," and regular updates on meetings and events.

❖ Travel and Conference Funds

The officers of the Classified Senate, together with the Dean of Faculty and Staff and representation from ACE, administer the travel and conference funds that ACE negotiated for Unit 1 members. In addition, the Senate has set aside some additional funding for all classified staff, not just ACE members. The $15,000 per year ($1,000 per employee maximum) that ACE negotiated for Foothill staff in the last contract negotiation has dramatically expanded professional development opportunities for unit members, as well as the Senate supplemental funds for all classified staff professional development, which has ranged between $3,000 and $5,000 over the last few years. The Senate has had more requests for professional development than our funding allocation, but the exciting news is that staff have been attending workshops, conferences, and training events that have improved their leadership skills, job and technical skills, as well as a better understanding of the how to promote specific programs and services and the value of networking bay area colleagues.

❖ Other Accomplishments

- Coordinated classified participation in Administrator Evaluations
- Created a scholarship for students
- Established a welcoming committee for new and/or reassigned employees
- Planned to update the Classified Employee Handbook
- Sponsored 5 students to attend the Brian Copeland Theatre Event
- Updated the Constitution and Bylaws
- Organized the Leadership Orientation & Planning Retreat in early September for new Classified Senate leadership

Respectfully submitted May 19, 2009
By Maureen Chenoweth, Classified Senate President 2009

Academic Senate Accomplishments
2008- 2009

The Academic Senate continues to direct the college in areas of academic and professional concern and has also participated at the district level through the Academic and Professional Matters Committee and Chancellor's Advisory Committee. It is a viable and strong voice for faculty in many shared governance committees and continues in a leadership role at the state level as well.

Thanks to the many faculty who have supported the Academic Senate through their dues, their time, service and effort. Following are some of the Academic Senate accomplishments for 2008—2009.

- **Educational Master Planning and Integrated Budget Work**
  Working with the Office of Instruction and Institutional Research, the Senate has supported the creation of new Educational Master Planning and Integrated Budget structures.

- **SLOs/Accreditation**
  The Senate has worked closely with the Office of Instruction and Institutional Research to disseminate information about the creation and assessment of Student Learning Outcomes, with the result of over 90% of SLOs written before the end of spring quarter 2009. Senate President Dolores Davison has worked with the Accreditation team as a co-chair and will continue to do so through the next 3 years.

- **Scholarships**
  The Senate will award $2000 in scholarships for students in academic and vocational programs.

- **Senate Policies/Elections**
  The Senate committees to bring forward Academic and Board policies for consideration by the faculty. This year, the Senate has worked to create new board policies on Instructional Materials and Academic Freedom. Policies on other issues, including course repetition and student grievances of grades, have been brought forward to the district level for consideration.

  In addition, the Foothill Senate conducted an election in the spring quarter to determine a new part time senator: an election that was held entirely online, thanks to the efforts of Secretary-Treasurer Elect Robert Cormia and Elections Chair David Marasco.

- **Academic Senate Website - http://www.foothill.fhda.edu/senate**
  The Senate continues to update its website and has an outstanding format for faculty and committee work, as well as having the minutes readily available for the Foothill community. In addition, the senate is working on an electronic distribution list to more readily communicate with faculty at the college.

- **Committees**
  The Curriculum Committee continues to respond to the ever-shifting landscape of articulation and system office requirements. The Curriculum Committee has been a particularly effective shared governance vehicle this year and the excellent leadership of Foothill Senate Vice President, Carolyn Holcroft, and has successfully created a new General Education pattern that will be in effect in the 2010 academic year.

  The COOL committee, chaired by Sandi Watkins, has been involved in discussions of manners by which the pedagogy of online education can be strengthened at the college; the committee's official report is being considered by the Senate during the spring quarter.

  Other committees (including Buildings and Grounds, Sustainability, Scheduling, etc) continue to provide the faculty with information and input into decisions made by the college.

- **Commencement**
  The Senate has worked closely with the ASFC in the selection of commencement speakers and the graduation ceremony. And we anticipate a record number of faculty participating in the commencement ceremonies this year.

- **Tenure Review Committees**
  Through the efforts of the senate, all tenure review committees have been staffed and work is proceeding in the area of tenure review.

- **Collaboration with DeAnza College Academic Senate and other groups**
  The relationship between Foothill and DeAnza's Senates continues to develop, with the two senates collaborating on a variety of policies and procedures. The Foothill Senate is particularly indebted to the DeAnza Senate President, Anne Argyriou, for her skilled leadership.

  In addition, a formal liaison from both the Classified Senate and the Cabinet has been added to the Senate roster, allowing for more transparency of communication and greater facilitation of collaboration between all groups.