

 FOOTHILL COLLEGE

BLUEPRINT FOR SUCCESS 2030

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Campus Leadership Messages

College President

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 *serving 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

Academic Senate President

The Foothill Academic Senate serves as a leader in creating an environment where employees and students can thrive. Through our work in the '10+1,' counselors, librarians, and instructors embody a deep love of Foothill College by advancing a vision rooted in equity and inclusion. This shared commitment is realized through collaboration with students, classified professionals, and administrators in *Foothill 2030: Blueprint for Success*.

As we look ahead, the Academic Senate will continue its role in shaping the academic direction of the college through shared governance and faculty leadership. By keeping our work aligned with



the *Blueprint for Success*, we will strengthen teaching, programs, and support systems to remain responsive to student needs and grounded in meaningful learning.

The Academic Senate is committed to carrying this vision forward to steward *the Blueprint* as not only a plan on paper, but a living guide for equity, learning, and collective well-being throughout the decade ahead. We are grateful for the wisdom of our colleagues and students whose voices shaped the vision for Foothill's future.

Dr. Voltaire A. Villanueva

Counselor & Instructor, Academic Senate President

Associated Students of Foothill College (ASFC) President

On behalf of the Associated Students of Foothill College (ASFC), we are more than honored to have contributed to the creation of *Foothill 2030: Blueprint for Success*. Foothill 2030 is more than just the product of faculty and staff efforts to honor the Foothill experience; it is also the embodiment of our shared commitment to support the hopes of the student body it is designed to serve. Through our participation in the Foothill 2030 Steering Committee, ASFC is proud to have ensured that student voices were included in the planning process, thereby incorporating student perspectives into the development of this Blueprint.

From here on, our student representatives are dedicated to upholding the goals outlined in the Foothill 2030 by continuing to advocate for students while working alongside faculty to make sure that these visions become a reality. It is our utmost priority to create an environment in which we, and all our fellow students, feel empowered and inspired to succeed.

Kayla Nguyen

ASFC President

Classified Senate President

Foothill Classified Professionals are committed to being an active part of bringing *Foothill 2030: Blueprint for Success* to life and nourishing our collective objectives to provide our students with a bright and inspiring Foothill College experience. Through representation in the Foothill 2030 Steering Committee, the Educational Master Planning Committee, and other previous planning groups, Classified Professionals have been instrumental in solidifying the efforts that await us.

Foothill 2030 not only honors the commitment we collectively have for our current and future students but also is a tribute to the already existing and ongoing heart-centered work that staff, faculty and community partners have been fostering in numerous ways. As Classified Professionals we don't see this as starting from scratch, but rather an opportunity to recalibrate and reprioritize the perspectives in which we serve our students in efforts to have a more meaningful and fruitful experience for all of us involved. All this in hopes to especially facilitate in providing pivotal skills and connections that students can take with them as they navigate the higher education system and ever-changing job market.

In the spirit of centering students and their various intended outcomes from their Foothill experience, Classified Professionals across our departments are prepared to be critical components of the execution of Foothill 2030 efforts and look forward to working alongside students, faculty, and members of the community to do so.

Vanessa Santillan-Nieto

Program Coordinator, Classified Senate President



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Executive Summary

The *Foothill 2030: Blueprint for Success* is a comprehensive document that will 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 aligning 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.

The Foothill 2030 Initiative began its work in 2023, with a robust plan to review and update 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 (MIPC). The revised mission statement was completed and approved by the District Board of Trustees on December 11, 2023. The new vision statement was adopted by the MIPC on June 21, 2024, followed by a new set of values, adopted by the MIPC on March 21, 2025.

Concurrently, a dedicated Educational Master Plan Update Team (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 M. Byrd, Dean of Institutional Equity, Diversity, and Inclusion; Dr. Voltaire A. Villaneuva, Counseling Faculty and Academic Senate President; and Dr. Elaine Kuo, Director, Research and Planning. 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 over the next five-year period.

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

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

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



Foothill 2030: Blueprint for Success – Goals and Objectives

Transformational Goal 1: By 2030, retain 89% of first-time students fall-to-fall with no student racial or demographic disparities, increasing from 60% from fall 2023 to fall 2024.

Transformational Goal 2: By 2030, 88% of employees rate their career satisfaction as high with no disparities based on employee classification or demographic characteristics, reflecting an increase of 19-percentage points from 2025.

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	Let retention reflect love, not luck. Build systems where students want to stay, and know they can, by embedding belonging, purpose, care, and affirmation into every step of their journey.
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	Implement innovative curriculum, pathways, and delivery strategies to broaden the students we serve, align to the digital transformation, and enhance student's economic mobility.
Objective 2.2	Scale Foothill's unique experiential learning opportunities through academic, community, and industry partnerships to ensure we equitably serve students.
Objective 2.3	Strengthen a culture of growth in teaching and learning to eliminate equity gaps and remain responsive to the evolving needs of students, industry, society, and the planet.
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 high school and adult education 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 and prioritize human, fiscal, and physical resources in an intentional, efficient, and effective manner that supports equitable student outcomes.
Objective 3.3	Modernize our campuses to enhance connection, serve the community, and steward the land with respect, humility, and a commitment to sustainability.

Goal 4: Lead a transformative college culture that embraces demographic change, elevates the visibility of the workforce and economic development, and boldly communicates Foothill's story through meaningful engagement and outreach.

Objective 4.1	Amplify the unique value of the college's programs and experiences and their proven ability to prepare and support students for post graduation success.
Objective 4.2	Foster a college culture of growth and engagement, providing employees with opportunities to thrive.
Objective 4.3	Optimize the Sunnyvale Center as a future-focused, workforce innovation center for the District.
Objective 4.4	Expand intentional outreach and recruitment strategies to reach historically underrepresented and underserved student populations, building trusted community partnerships and ensuring that every student knows they belong <i>before</i> they ever step foot on campus.



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, De Anza College in Cupertino, and the Foothill College Sunnyvale Center in Sunnyvale.

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.

FHDA District

The [mission](#) of the FHDA 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.

Guided by the [Board of Trustees' Districtwide Priorities](#), the Chancellor Search Profile, and aligned with the [California Community Colleges Vision 2030](#) and the [Governor's Master Plan for Career Education](#), Chancellor Lambert has created guiding principles, transformational aims, and foundational practices to lead the [District](#) forward. The *Blueprint's* goals and objectives align closely with the Chancellor's guiding principles, transformational aims, and foundational practices.

Foothill College Profile

Overview

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 their 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 122 acres 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 over 1,968 certificates and degrees in 2023-2024. The College has grown to serve more than 25,000 students in 2024-2025 and employed more than 654 classified professionals, full and part-time faculty, and administrators in the fall of 2024.

Foothill stands out on the national level as a successful and innovative community college, as evidenced by its recent 2026 #1 national ranking by Niche.com. As of spring 2025, Foothill College offers two Bachelor's in science (BS) degrees, 30 Associate Degrees for Transfer (ADT), 26 Associate in Arts (AA) degrees, 28 Associate in Science (AS) degrees, 99 credit certificate of achievement programs, and 14 non-credit certificate programs. 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. As of 2024-25, approximately 55% of Foothill's enrollment is in online courses.

Foothill also maintains a 50,000 square-foot education facility in Sunnyvale near the Moffett Business Park. 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 in the region.

Foothill's [Strategic Vision for Equity](#) (SVE) (2021-2025) codified and provided accountability for ongoing and continuous efforts to lessen disparities among its student population groups. Using the California Community Colleges' Chancellor's Office's (CCCCO's) student equity plan template as guidance, 13 issues and 55 goals were identified focusing on dismantling structural, cultural, and individual systems of oppression. The 13-55 implementation effort was an effort to establish a sustainable, systemic approach to work in an interconnected and collaborative manner. Equity action projects were implemented and assessed by units across campus and at all levels of the institution. The goal of the SVE is to create a community where success is not predictable by race. The next version of the SVE will extend this racial equity work in alignment with the goals and objectives outlined in the *Blueprint for Success*.

Dr. Kristina Whalen was welcomed as the College's eighth president in April 2023, and, with her leadership, the institution reaffirms a continuing and ongoing commitment to equity, innovation, and experiential learning. The approach to equity is reflected in priorities ensuring tangible student and employee resources including but not limited to:

- Belonging centers
- Learning communities
- Affinity groups
- Experiential learning
- Centers and labs

The graphic below provides more information on these efforts emphasizing heart-forward care and belonging.



Way of the Owl

Foothill's administrators, classified professionals, and faculty have embraced [The Way of the Owl](#) as a framework that guides their goals and actions to help students succeed. This theory of change is comprised of four parts: 1) meet students' needs, 2) remove barriers, 3) exceed student expectations, and 4) provide heart-forward care.





Belonging Centers and Programming

Foothill's emphasis on heart-forward care through the implementation of the Strategic Vision for Equity plan has led to the creation of signature belonging centers. Foothill College's Belonging Centers are thoughtfully designed spaces that foster inclusivity, support, and community for all students. The Black, Indigenous, People of Color (BIPOC) Center provides a welcoming environment for the student (and employee) community to connect, engage in cultural enrichment, and access resources tailored to their experiences. The Pride Center offers a safe space for LGBTQ+ students and allies, promoting acceptance and empowerment through various programs and advocacy efforts. The Owls Nest is a community resource center that serves as a hub for students facing food and housing insecurities, offering vital resources to ensure their well-being. Complementing these spaces is the Wellness Lounge, a tranquil room where students can access mental health support and relaxation tools to enhance their overall wellness. Together, these centers embody Foothill College's commitment to creating an environment where every student feels seen, supported, and valued. In addition to the allocation of physical space through these centers, Foothill College further strengthens belonging through programming for both employees and students.

Student Learning Communities

One strategy Foothill implements to help remove barriers for students includes the establishment of learning communities that seek to enhance belonging and maximize opportunities for population groups historically underserved by the education system. These learning communities encourage collaborative engagement among students and faculty to promote educational success, as defined by the student's academic goals. Some of the learning communities include defined instructional components based on affinity-based curriculum (e.g. Puente, Umoja, Manapua) and others are based on career and academic pathways interests (e.g. Humanities Scholars Work Experience, MESA, Honors). All embed wrap-around student supports (e.g. EOPS, NextUp) which can include but are not limited to financial aid, academic/personal counseling, professional mentorship, service-learning opportunities, field trips, conferences, and college visits. These programs are open to all interested/eligible students, with a specific lens on traditionally underrepresented students in higher education.

Employee Affinity Groups

Foothill's emphasis on heart-forward care extends to employees through its affinity groups, whose membership includes administrators, classified professionals, and faculty. As active members of the Mission Informed Planning Committee (MIPC), these organizations work collectively across campus to make the College a better and more inclusive place for employees and students—professionally, academically, and culturally. Community building activities and advocacy efforts increase employee engagement, promote awareness of educational barriers, and enhance capacity to serve students better. Celebrations of student success and achievement are planned annually.

Experience Foothill

One of Foothill College's marks of distinction is its ability to support and provide high impact experiential learning across the campus, especially to those traditionally underserved by these opportunities. Experiential learning is an educational approach that involves students actively participating in direct experiences and



reflection to learn, develop skills, and connect knowledge to real-world situations. This process fosters deeper understanding, personal growth, and practical skill development. It is a research proven way of improving student learning, motivation, and retention, particularly in historically underserved populations. Experience Foothill showcases key, signature experiential learning opportunities including the following examples:

Case Competition: Foothill partners with a company, and industry professionals mentor students working on teams competing to develop the best business solutions. The quarter-long experience is facilitated by regular workshops that emphasize skills development in problem solving, teamwork, and communication. This annual student experience culminates with team presentations about their strategic solutions to industry professional judges.

Foothill Innovation Challenge: Student teams are mentored in developing their own innovative ideas to address a real-world problem through positive social impact. Students are supported by industry coaches and workshops to develop their ideas, build prototypes, and craft compelling pitches. Students present their innovative concepts in a "Shark Tank"-style format to a panel of industry professional judges.

Research & Service Leadership Symposium (RSLs): This year-long experience culminates with a day-long conference event of poster sessions and presentations of student research, creative arts projects, and service-learning initiatives. Individuals and teams of students are paired with faculty and industry mentors early in the academic year and guided through their scholarly activities. Additional workshops help students develop their research and communication skills.

Global Experiential Learning (GEL): Students participate in faculty-led study abroad and experiential learning programs, emerging with critical skills for thriving in a global workforce and becoming responsible global citizens. GEL programs offer students immersive and holistic experiences, with learning happening in and outside of a traditional classroom through a learning experience abroad. Programs vary in length and courses/credits offered, ranging from two-six week, short-term programs mostly offered in summer, and eight-ten week (quarter-long) programs during the academic year. The immersive travel and cultural exchange promotes students' global perspectives and personal transformation, one that can reshape their worldview.

Science Learning Institute (SLI): First-generation STEM students are placed in paid internships for STEM career exploration and to gain related practical experience. These internships, often in partnership with Stanford University labs, provide students with mentorship, hands-on research, and opportunities to present their work publicly. The SLI also supports students in identifying, applying, and preparing for successful external internship experiences.

Emerging Technologies Institute (ETI): Students and employees are equipped with the skills and knowledge to engage with emerging technologies that have the potential to enhance teaching and learning, and benefit society. The ETI supports interdisciplinary learning communities engaging in project-based learning on artificial intelligence (AI), virtual reality, cymatics, renewable energy, blockchain, quantum technologies, and space sciences.

Specialized Centers & Labs

Foothill's innovative approaches to teaching and learning are seen through the focus and work of its specialized centers and labs. These physical locations emphasize learning with practical applications, facilitating critical thinking, problem solving, and collaboration. Opportunities to promote community expression and the student voice are prioritized and maintained through the exchange of ideas in these dedicated spaces.

Interdisciplinary Electronic Arts (IDEA) Center: Brings together Music Technology, Media Studies, Photography, Graphic & Interactive Design, and Art in a shared space for creativity and innovation.



Students record, produce, design, and create using state-of-the-art tools in the IDEA Lab and Studio 1100, supporting projects ranging from music and video production to digital imaging,

animation, and multimedia installations. This collaborative environment fosters interdisciplinary learning and prepares students to thrive in today's technology-driven creative industries

Linguistic Justice Lab: Hosted by the Division of Language Arts and Ethnic Studies, is a collaborative space in which faculty, staff, and students engage in activities and events that honor linguistic diversity and student voice, expression, and engagement in the language(s) of their choosing. Activities include Spanish conversation workshops led by native-Spanish-speaking students; Japanese conversation workshops led by native-Japanese-speaking students; ESL conversation workshops; faculty and peer tutoring; student club meetings; poetry workshops and readings by the college's Student Poet Laureate; and special events in collaboration with other centers of belonging on campus. The Linguistic Justice Lab honors the deep relationship between language, culture, and identity; identities and communities as sources of pride and power; understanding of how others view the world as a core aspect of human relationships; and expression and student voice as critical agents of civic engagement and social justice.

Japanese Cultural Center (JCC): Founded in 1982 by Dr. Michiko Hiramatsu, Foothill College's first full-time Japanese faculty, the JCC represents a history of cross-cultural collaboration between the United States and Japan, with Japanese organizations and individuals working with our local college community on the construction of the center as well as an *azumaya* and bamboo garden. The Japanese Cultural Center houses an array of Japanese artifacts as well as an authentic Japanese *chashitsu*, or tea room. Dedicated to the *Issei*, or first-generation immigrant Japanese, who have a deep history and legacy in the area, the JCC is an educational space that serves the Foothill community through student- and community-centered events and activities centered on Japanese language and culture and Japanese American identity and history - with particular focus on honoring traditional Japanese trades, arts, and crafts and exploring their use in new forms and contemporary contexts.

Krause Center of Innovation (KCI): This endowed facility celebrated its 25th year of providing innovative courses and programs for K-14 educators around technology and innovation. Its mission to advance leadership and transform teaching by providing innovative professional learning that inspires students to be lifelong learners have engaged with over 26,000 teachers. The educator programming includes certificate programs and can be customized for schools and districts. Robust workshop offering help teachers meaningfully integrate technology into daily instruction, responding to the emerging and immediate needs of K-14 educators. KCI's makerspace and workshops are open to Foothill students and employees.

Career and Academic Pathways (CAPs)

Foothill College has identified programs of study for students that are organized into eight [Career and Academic Pathways \(CAPs\)](#) (see table below)—based on areas of interest, career goals, meta majors, and similar coursework. As part of the implementation of CAPs, program maps have been created for each degree and certificate and are grouped by CAPs for students, allowing students to easily explore degrees and career opportunities within an interest area. The College continues this CAPs focus on student access, success, along with aligning College curriculum, programs, and student support services. This effort seeks to provide a streamlined and transparent guide for students to complete their program of study, minimizing the number of units earned for completion, along with a reduction in cost and time.



FOOTHILL COLLEGE CAREER AND ACADEMIC PATHWAYS
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

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

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

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,



Foothill 2030: Blueprint for Success

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!

College Fast Facts: Community, Students, and Outcomes

The chart below provides data about the Foothill College community, its students and their outcomes.



Foothill College Community, Student, and Outcomes Summary Data

Community	Students	Outcomes
<u>Silicon Valley (Santa Clara and San Mateo Counties)</u> Population (2,669,218 in 2024) - Population is projected to decrease in coming years and decades, particularly for those aged under 25, and aged 25-64 Educational Attainment - Higher than state and national averages, yet 38.5% have less than an Associate degree Age Distribution - Slightly older population Ethnicity - No majority ethnic group – Asian, Latinx, and White residents each comprise between one-quarter and one-third of the population Origin of Birth - 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) High Schools - Enrollment projected to decrease over 10% in the next ten years - Higher than average college-going rates, yet lower rates of graduates choosing to attend a community college Socioeconomic Status - Income rates are much higher, and poverty rates lower, than the state and national averages Labor Market - 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 - Nationally, 23% of workers do remote work, with about half of those working fully remotely	<u>Foothill College (Fall 2024)</u> Headcount 11,586 FTES (estimate) 2,830 Enrollment Status First Time 17% First Time Transfer 19% Returning 14% HS Concurrent 9% Continuing 40% Gender Female 54% Male 44% Other/Unknown 2% Ethnicity Asian 29% Black 4% Filipinx 5% Latinx 31% HI/Pacific Islander 1% White 24% Unknown 6% Age Group 19 and under 34% 20-24 29% 25-39 25% 40+ 12% Promise, Pell, AB540 2023-2024 CPG Promise 20.8% Pell Grant 9.7% AB540/Dreamers 2.5% Educational Goal Transfer 44% Degree 12% Certificate 6% All Other 38% International Students (F-1 Visa) Total of 442, or 3.8% Top 5 Countries of Origin: - China - India - South Korea - Japan - Brazil	<u>Student Outcomes</u> Awards 2023-2024 Associate Degree for Transfer 404 AA/AS (local) 352 Bachelor Degree 59 Credit Certificate 1,153 Transfer 2022-2023 California State U 345 University of California 307 Out of State 103 In State Private 18 Degree/Transfer Students 2022-2023 - Compared to the state and regional average, fewer units accumulated upon graduation - Higher rates of completing Transfer Level Math & English in Year 1 and higher degree completion/transfer rates - Lower Fall to Spring Persistence Career Education - Higher rates of earning 9+ units - Higher wages and rate of attaining the regional living wage - Higher % reporting job is closely related to their field of study Adult Ed/ESL - Higher rates of earning an award, becoming employed, and transitioning to postsecondary coursework - Higher wages Top Degrees 2023-2024 Psychology for Transfer Business Admin for Transfer 2 General Studies: Social Science Public Health Sci for Transfer Comm Studies for Transfer Top Credit Certificates 2023-2024 Research Design Dev Global Good Inside Wireman Full IGETC Certification: CSU Early Child Educ Fundamentals Non-Destructive Testing Tech Top Transfer Destinations 2022-2023 San Jose State University UCLA UC Berkeley UC Santa Cruz UC Davis

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, CCCCO DataVista, California Community College Career & Technical Education Outcomes Survey, Internal College Data provided by Foothill Institutional Research & Planning.



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.¹ 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 Clearinghouse² 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, Latine, 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%.³ In Fall 2024, two-year colleges continued the trend by posting a 5.8% increase over the prior year.⁴

State-Level Context

The California Community Colleges (CCCs) 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. As of 2025, the CCC 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 over 2 million students annually, making it the largest system of higher education in the country. The CCCs remain dedicated to advancing the state's economic growth and global competitiveness through education, training, and services that enhance workforce development.⁵

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

¹ National Center for Education Statistics (<https://nces.ed.gov/programs/coe/indicator/cpb>)

² National Student Clearinghouse Research Center (<https://nscresearchcenter.org/stay-informed/>), as reported October 26, 2023

³ National Student Clearinghouse, reported January 24, 2024 <https://nscresearchcenter.org/current-term-enrollment-estimates/>

⁴ National Student Clearinghouse, reported January 23, 2025 <https://nscresearchcenter.org/current-term-enrollment-estimates/>

⁵ https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=66010.4.



California State University (CSU) graduates and 29% of University of California (UC) graduates embarked on their academic journey at a community college.⁶

Three important areas of state-level context are described below. First, California's current efforts in student equity and success are presented in its *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, and the CCCs). Lastly, an overview of California's emerging higher education priorities and technologies is presented, including the Governor's Master Plan for Career Education and the role of Artificial Intelligence (AI).

Vision for Success and Guided Pathways

The Vision for Success, launched by the California Community College Chancellor's Office (CCCCO) 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."⁷ In 2021, the CCCCCO 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](https://www.cccco.edu/-/media/CCCCO-Website/docs/report/vision-for-success-update-2021-a11y.pdf). 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 equity, especially considering the disproportionate impact of the COVID-19 pandemic on communities of color.⁸

It is important to highlight that *Vision for Success* utilized the *Guided Pathways* framework to enhance student access, persistence, retention, and goal completion. 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

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

⁶ <https://www.cccco.edu/About-Us/Key-Facts>

⁷ Vision for Success, <https://www.cccco.edu/-/media/CCCCO-Website/Files/Workforce-and-Economic-Development/RFAs/19-300-001/appendix-d-vision-for-success-a11y.pdf>

⁸ Vision for Success – Reaffirming Equity in a Time of Recovery <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/vision-for-success-update-2021-a11y.pdf>



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.

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 built 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.”⁹

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.¹⁰

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.¹¹

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 2030](#) plan for California’s community colleges, [originally released in September 2023](#) and updated in [July 2025](#), 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

⁹ Governor’s Roadmap, pg. 5, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

¹⁰ Governor’s Roadmap, pg.2, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

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



priorities and a systemwide commitment to three shared goals – Equity in Access, Equity in Success, and Equity in Support.¹²

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 wages.¹³ 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.¹⁴

Dr. Sonya Christian, the California Community Colleges Chancellor, 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.”¹⁵ *Vision 2030* is centered on prioritizing the well-being of our students, communities, and the planet.¹⁶

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. The key directive highlights of [Vision for Success](#), [Vision for Success Reaffirmed](#), [Governor’s Roadmap](#) and [Vision 2030](#) are detailed in the graphic below.

¹² Vision 2030 <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf?la=en&hash=3B83F5221C4A7A8BEFA7E94D5BCBF540D2718013>

¹³ Vision 2030, PowerPoint, October 16, 2023

¹⁴ Vision2030, PowerPoint, July 24, 2023

¹⁵ <https://www.cccco.edu/-/media/CCCCO-Website/docs/presentation-slides/Vision-2030-PowerPoint-10162023.pdf?la=en&hash=CF0291AB56BB24B831BBB367E4F76ACFFEA785AA>

¹⁶ Vision2030, PowerPoint, July 24, 2023



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.

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:¹⁷

Base Allocation: Based on enrollment as derived from the full-time equivalent student (FTES) numbers.

Supplemental Allocation: Based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.

Student Success Allocation: Based on outcomes that include the number of students who:

- Earn associate degrees and credit certificates.
- Transfer to four-year colleges and universities.
- Complete transfer-level math and English within their first year.
- Complete nine or more career education units.
- Attain a regional living wage.

On July 21, 2023, the California Community College Chancellor's Office (CCCCO) released Memo [FS 23-24 Advance Apportionment](#) that 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.

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 following 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.

¹⁷ Student-Centered Funding Formula: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>



- **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.¹⁸

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 CCCC 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. The following Assembly Bills 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

¹⁸ AB 1707 Implementation Guide <https://www.cccco.edu/-/media/CCCCO-Website/docs/ab705/ab-1705-implementation-guide-11-30-23-a11y.pdf?la=en&hash=0B8CD769C64A1553279A9C12FE2BB65ED86B07C0&hash=0B8CD769C64A1553279A9C12FE2BB65ED86B07C0>



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. The committee was 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. [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.

- **[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 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

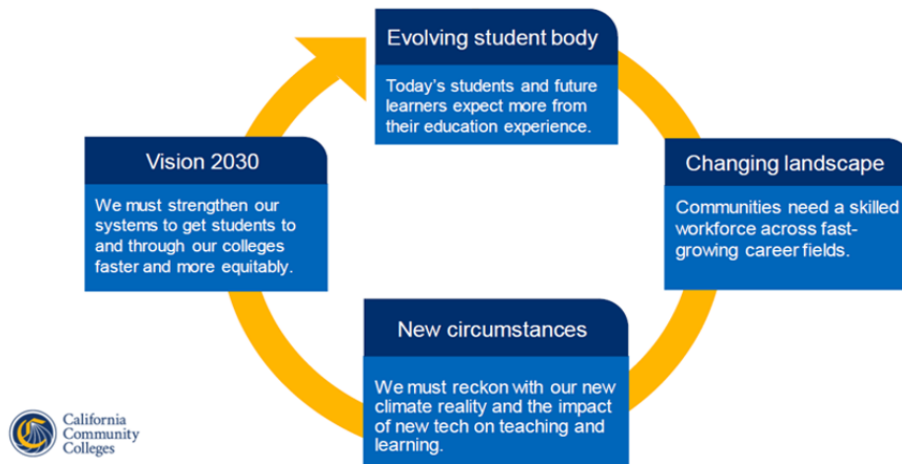
As Foothill College embarks on its next five-year plan, the tenets of Vision 2030 continue to frame the work of the college. Additional new initiatives have been developing as well, including the following:

- 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), such as the California General Education Transfer Curriculum (Cal-GETC) effort.
- 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



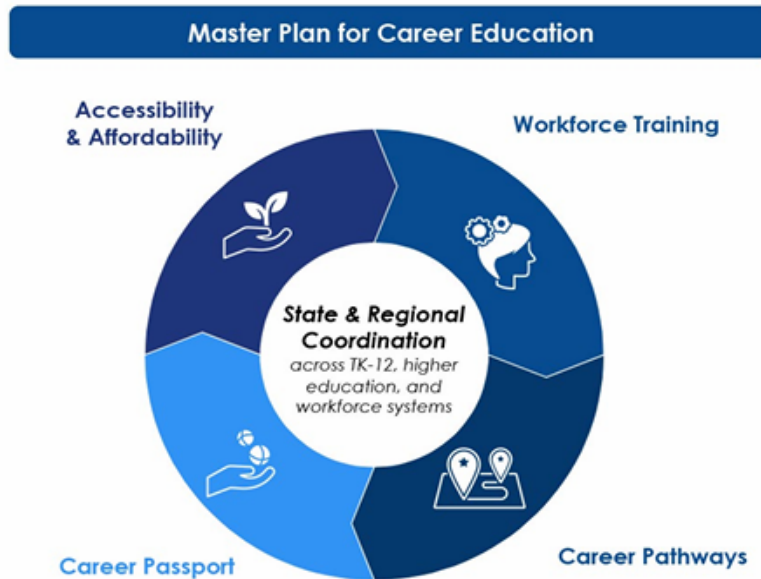
Source: California Community Colleges Chancellor's Office, Vision 2030, October 16, 2023

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 [Master Plan for Career Education and Artificial Intelligence \(AI\)](#)



Artificial Intelligence

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)¹⁹ 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)²⁰

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 system recognizes the impact generative AI is having on rapidly transforming both how we teach and what we need to teach to prepare students for how AI is changing their discipline. The growing adoption and use of AI is transforming the future of learning and the future of work itself. The CCCCCO created the Digital Center for Innovation, Transformation and Equity ("Digital Center") to better prepare CCCCCO employees for the AI transformation.²¹ Due to its reputation for technology and transformation, the CCCCCO chose the Foothill-De Anza District (FHDA) to be its principal partner and host site of the Digital Center.

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 five-year Educational Plan, now named *Foothill*

¹⁹ https://www.govops.ca.gov/wp-content/uploads/sites/11/2023/11/GenAI-EO-1-Report_FINAL.pdf

²⁰ Ibid.

²¹ [Resolution of the Board of Governors California Community Colleges Number 2024-17.](#)

<https://www.cccco.edu/-/media/CCCCO-Website/docs/general/digital-center-resolution-2024-17-signed-2024-07-22-a11y.pdf?la=en&hash=B9DDF3945DADB5AF86C6B91F37052E3C31156E1B>



2030: *Blueprint for Success*. Integrated planning and budgeting processes are driven by the College mission statement; informed by data; include 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. College participatory governance is grounded in the inclusion of classified professionals, faculty, and students in the decision-making processes. The inclusion of constituent groups and varying viewpoints promotes effective collaboration in college planning.

Mission-Informed Planning Council

The [Mission Informed Planning Council \(MIPC\)](#) serves as a vital multi-constituent governance group, advising the President on college-wide planning and decision-making to ensure alignment with the institution's mission, vision, and core values. The MIPC is a cross-functional group with a membership that includes 21 representatives from the campus community, including classified professionals, faculty, and students and is facilitated by a quad-chair model with leadership provided by the college president and the presidents of Academic Senate, Classified Senate, and the Associated Students of Foothill College (ASFC). A [set of guiding principles](#) emphasize shared leadership and foster a collective approach where all members, representing diverse campus constituencies, feel heard and empowered to contribute.

The Mission Informed Planning Council (MIPC) focuses its purpose and purview to:

- 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*.
- 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.

Institutional Effectiveness Committee

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

The purpose of the 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.

The IEC serves as the monitoring body for planning efforts across the college, including the newly developed *Foothill 2030: Blueprint for Success*. This committee reports regularly to the MIPC on its progress and recommendations for continuous improvement. Membership includes representatives from senior leadership (VPs), classified professionals, faculty, and students.

Program Review

[Program review](#) is an integral part of institutional effectiveness and the strategic and budget planning process. It offers an opportunity to gauge successes and design improvement actions to ensure the quality of instructional and student services programs. The primary goals for the program review process are to:



- Assess how well students are served by instructional and student services programs.
- Reflect on areas of improvement for instructional and student services programs.
- Demonstrate program effectiveness through continuous improvement.
- Align educational and educational support program needs with campus resources and college priorities within the planning and budgeting processes.
- Ensure that program priorities are driven by the College and District mission and planning documents.

Program Definitions

An “educational program” is defined as an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

A “educational support program” is defined as a service designed to enhance student success and support students in achieving their educational goals.

Program Review Process

The Program Review process follows a timeline that includes a Comprehensive Program Review (CPR) every five years and an Annual Program Review (APR) to track and monitor student success, strategic planning, and budget allocation at the program and discipline level, and overall improvement. In addition to the reflective program level report, the program review process connects with the [Resource Allocation](#) process to provide a way for programs to request additional financial or human resources.

Every five years, programs must engage in the CPR process that is structured to provide:

- a framework for continuous improvement and excellence;
- an opportunity to explore, enhance, and integrate student learning and faculty teaching into the program’s mission and program-level student learning outcomes;
- an opportunity for full participation involving faculty, classified professionals, administrators;
- an opportunity to facilitate and execute short-term and long-term strategic planning; and
- evidence for the college to meet the obligations of institutional accreditation and account for its efficient use of public funds.

The CPR process requires program stakeholders to participate in a reflective review using the template prompts and performance data provided. It is a staggered process with a portion of programs engaging in the comprehensive review process each year. This process is designed to encourage a program to look longitudinally at the previous five years of performance data and identify program strengths, weaknesses, opportunities, and potential challenges. The narrative prompts ask the program faculty and classified professionals to reflect on and analyze the data and outline actions for innovation and improvement. Each Comprehensive Program Review is read by a team of three that includes an administrator, faculty or classified professionals from within the area, and faculty or classified professionals from outside the area. This reader team uses a template to provide constructive feedback, focusing their feedback on the proposed action plans for improvement. The program review writers’ and readers’ efforts are reviewed by the respective area vice president, who present to the MIPC the global strengths and challenges across all program reviews. The APRs update the college on the proposed action plans with feedback provided by the educational or educational support program’s respective dean. The overall approach to program review is to support a culture of care and growth, providing feedback from a peer support and improvement lens.

Resource Allocation Guidelines

Embedded as part of the program review process, resource requests, depending on the request type, are reviewed by the Prioritization Committee or Finance Allocation Team for prioritization and allocation. Guidelines are provided for the following resource requests:

- Human resources;



- Physical resources;
- Financial resources; and
- Resources/Program sustainability.

The need for the resource request should be identified and referenced in the CPR or APR and must be aligned with the college's *Blueprint for Success*. Resource prioritization criteria and procedures are also set out in the Resource Allocation Guidelines. After all resource requests are reviewed and deliberated, the Vice President of Finance presents an annual report to the MIPC about the recommendations for prioritization and allocation. Note that in the event of a resource/program sustainability review, the determination for reduction is determined elsewhere.

Program Sustainability Review (PSR)

In addition to the Comprehensive Program Review cycle, Foothill College has established the Program Sustainability Review (PSR) process through the Academic Senate. PSR provides a structured and transparent framework for evaluating program viability and alignment with the College's mission, equity goals, and strategic priorities. The process is faculty-led and engages faculty and staff to work collaboratively and in a data-informed way, serving as a tool to guide and strengthen programs rather than eliminate them.

Blueprint for Success Development Process

As part of the regular college-wide planning and review cycle, Foothill College began an institutional-level educational review process. As the first step, Foothill College conducted a comprehensive review of its college mission statement. The [revised mission](#) was approved by the College at the MIPC meeting on November 17, 2023, with the Board of Trustees approving the revised mission on December 11, 2023.

The revised mission statement set the stage for the review of the vision statement and institutional values, accompanied by an update of the College Educational Plan. The Vision Statement Review Team convened on November 13, 2023, with the [revised vision statement](#) finalized with the MIPC adoption on June 21, 2024.

In May and June 2024, employees, based on years of service, were invited to reflect on the college values and their continuing relevance. These efforts included facilitated dialogues by the college president along with a feedback survey distributed across the institution. Ongoing discussions continued in participatory governance spaces during fall 2024 until the updated values were finalized in the MIPC on March 21, 2025.

At the same time, the College focused on developing a new educational plan given the sunset of its previous plan in 2022. A team was established during Fall 2023, and a comprehensive planning process was conducted from Winter 2024 through Spring 2025. This final step in the Foothill 2030 Initiative was the development of the *Foothill 2030: Blueprint for Success*. 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 strategy was 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.

Unwavering Support to Diversity, Equity, and Inclusion

The educational plan was created in the context of unprecedented anti-diversity actions at the federal level. A core component of Foothill's planning was to ensure that the educational plan reflected the CCCCO's and FHDA District's unwavering commitment to diversity, equity, and inclusion despite the changing national landscape.

Equity-Minded Access and Success

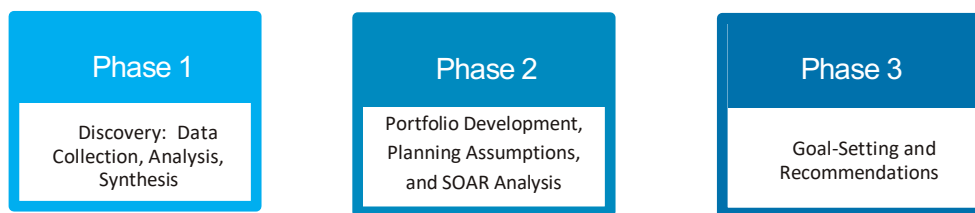
Foothill's planning was aligned with the values and goals outlined in Foothill's Strategic Vision for Equity (SVE), which sunset in 2025. Continuity of Foothill's central focus on equitable success is consistent with the CCCCO's Vision 2030, Student-Centered Funding Formula (SCFF), Guided Pathways, College and Career Access Pathways (CCAP), California Adult Education Program (CAEP), Strong Workforce Program, and the Student Equity and Achievement Program (SEAP) initiatives in the CCC System. Reaching populations who have barriers to access, and providing both instructional 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 diminished.

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.

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*.



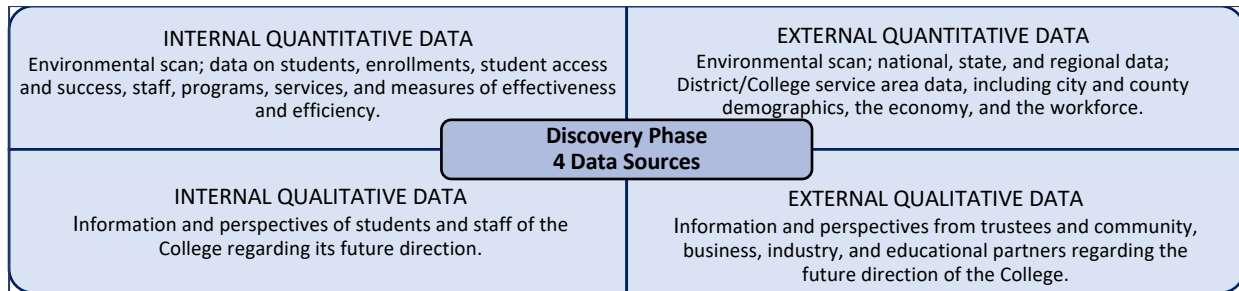
The three-phase project began in November 2024 and completed in May 2025 as follows:

- 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 educational plan team members for the Phase III goal-setting session. The emerging themes from the listening sessions and quantitative analysis were shared with the campus through virtual and in person drop-in sessions where wide feedback on the themes was collected. Also, this team met jointly with the President's Senior Leadership Team for an eight-hour goal-setting session over two half days to draft a set of goals and objectives that would lead the College over 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 *Blueprint for Success* was ready to proceed through the participatory governance process, with recommendations to the President and a resulting document to be provided to the Board of Trustees for its consideration and 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; and
- 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; and
- Student Outcomes.

Like 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) faculty (and classified professionals). 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 are 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 that declined during the COVID-19 Pandemic began to rebound in 2023. According to the Research Center at the National Student Clearinghouse, students are gravitating to shorter-term credentials rather than longer-term degrees.²² Enrollment growth is attributed to increased dual enrollment and increased enrollment by Black, Latiné, and Asian students. White student enrollment continues to decrease.

In Fall 2023, national undergraduate enrollment rates grew by 1.2%, the first increase since the COVID-19 Pandemic, with two-year colleges posting the highest growth at 2.6%.²³

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); these enrollment rates are 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 opportunities 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.²⁴

Trends Impacting Teaching and Learning

EDUCAUSE, whose mission is to advance higher education focusing on technology, has identified national trends affecting teaching and learning in its [2024 Horizon Report: Teaching and Learning](#).²⁵ Highlights from EDUCAUSE and that report include:

²² National student Clearinghouse, Reported October 26, 2023 <https://nscresearchcenter.org/stay-informed/>

²³ National Student Clearinghouse, reported January 24, 2024 <https://nscresearchcenter.org/current-term-enrollment-estimates/>

²⁴ 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>.

²⁵ EDUCAUSE 2024 Horizon Report: Teaching and Learning <https://library.educause.edu/-/media/files/library/2024/5/2024hrteachinglearning.pdf>



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.

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.

Artificial Intelligence (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 Trends²⁶

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.

²⁶CCCCO DataMart and CCCCCO website



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 metrics platform.
- 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 CCCs' 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, along with faculty and staff diversification efforts.
- The CCC 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. While the initial conversation focused on the college increasing 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 transition to being funded as a "basic aid" or "local control" district will impact the college's strategic enrollment management approach. That said, the SCFF metrics continue to serve as key indicators of institutional priorities that prioritize the college mission.
- California is increasingly relying on local districts to fund new educational facilities rather than depending on statewide educational bonds.

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 Districts²⁷

The Foothill College service area boundary coincides with the K-12 school districts in Palo Alto, Los Altos, Los Altos Hills, 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.

²⁷ Source: California Department of Education, Silicon Valley Index



- 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 Trends²⁸

- 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 Latiné populations each account for between one-quarter and one-third of the county population.
- 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, Los Altos Hills, and 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 Vietnamese, Tagalog, Cantonese, and Mandarin).
- Even though educational attainment levels are high, 38.5% of Santa Clara and San Mateo County residents have less than an associate degree, which presents an opportunity for the College.

Labor Market Analysis

Labor Market Information

Labor Market Trends: Key Industries²⁹

Based on labor market research, the Bay Area Community College Consortium (BACCC), in support of the CCCC's 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; and
- Education.

Labor Market Trends: Top Industries³⁰

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; and

²⁸ (Source: US Census, California Department of Labor, Silicon Valley Index)

²⁹ (Source: BACCC Regional [Plan](https://baccc.net/regional-plan/) 2024-2027 <https://baccc.net/regional-plan/>)

³⁰ (Source: Lightcast)



- Information.

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

- Health Care and Social Assistance and
- Government.

Labor Market Trends: Top Occupations³¹

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

- Software Developers;
- Computer Occupations, all other; and
- Data Scientists.

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

Labor Market Trends: Largest Workforce Gaps³²

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 Jobs³³

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

Remote Work Trends (National)³⁴

- 23% of workforce works remotely;
- Of those who work remotely, 48% telework all hours, and 52% telework some hours; and

³¹ (Source: Lightcast)

³² (Source: Lightcast, BACCC Regional [Plan](https://baccc.net/regional-plan/) 2024-2027) <https://baccc.net/regional-plan/>

³³ (Source: Lightcast)

³⁴ (Source: Bureau of Labor Statistics [Telework Trends](https://www.bls.gov/opub/btn/volume-14/telework-trends.htm), March 25, 2025) <https://www.bls.gov/opub/btn/volume-14/telework-trends.htm>



- Occupations with the highest rates of remote work include Management, Professional and Related Occupations (which includes IT), and Sales and Office Occupations.

CCCCO Vision 2030 Outcomes – Foothill College Trends

The following are Foothill College trends associated with the CCCCCO's Vision 2030 Outcomes measures:

- Outcome 1 Goal (Degree/Certificate 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, Filipinx, Latiné, 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.

College Trends and Planning Assumptions

Enrollment

Students³⁵

- 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% Latiné, 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 (F1 Visa)– 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

- Nine percent of Foothill College students are Special Admit, meaning they are concurrently enrolled in high school, which is similar to the statewide average.

³⁵ (Source: Foothill College Fall 2024 Census Report, and CCCCCO DataMart)



- 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 Outcomes³⁶

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 Associates 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; and
 - 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; and
 - 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

³⁶ (Source: CCCC DataVista, UCOP InfoCenter, CSU Data Analytics, and CTEOS)



Session Categories	Individuals and Groups		# Sessions	Approx. # Participants
Internal Stakeholders	○ President and Cabinet Members ○ Mission Informed Planning Council (MIP-C) ○ Institutional Effectiveness Committee (IEC) ○ Institutional Research & Planning ○ Sunnyvale Center Managers & Staff ○ Academic Senate ○ Project 13-55 Group	○ Classified Senate ○ Management Team ○ Student Services ○ CAPs Visioning (Arts & Media; Business & Education; Health Sciences & Wellness; Industrial Technology & Business Trades; STEM; Society, Culture, & Human Development)	16	292
Student groups	○ Associated Students Foothill College (ASFC) ○ Sunnyvale Center Students ○ Student Classes (Health and Wellness, Introduction to Latinx, Music, Human Development, English as a Second Language, Math 40A/Apprenticeship, General Online Course session)		7	191
Total Number of Internal Listening Sessions and Participants			23	483
EXTERNAL STAKEHOLDER LISTENING SESSIONS				
Session Categories	Individuals and Groups		# Sessions	Approx. # Participants
Business & Industry	○ Business and Industry ○ Economic Development		1	8
Government & Community Partners	○ City and County Officials ○ Community Partners		1	8
Educational Partners	○ K-12 and Adult Education ○ Universities		2	17
Total Number of External Listening Sessions and Participants			4	33
TOTAL NUMBER OF INTERNAL AND EXTERNAL LISTENING SESSIONS AND PARTICIPANTS			27	516

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. These emerging themes were shared with the broad campus in virtual and in person drop-in sessions that allowed for further feedback.

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. There was an emphasis on strategic enrollment practices, including targeted outreach, student-centered scheduling, well aligned course offerings that support timely completion, and proactive retention planning, that can strengthen persistence, close equity gaps, and create more meaningful and supportive student experiences.

Comprehensive student support services were highlighted, including the importance of addressing practical barriers such as transportation, access to textbooks and technology, and expanded counseling services. Efforts toward 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) priorities remain central to the college 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 the CCCC's Vision 2030. 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 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 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. The CAPs, also known as meta majors, play a pivotal role in the institution's Guided Pathways framework by helping students explore and



identify their interests, connecting those interests to academic programs, and understanding 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. There is existing active engagement in initiatives reflecting 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

Academic programs are currently undertaking substantial curricular revisions to reflect diverse perspectives and better respond to student needs. There is also a commitment to integrating emerging technologies, such as artificial intelligence (AI), while maintaining a foundation in critical thinking and interdisciplinary learning. There is a strong focus on updating course and program level Student Learning Outcomes (SLOs) and the SLO process. A year-long review of the institutional learning outcomes (ILOs) led by the Academic Senate culminated with adoption of the revised ILOs at the MIPC on June 6, 2025.

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, the CAPs are enhancing experiential and project-based learning, developing interdisciplinary courses, 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. The 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, the CAP groups have identified several emerging priorities, including institutionalizing the CAP planning structures, engaging in AI policy discussions, expanding non-credit options and short-term credentials, and expanding the Emerging Technologies Institute (ETI) 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 programs in technical fields.

The 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.

To support this vision, the CAP groups expressed a desire for increased professional development in 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, the 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 CAP groups, 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 Foothill 2030 initiative. Ten key challenges and ten key opportunities were identified from the analysis, as delineated below, for the 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 and historically 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
- Need for broader scheduling options such as short term, evening, and weekend courses

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 (CAP)

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

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



5. 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

6. 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

7. 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

8. 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

9. Pursuing Diverse Revenue and Funding Sources

- Enhance revenue through grants, SCFF strategies, and new funding sources
- Build out strategic partnerships to expand resources and student opportunities

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 *Blueprint for Success*.



Foothill 2030: Blueprint for Success – Goals and Objectives

Foothill 2030 Transformational Goals

By 2030, retain 89% of first-time students fall-to-fall with no student racial or demographic disparities.

By 2030, 88% of employees rate their career satisfaction as high with no disparities based on employee classification demographics. 20

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

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 Implement innovative curriculum, pathways, and delivery strategies to broaden the students we serve, align to the digital transformation, and enhance student's economic mobility.

Objective 2.2 Scale Foothill's unique experiential learning opportunities through academic, community, and industry partnerships to ensure we equitably serve students.

Objective 2.3 Strengthen a culture of growth in teaching and learning to eliminate equity gaps and remain responsive to the evolving needs of students, industry, society, and the planet.

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 high school and adult education 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 and prioritize human, fiscal, and physical resources in an intentional, efficient, and effective manner that supports equitable student outcomes.

Objective 3.3 Modernize our campuses to enhance connection, serve the community, and steward the land with respect, humility, and a commitment to sustainability.

Goal 4: Lead a transformative college 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 the unique value of the college's programs and experiences and their proven ability to prepare and support students for post graduation success.

Objective 4.2 Foster a college culture of growth and engagement, providing employees with opportunities to thrive.

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

Objective 4.4 Expand intentional outreach and recruitment strategies to reach historically underrepresented and underserved student populations, building trusted community partnerships and ensuring that every student knows they belong *before* they ever step foot on campus.

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. The resulting plan serves as an integrated, overarching framework for the many college planning efforts and provides direction for the institution's fiscal, facility, technology, and staffing plans.

The *Blueprint for Success* aligns well with the CCCC's Vision for Success 2030 and Chancellor Lambert's principles, strategic priorities, and foundational practices. The objectives and initiatives will be mapped to both the state and district goals and metrics, and college planning documents will be revised to ensure alignment.

Next Steps and Recommendations

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



Blueprint for Success Roll-Out Process

Production of the final *Vision 2030: Blueprint for Success* will include electronic digital documentation. Condensed versions, such as an Executive Summary, may also be developed for campus and district offices and used in meetings with the College's educational, business, industry, and community partners. An intentional internal roll-out process in Fall 2025 with constituency groups is critical to increase awareness and provide a unified direction for the institution as programs engage in program review and strategic planning.

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*. Strategic planning and progress on each of the four goals will be led by each of Foothill's four vice presidents. Each objective will be project managed by a dean or associate vice president. Leading and lagging indicators will be created for each goal and objective that align with the CCCCO's Vision 2030 goals and metrics. Progress on these metrics will be tracked regularly.

Activities will be identified for each objective by each administrator-led (dean or associate vice president) workgroup (16 total). These commitments 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 goals, and they are also valuable for other annual planning processes, such as curriculum and instructional design, budget development, staffing needs, facilities, and technology planning. Workgroups including classified professionals, faculty, and students will be assembled to implement the action plans, with support from the Objective's project manager (dean or associate vice president). These teams will be regularly reconstituted to evolve as the work needed on each objective evolves.

A continuous and ongoing monitoring process is critical to assess and ensure progress on the Goals and Objectives of the *Blueprint*. Updates on action plans and the progress towards the goals and objectives will be provided at regular intervals to the Institutional Effectiveness Committee (IEC) and ultimately the MIPC. 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 resource opportunities.

Conclusion: Our Time is Now!

The *Foothill 2030: Blueprint for Success* provides the overall direction for the future of the college within its mission, vision, and values. The *Blueprint for Success* builds on the already strong foundation Foothill has had over the decades with strong cultures of innovation and care. This unique combination sets the college up to be bold in embracing the future but with a constant focus on heart-forward care for students and employees. Implementation of the goals and objectives laid out in the *Blueprint for Success* will help the college reach its transformational goals to equitably retain 89% of first time students fall to fall with no student demographic disparities and 88% of employees rate their career satisfaction as high with no disparities based on employee classification or demographic. This work will be done amongst challenging external forces, most especially the impact of AI on learning and the future of work and the federal landscape for DEIA. Working strategically and collaboratively, Foothill will strengthen its curriculum, support services, and infrastructure to ensure every student and employee thrives and has the skill to lead in their future education, career, and civic engagement. As the CCC Chancellor Sonya Christian says, "Our time is now!"



Acknowledgments

Senior Leadership Team

Dr. Kristina Whalen, President

Dr. Stacy Gleixner, Vice President, Instruction

Dr. Teresa Ong, Vice President, Workforce Innovation and Economic Advancement

Dr. Laurie Scolari, Vice President, Student Services

Bret Watson, Vice President, Finance & Administrative Services

Kurt Huet, Associate Vice President, Instruction

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

Foothill 2030: Blueprint for Success Planning Team

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

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

Tracee Cunningham – Faculty, Counseling

Dr. Doreen Finkelstein – Senior Research Analyst, Institutional Research and Planning; Classified Senate President

Dr. Stacy Gleixner - Vice President, Instruction (Executive Liaison)

Raiyah Hussain - ASFC, Student Liaison

Dr. Elaine Kuo - Director, Research and Planning (Tri-Chair)

Dr. Mona Rawal – Faculty, Humanities

Vanessa Santillan-Nieto - Program Coordinator II, Writing and Language Center

Dr. Laurie Scolari - Vice President, Student Services

Suzy Quezada – Faculty, English

Dr. Voltaire A. Villaneuva – Faculty, Counseling; Academic Senate President (Tri-Chair)

Bret Watson - Vice President, Finance and Administrative Services

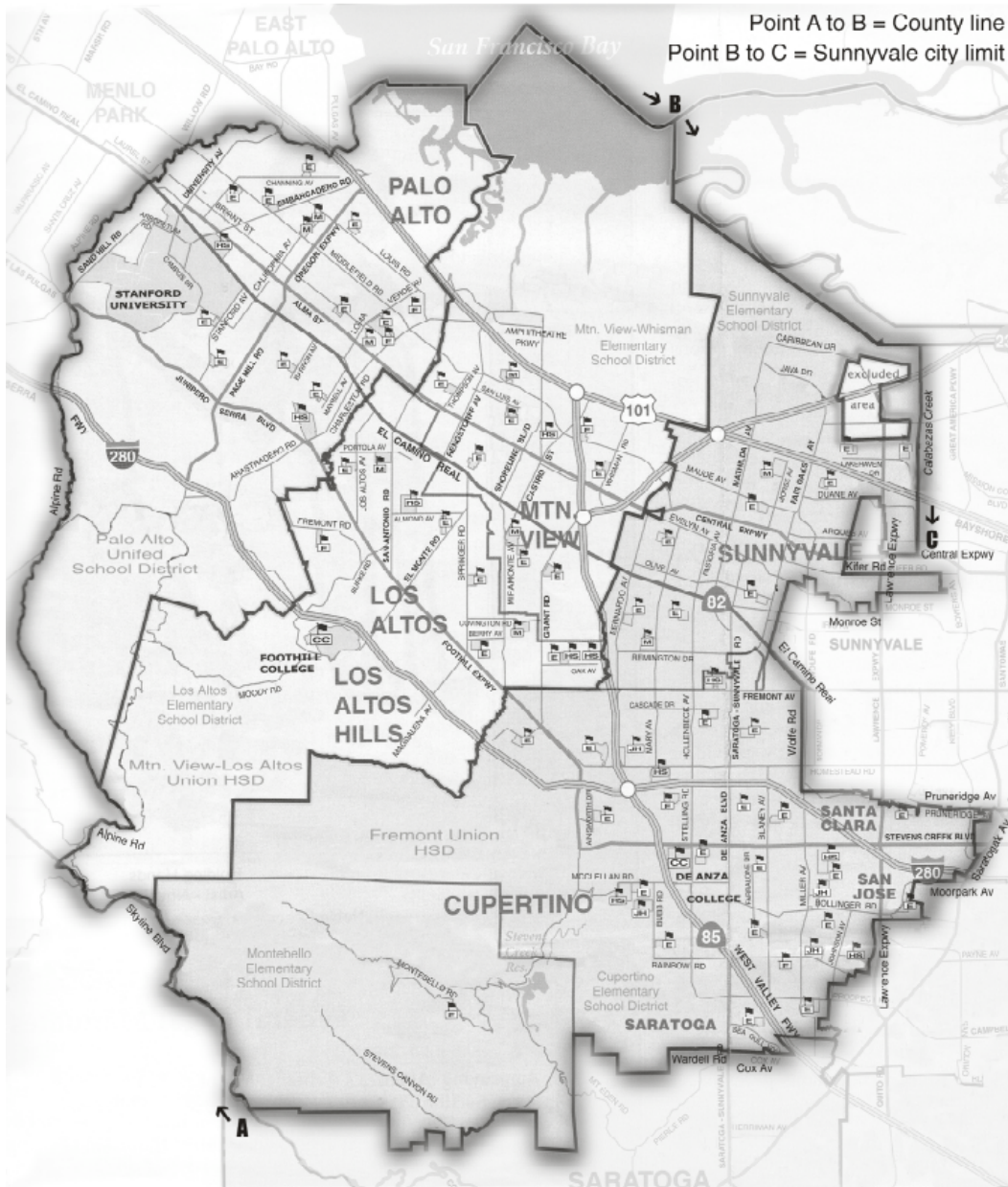


Appendix A: External Environmental Scan

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.





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. Foothill's designated service area is Los Altos, Los Altos Hills, Palo Alto, and 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
PALO ALTO CA	1,378
MOUNTAIN VIEW CA	1,029
SUNNYVALE CA	725
LOS ALTOS CA	518
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

Data Source: CCCCO. Map: Foundation CCC.

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



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

College	Enrollment
Foothill	2,968
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)³⁷

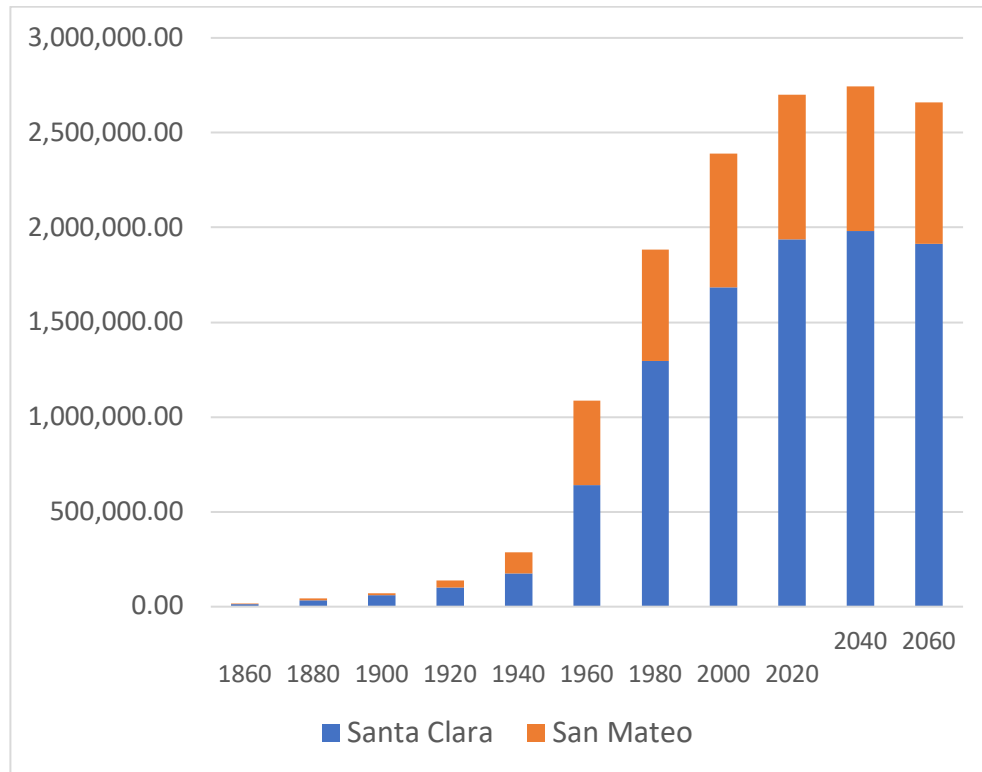
Of those who reside within Foothill’s boundaries and attend a community college, the vast majority choose Foothill. Other popular choices include:

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

³⁷ (Data Source: CCCCO.)



Historic and Projected Population of Santa Clara and San Mateo Counties



(Source: CA Department of Finance <https://dof.ca.gov/forecasting/demographics/projections/>)

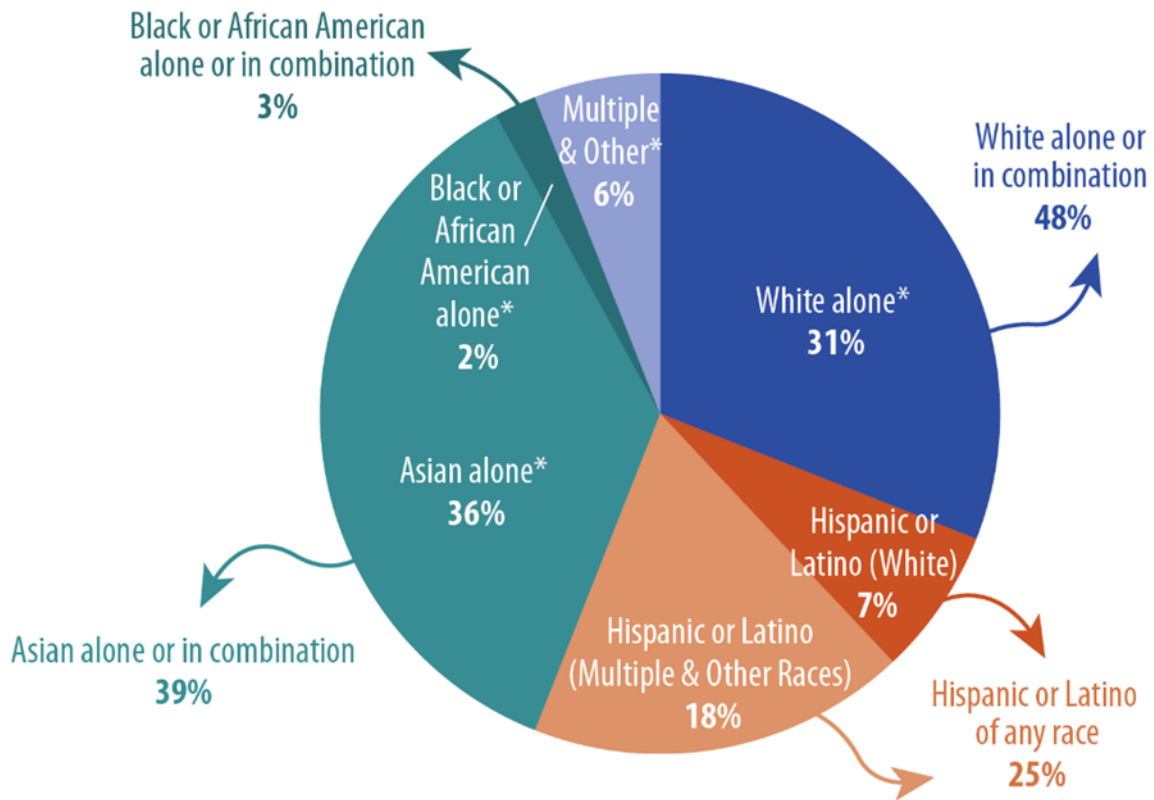
The population of Santa Clara and San Mateo Counties grew rapidly in the past century and is projected to grow slightly until 2040.



Population of Santa Clara and San Mateo Counties, by Ethnicity

Population Share by Race & Ethnicity

Santa Clara & San Mateo Counties



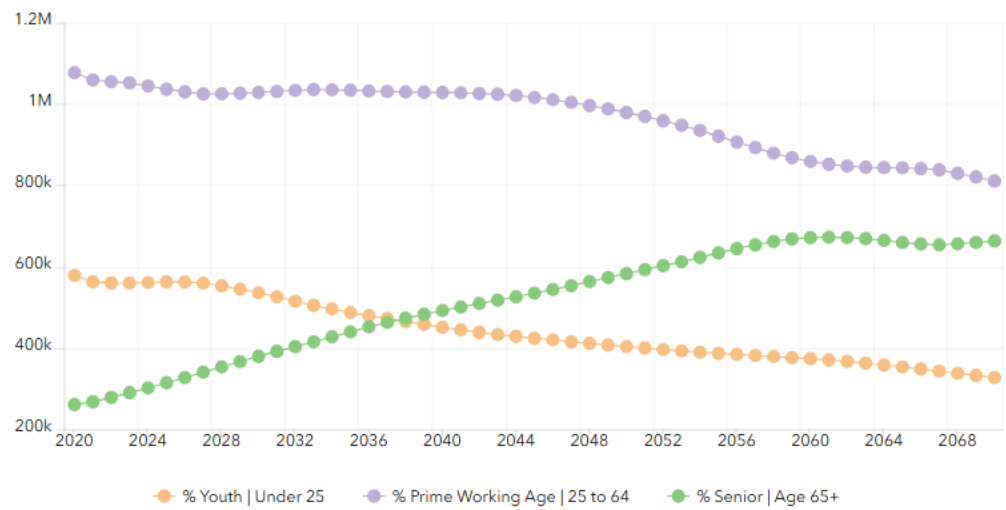
(Source: Silicon Valley Indicators)

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.



Santa Clara County

Projected population by age group, 2020 to 2070

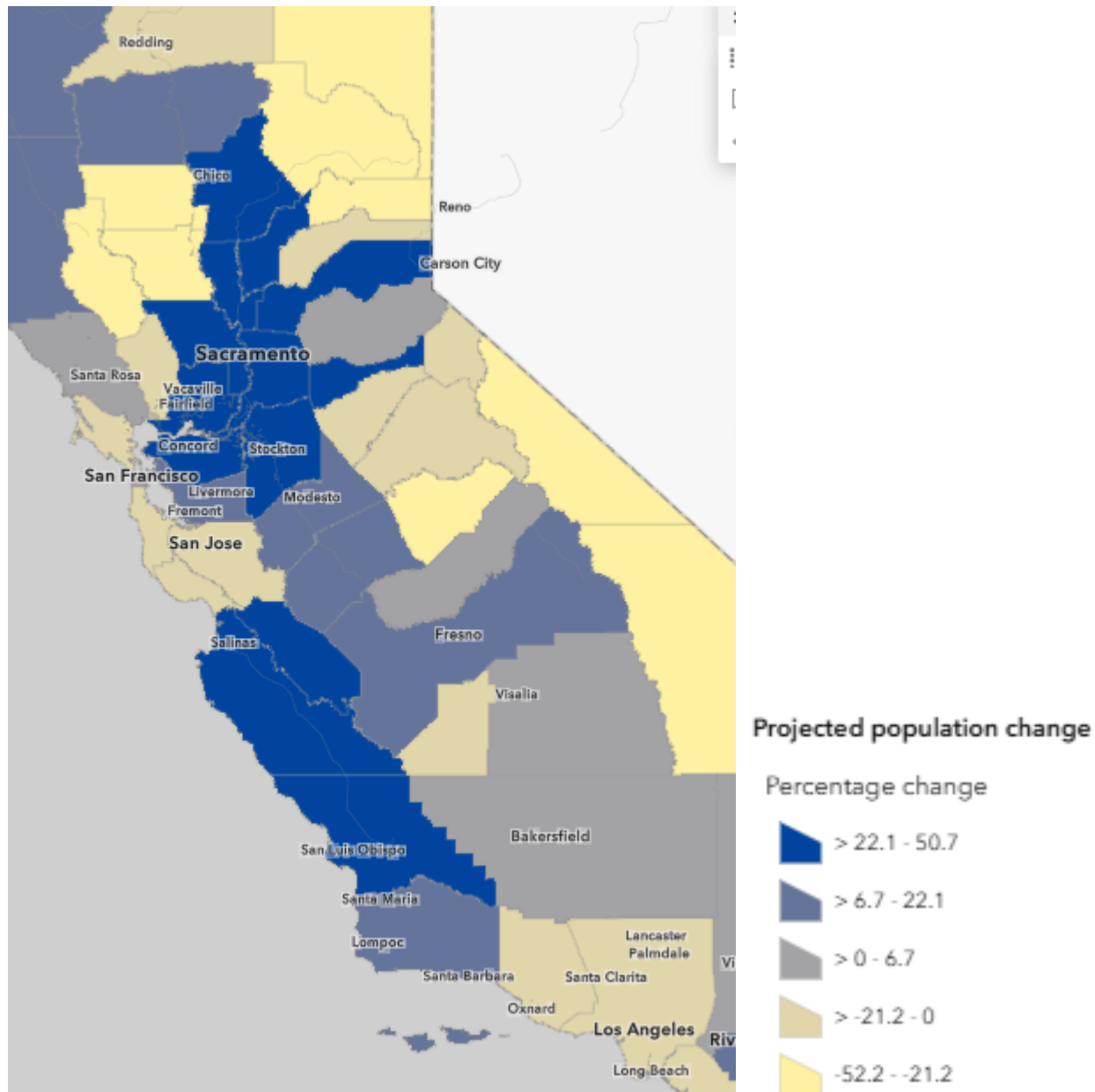


(Source: CA Department of Finance, Population Projections)

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%
Latíné	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 Latínés.

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%
Latíné	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



	% of Population	Population
Less Than 9th Grade	6.3%	116,639
9th Grade to 12th Grade	4.3%	79,307
High School Diploma	13.9%	258,897
Some College	14.0%	260,274
Associate's Degree	6.7%	123,988
Bachelor's Degree	28.4%	528,879
Graduate Degree and Higher	26.6%	496,125

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

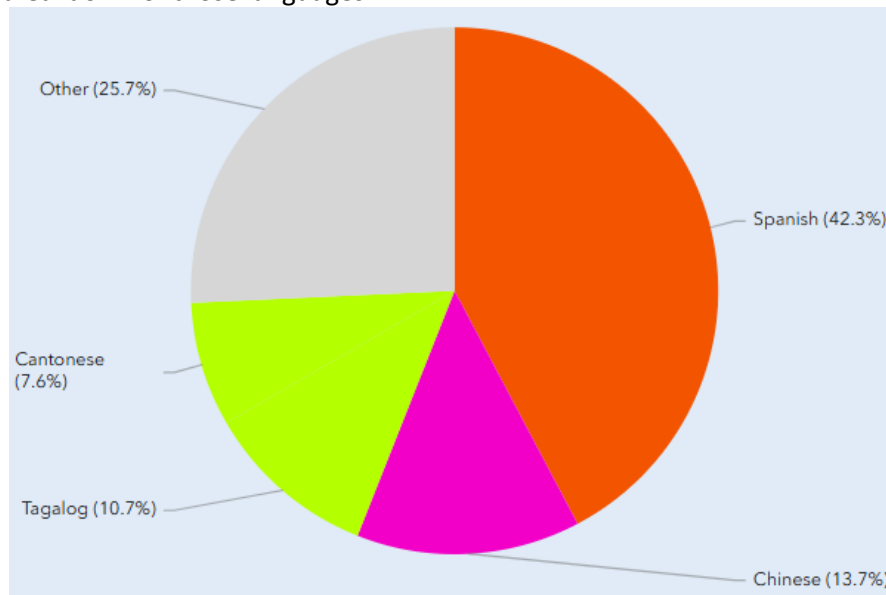
Over one-third of adults in Santa Clara and San Mateo Counties have less than an Associate Degree (38.5%). This figure represents a large pool of residents who might benefit from Foothill College's courses and training.



Silicon Valley Language Other than English Spoken at Home

San Mateo County

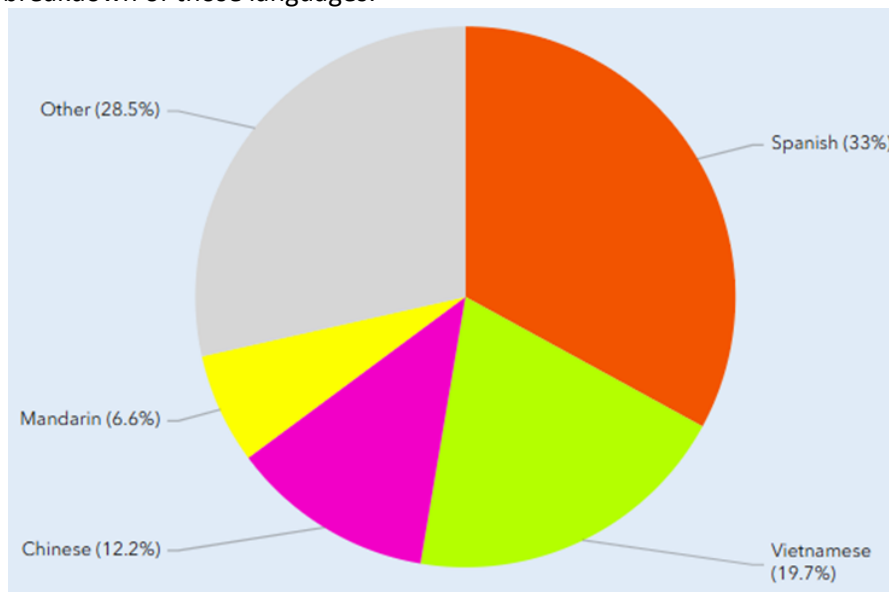
According to the US Census, 45.3% of households in San Mateo County speak a language other than English at home. Here is the breakdown of those languages:



(Source: CA Department of Finance, Language Microdata)

Santa Clara County

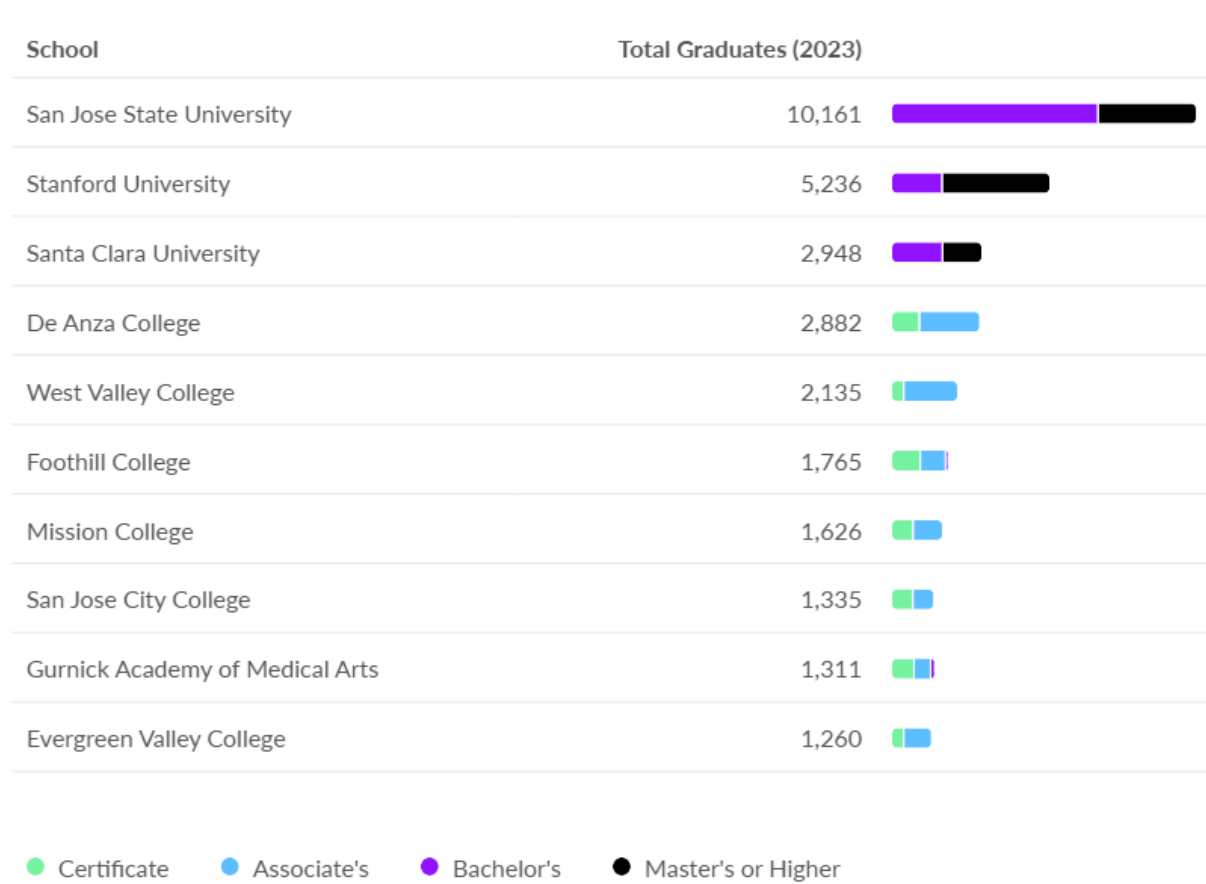
According to the US Census, 54.7% of households in Santa Clara County speak a language other than English at home. Here is the breakdown of those languages:



(Source: CA Department of Finance, Language Microdata)



Top Ten Postsecondary Institutions in Silicon Valley



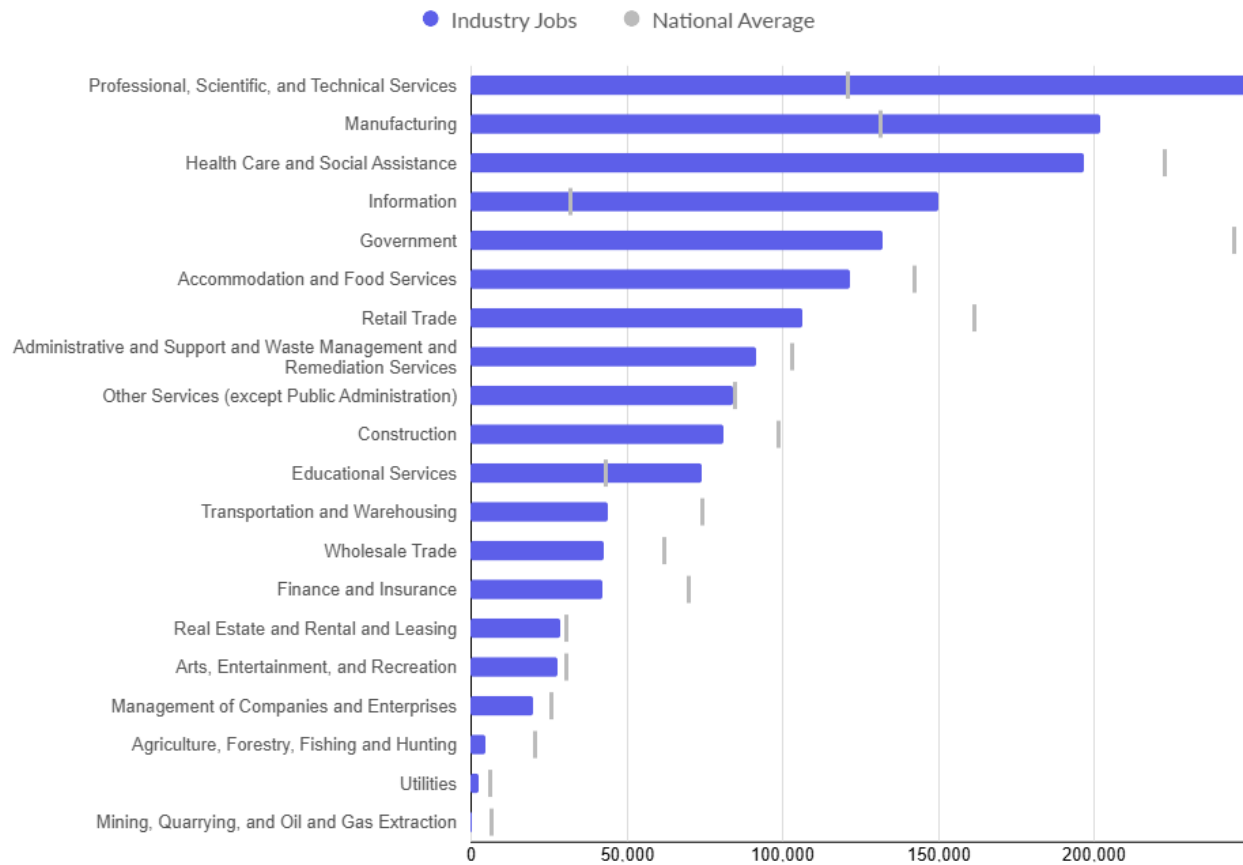
(Source: Lightcast. Region: Santa Clara and San Mateo Counties)

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



Labor Market Information

Top Industries in Silicon Valley, 2023

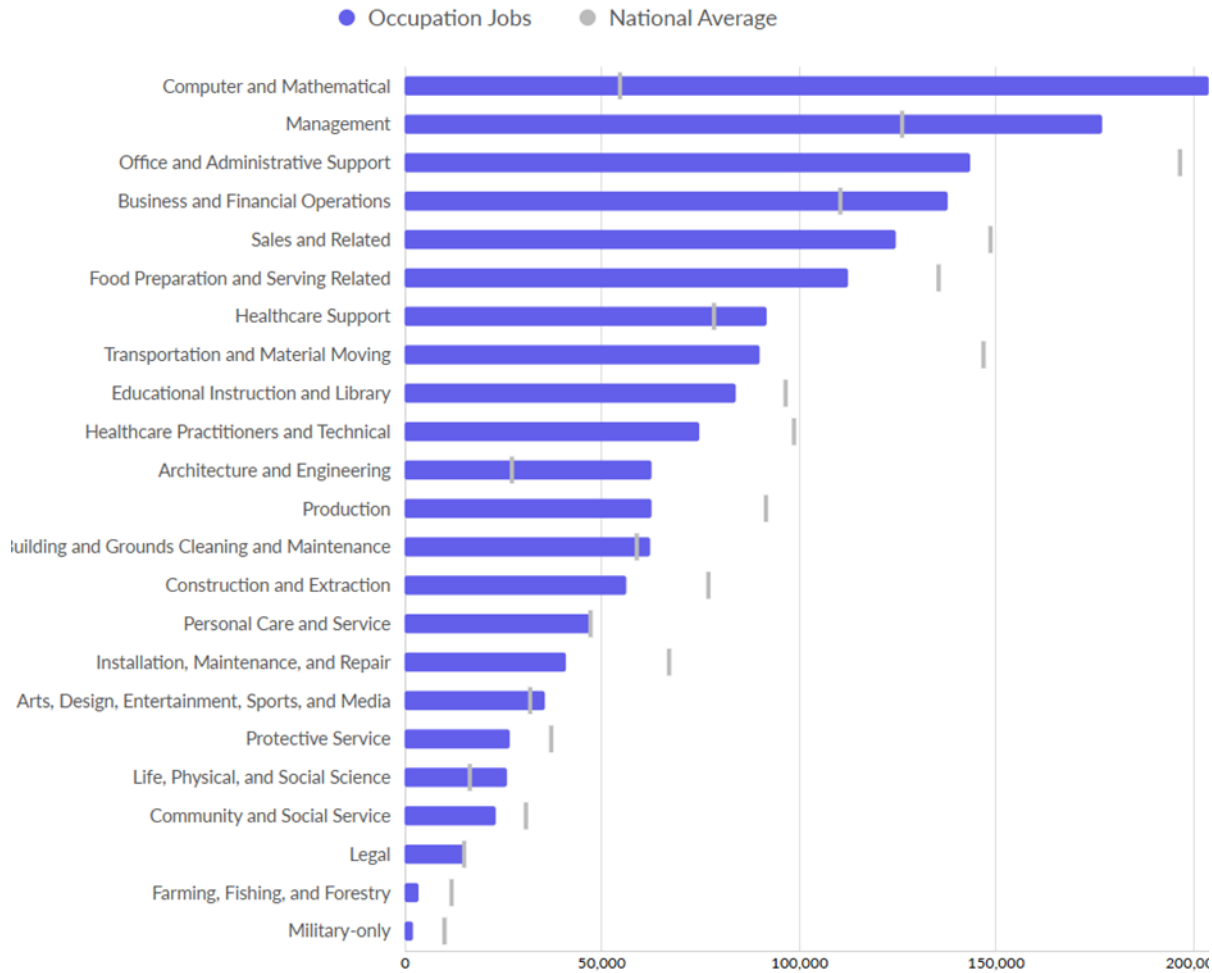


(Source: Lightcast. Region: Santa Clara and San Mateo Counties)

Compared to national averages, Silicon Valley reflects 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, Silicon Valley, reflects 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

Data for all job postings that do not require a Bachelor's degree or higher (Source: Lightcast. Region: Santa Clara and San Mateo Counties)

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	280	0	\$39.27
Paralegals and Legal Assistants	2937	1.2%	337	153	184	0	\$44.45
Agricultural Technicians	373	35.0%	133	0	133	0	\$21.82
Medical Equipment Repairers	537	13.2%	107	13	94	0	\$38.01
Dental Hygienists	2276	-5.4%	157	83	74	54	\$65.66
Architectural and Civil Drafters	1000	12.5%	195	135	60	0	\$38.14
Occupational Therapy Assistants	203	17.0%	54	0	54	0	\$42.70
Electro-Mechanical and Mechatronics Technologists and Technicians	714	23.1%	208	157	51	0	\$36.83
Cardiovascular Technologists and Technicians	370	5.3%	40	0	40	0	\$42.79
Morticians, Undertakers, and Funeral Arrangers	230	5.4%	38	0	38	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 Living Wage Calculator](#))

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	1464	0	\$29.75
Nursing Assistants	7992	3.0%	1348	105	1243	0	\$25.64
Hairdressers, Hairstylists, and Cosmetologists	8793	1.3%	1495	441	1054	0	\$17.76
Dental Assistants	4592	-1.7%	778	312	466	13	\$30.60
Automotive Service Technicians and Mechanics	5757	-1.7%	611	231	380	0	\$29.09
Massage Therapists	2273	1.0%	329	3	326	0	\$19.61



Telecommunications Equipment Installers and Repairers, Except Line Installers	1774	-21.5%	241	0	241	0	\$37.04
Audiovisual Equipment Installers and Repairers	664	26.2%	191	2	189	0	\$33.19
Manicurists and Pedicurists	4072	2.1%	591	415	176	0	\$17.46
Audio and Video Technicians	1047	13.8%	217	129	88	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 Living Wage Calculator](#))

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	10861	\$95.00
Personal Financial Advisors	29383	5.2%	3571	190	3381	\$67.55
Registered Nurses	27004	3.1%	2268	718	1550	\$86.75
Property Appraisers and Assessors	8324	5.2%	1081	233	848	\$40.34
Securities, Commodities, and Financial Services Sales Agents	14827	3.9%	1607	842	765	\$37.50
Training and Development Specialists	4237	8.4%	654	6	648	\$45.21
Substitute Teachers, Short-Term	4040	4.6%	639	0	639	\$29.61
Teaching Assistants, Postsecondary	2000	22.6%	558	0	558	\$21.57
Coaches and Scouts	4790	5.9%	835	311	524	\$25.60
Buyers and Purchasing Agents	5539	-5.1%	552	52	500	\$44.61

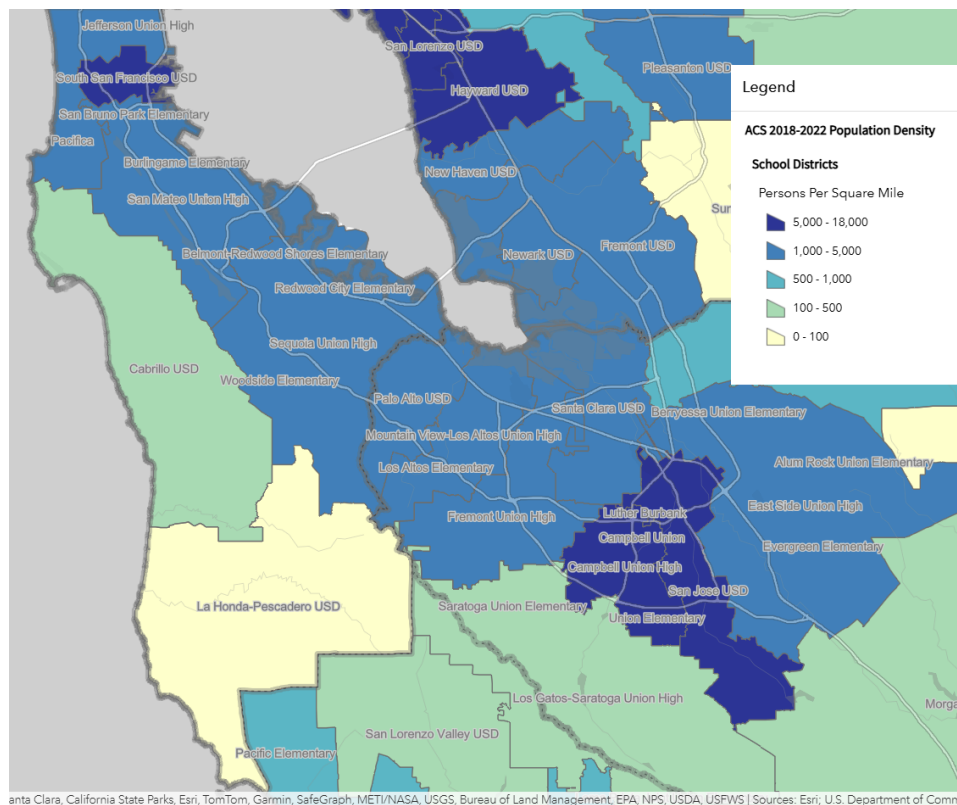
(Source: Lightcast. Region: Santa Clara and San Mateo Counties): **Green** indicates above the Living Wage for Santa Clara County (\$32.99) (Source: [MIT Living Wage Calculator](#))

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 Union High School District

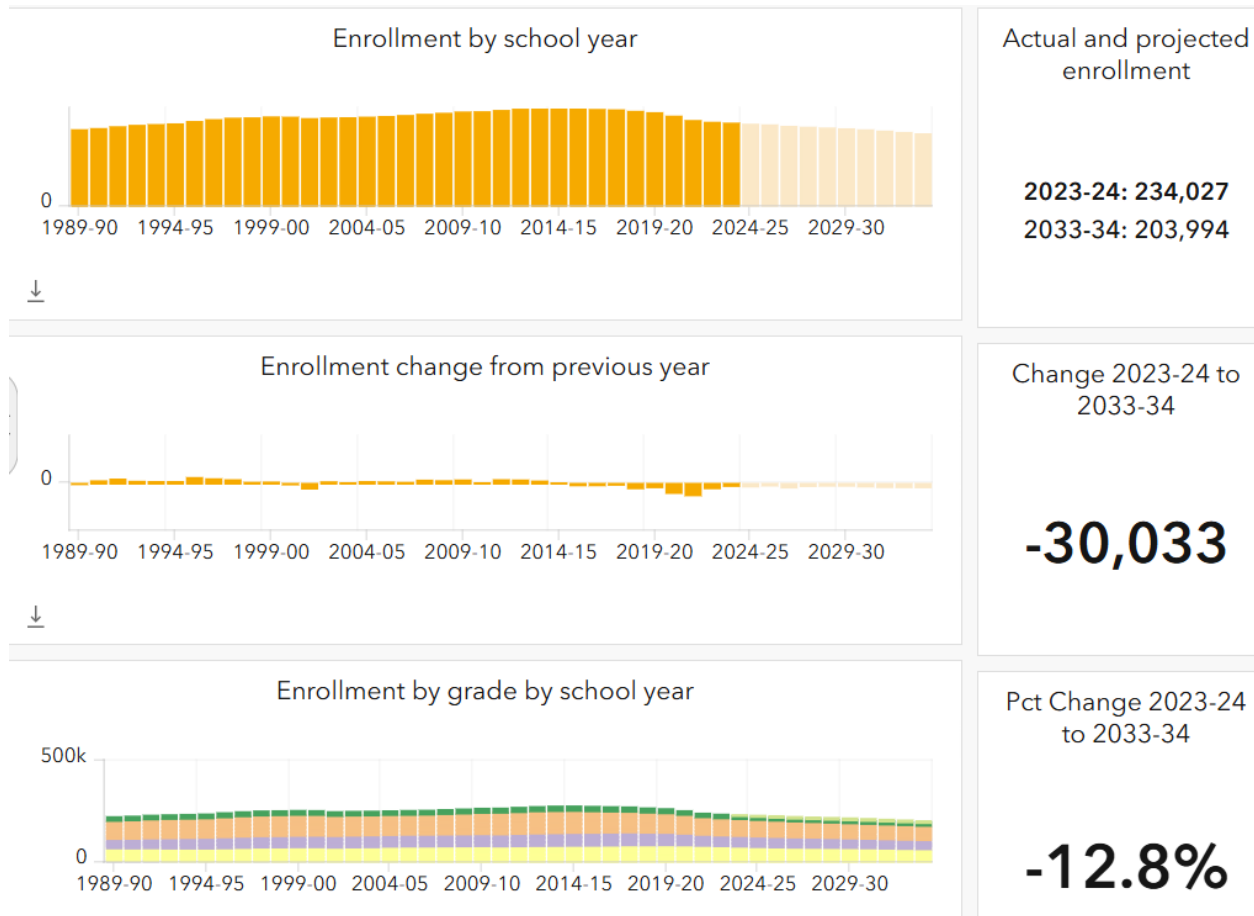
- Mountain View
- Los Altos
- Alta Vista

Palo Alto Unified School District

- Henry M. Gunn
- Palo Alto



Projected Enrollment, Santa Clara County

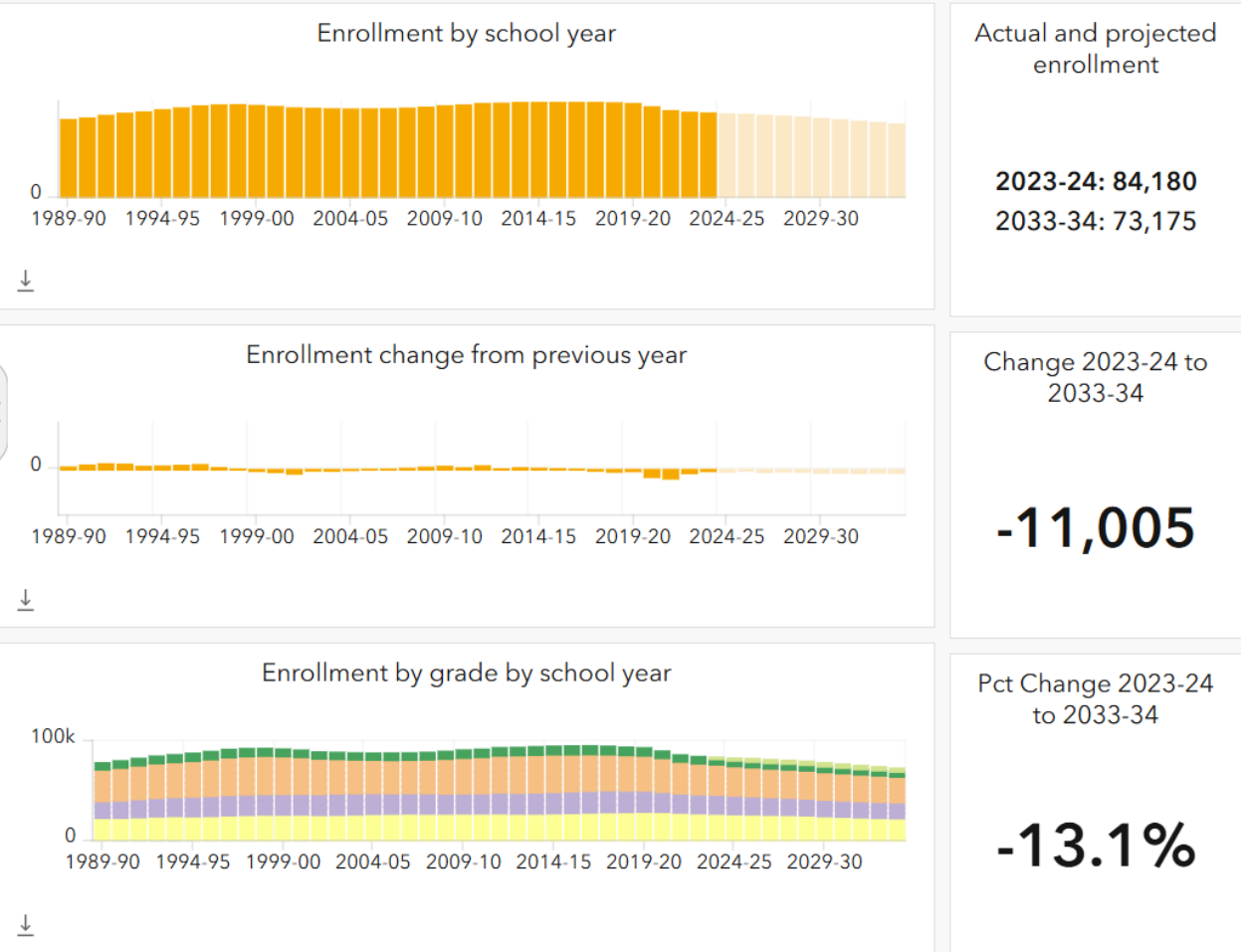


(Source: CA [Department of Finance](#))

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%
Santa Clara Co	19,410	92.3%	64.1%	75.8%	42.2%
San Mateo CO	6,711	90.5%	64.4%	77.2%	45.2%
California	427,386	87.0%	51.1%	63.6%	52.7%

(Source: CA Department of Education DataQuest)

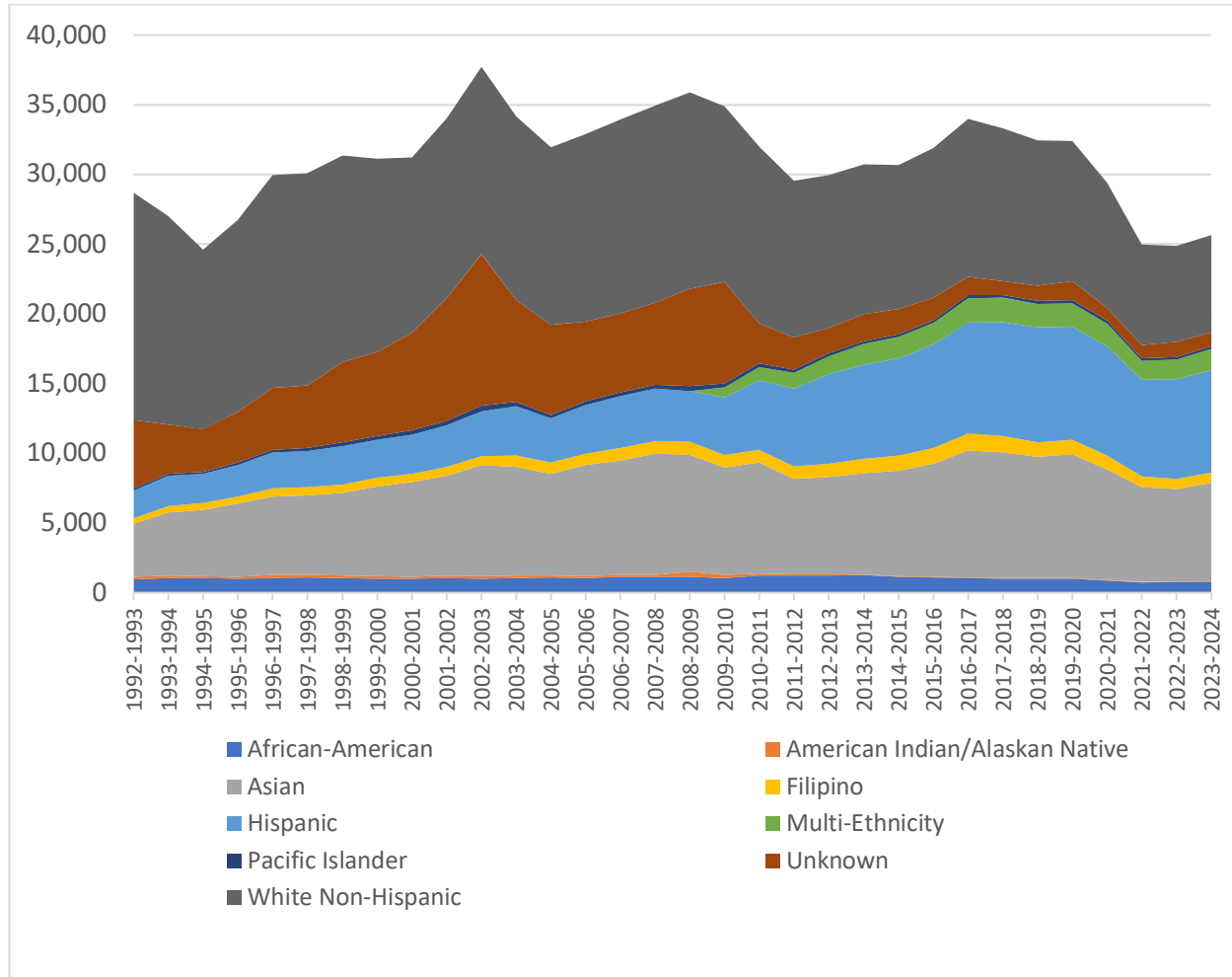
Santa Clara and San Mateo have higher graduation and college-going rates and a higher percent of students meeting UC/CSU requirements than the state average, but a lower proportion enrolling in a CCC. These differences are even more pronounced for high schools within Foothill's boundary.



Appendix B: Internal Environmental Scan

Foothill College Students

Historic Enrollment, by Ethnicity

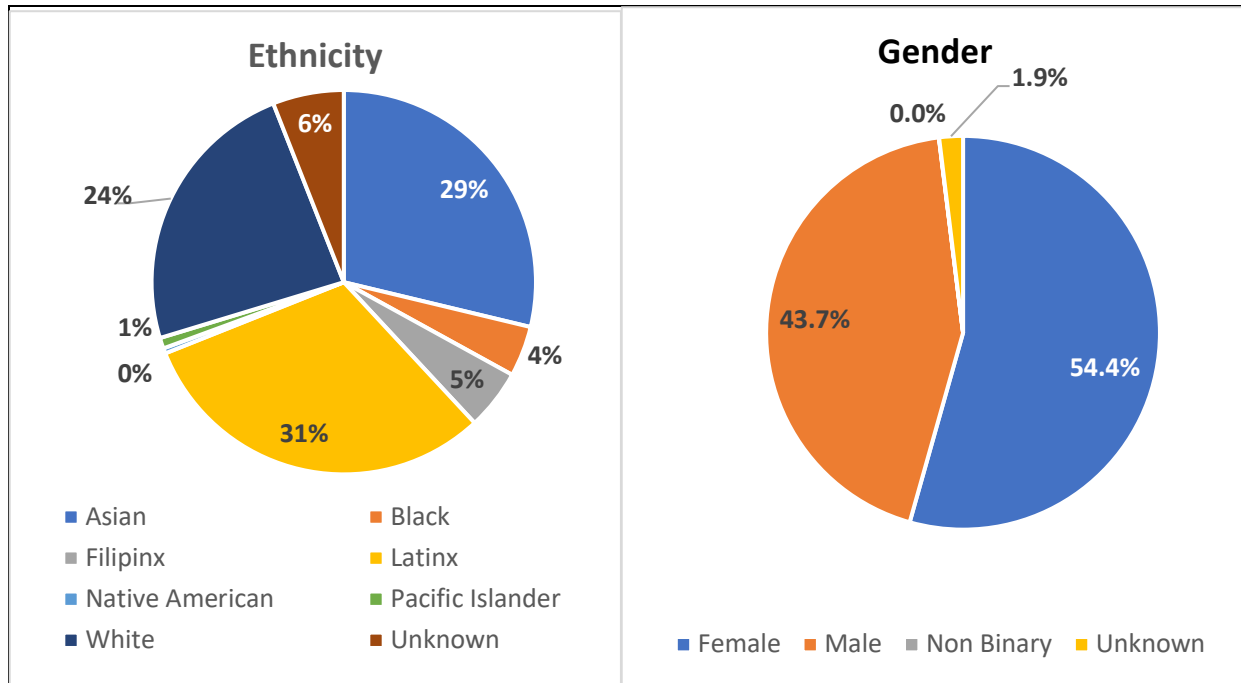


(Source: CCCC DataMart)

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/Latiné, and Asian.



Snapshot: Ethnicity and Gender, Fall 2024

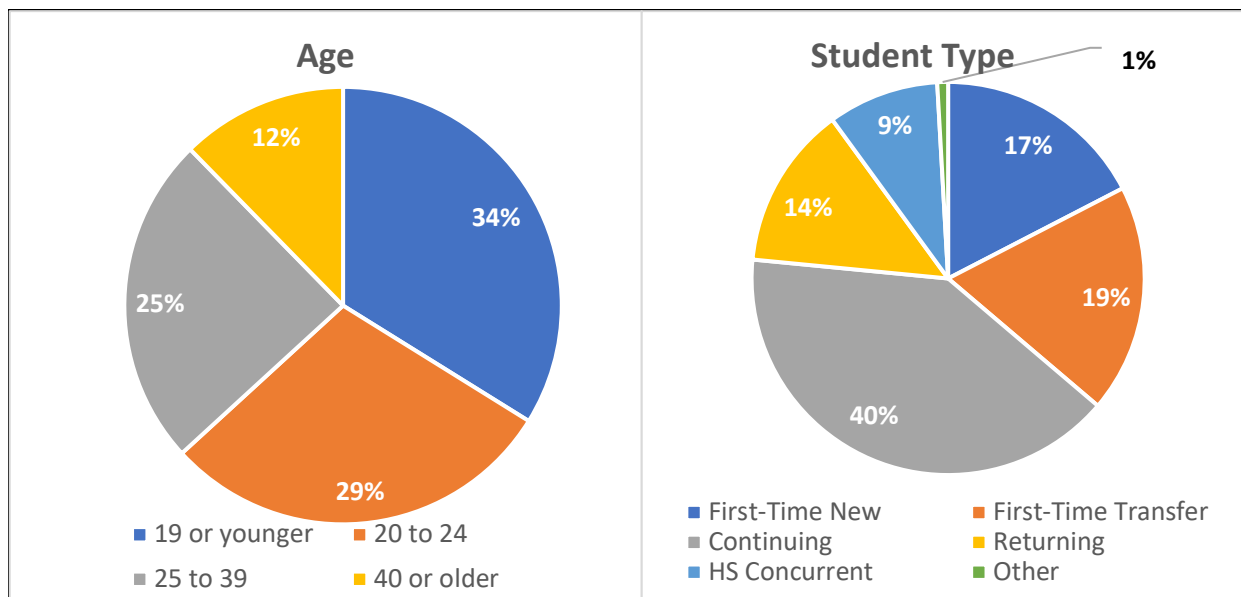


(Source: Foothill College Fall 2024 Census Report – does not include apprenticeships. N=11,586)

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



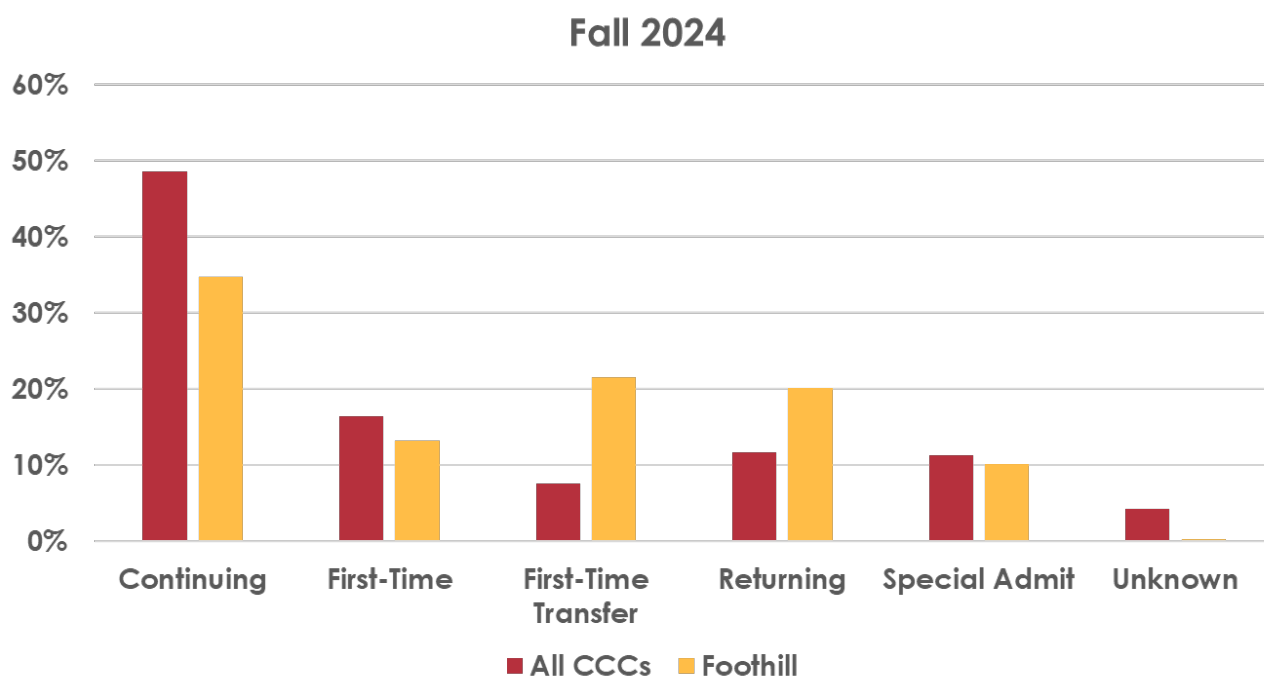
(Source: Foothill College Fall 2024 Census Report – does not include apprenticeships. N=11,586)



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.

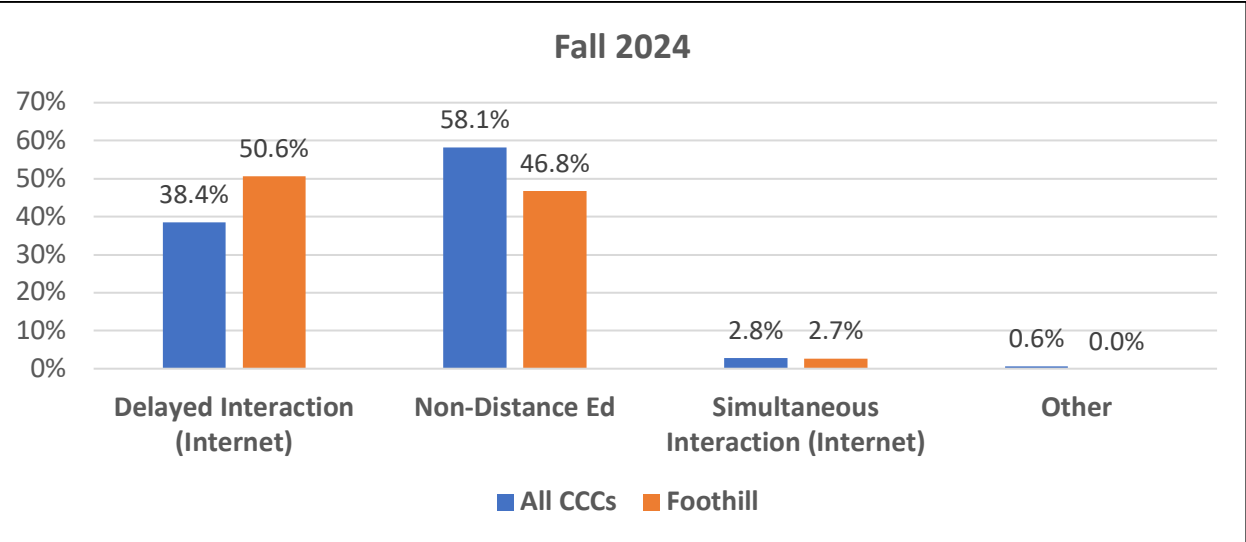
Top 5 Countries of Origin, Fall 2024:

- 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



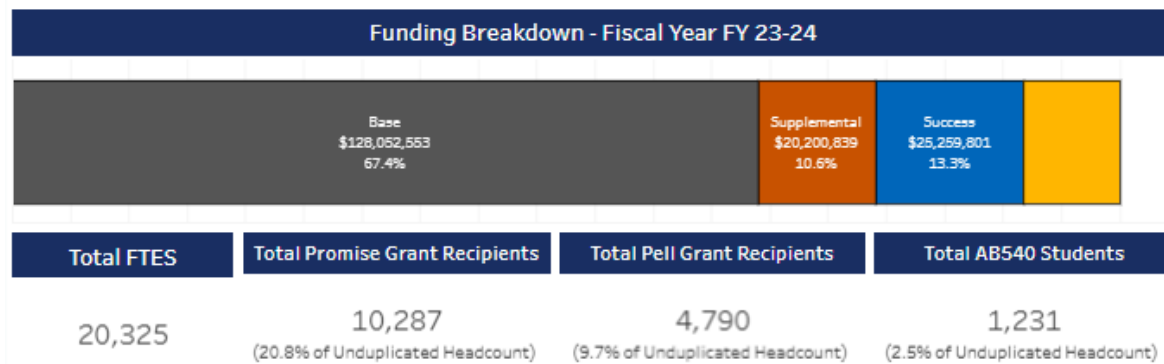
(Source: CCCC DataMart)

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

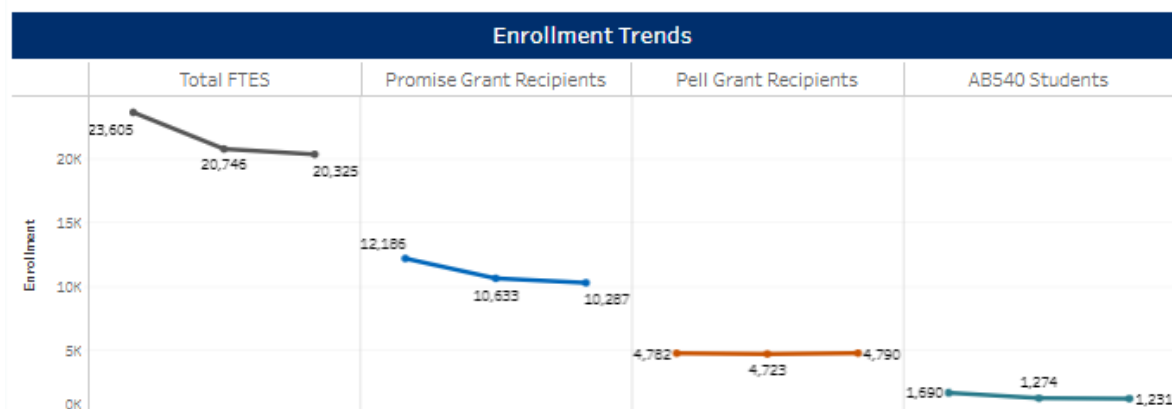
According to the Foothill College Fall 2024 Census Report, Face-to-Face enrollment increased 6% and total Online/Hybrid increased 2% over Fall 2023.



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.

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

20.8% Promise

- 36.7% for all CCCs

9.7% Pell

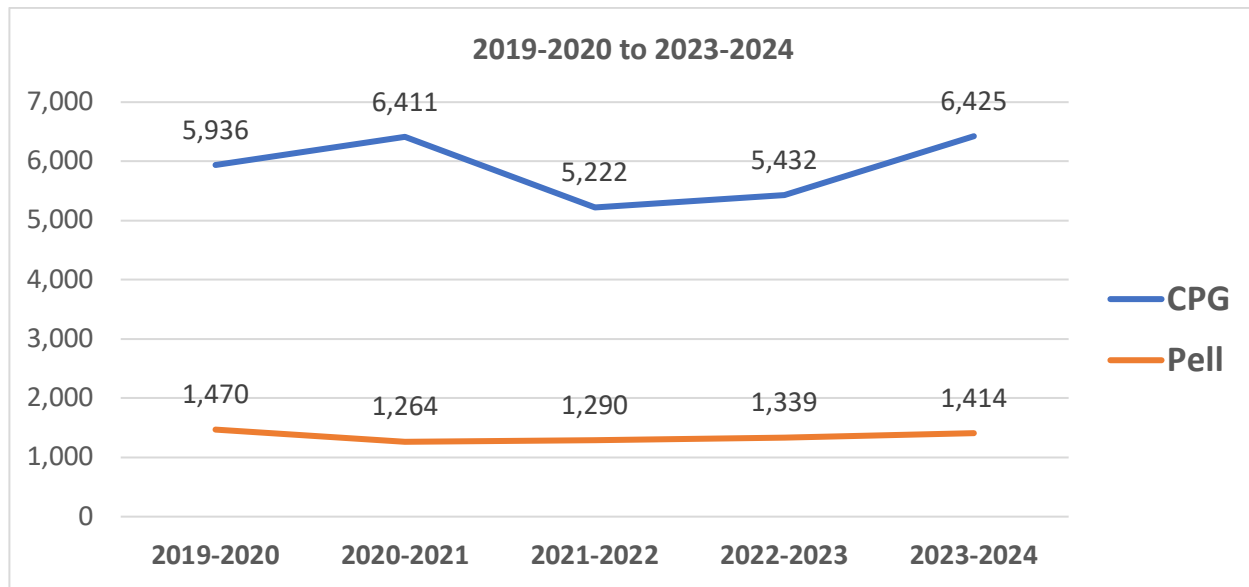
- 19.3% for all CCCs

2.5% AB540

- 2.3% for all CCCs



Headcount of CPG and Pell Grant Recipients at Foothill College



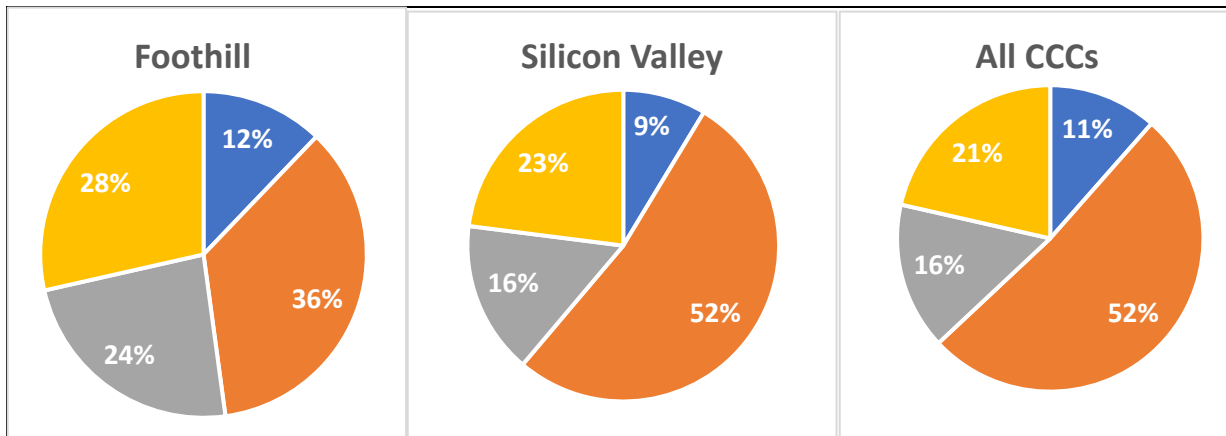
(Source: CCCC DataMart)

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.

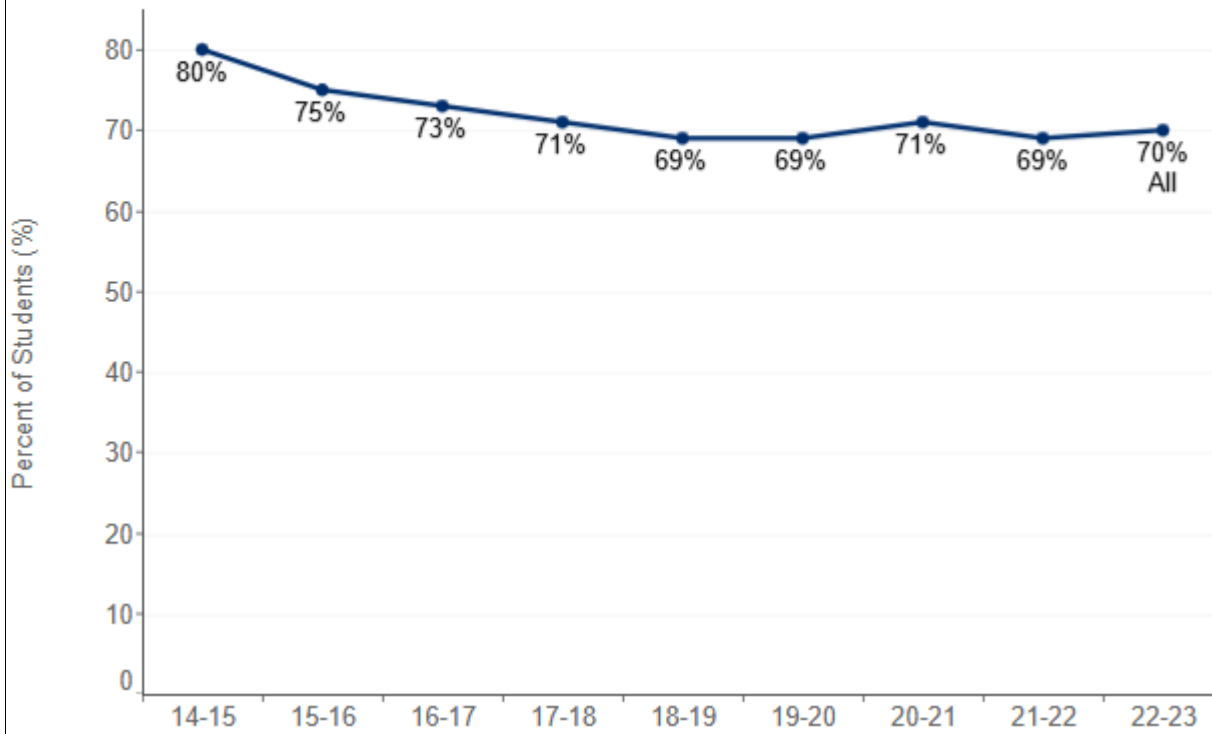


Degree/Transfer Students: Persistence

Persisted from Fall to Spring: At the Same College

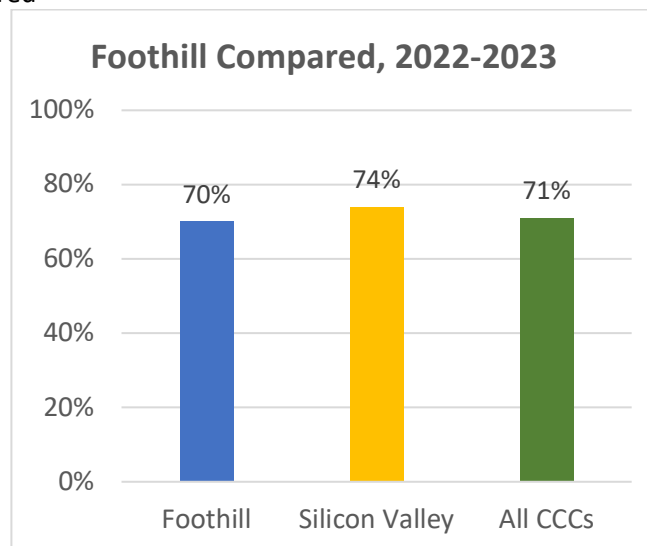
Degree/Transfer Students in All Programs at Foothill College disaggregated by Overall

Percentage of students who did not earn an award, who did not transfer, and who enrolled in fall and spring terms of the selected year at the selected college



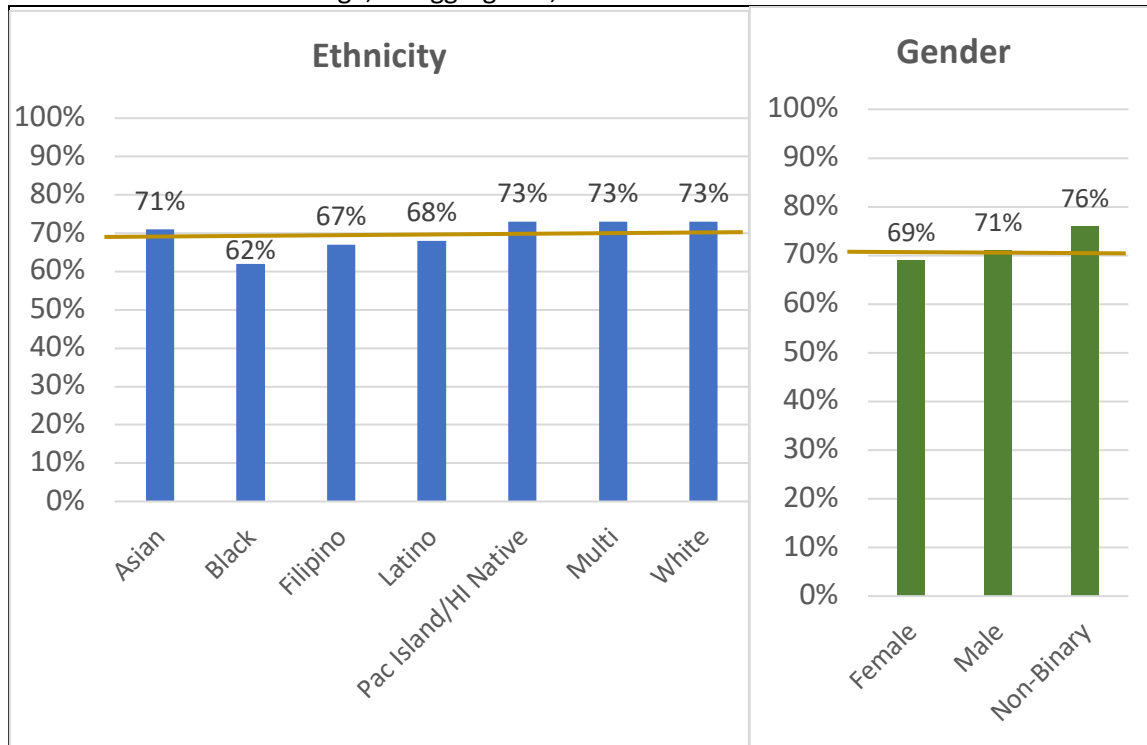
(Source: CCCCO [DataVista](#), most recent data from 2022-2023)

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*.

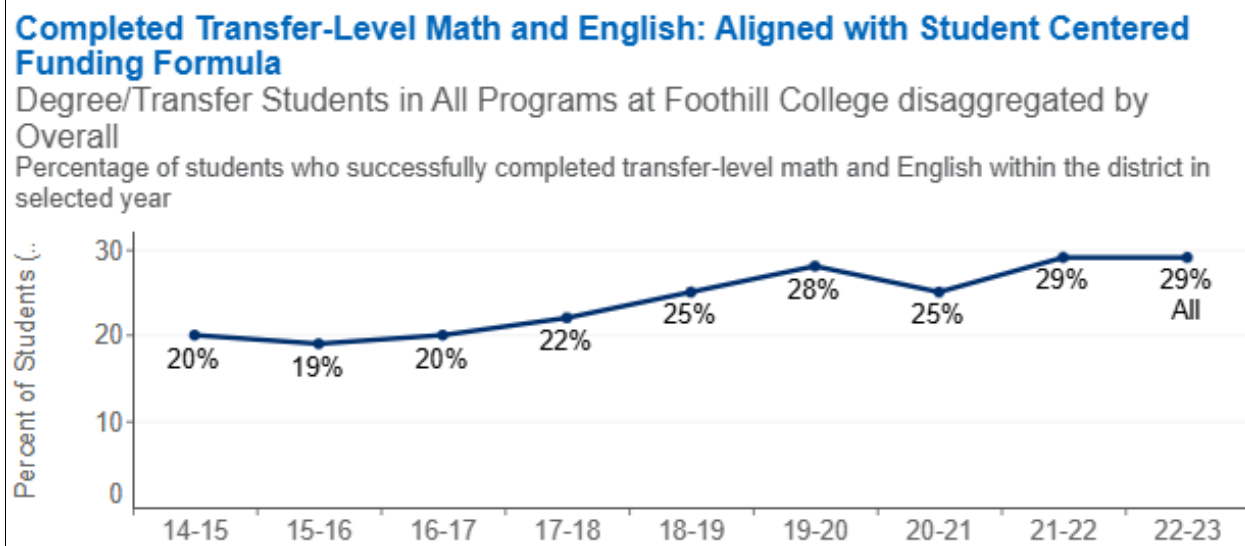
Fall to Spring Persistence has generally trended downward at Foothill College for Degree/Transfer seeking students, from 80% in 2014-2015 to 70% in 2022-2023.

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, Filipinx, Latiné, Non-Binary and, to a lesser extent female students, had lower persistence rates.



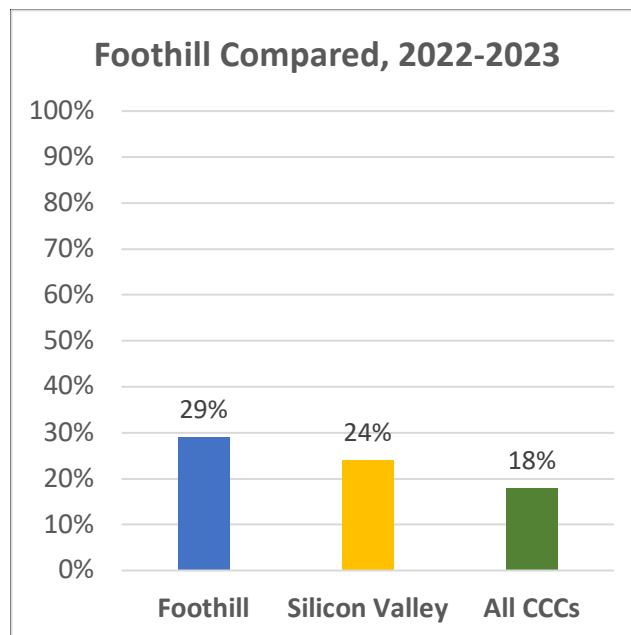
Degree/Transfer Students: Completed Transfer Level Math and English in Year One



Source:

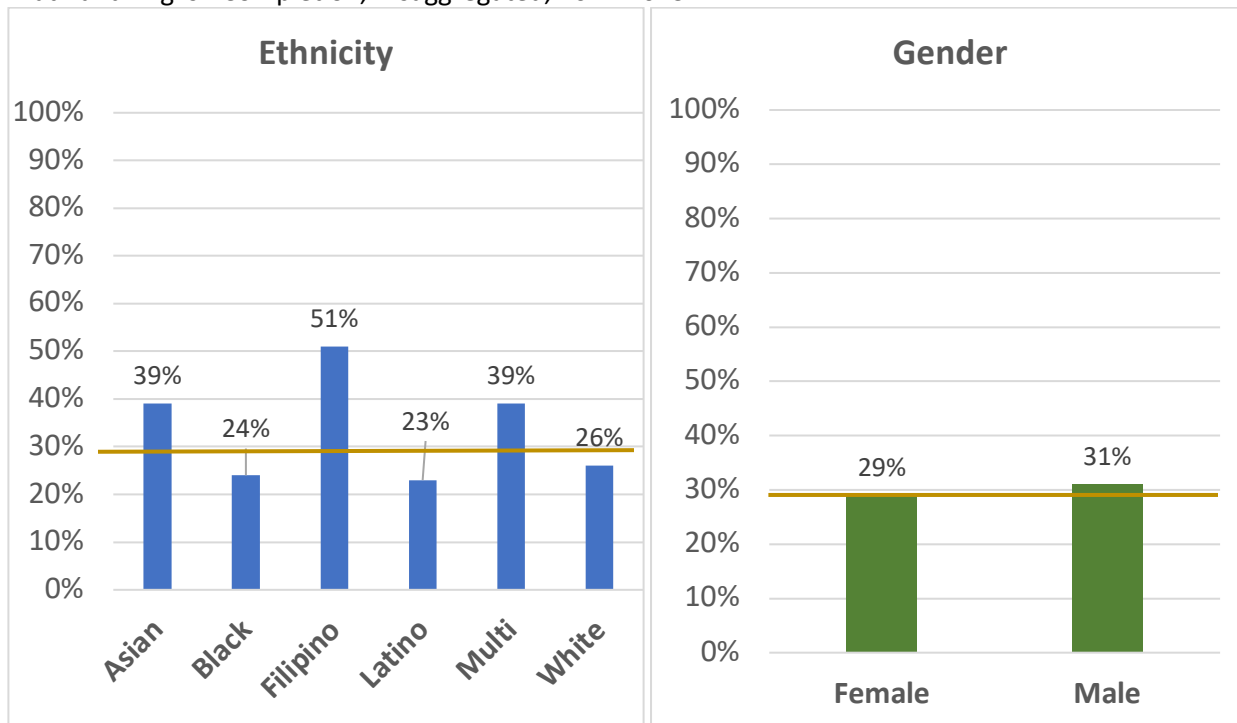
(Source: CCCCO [DataVista](#), most recent data from 2022-2023)

Foothill Completed transfer-level math and English, Compared





Math and English Completion, Disaggregated, 2022-2023



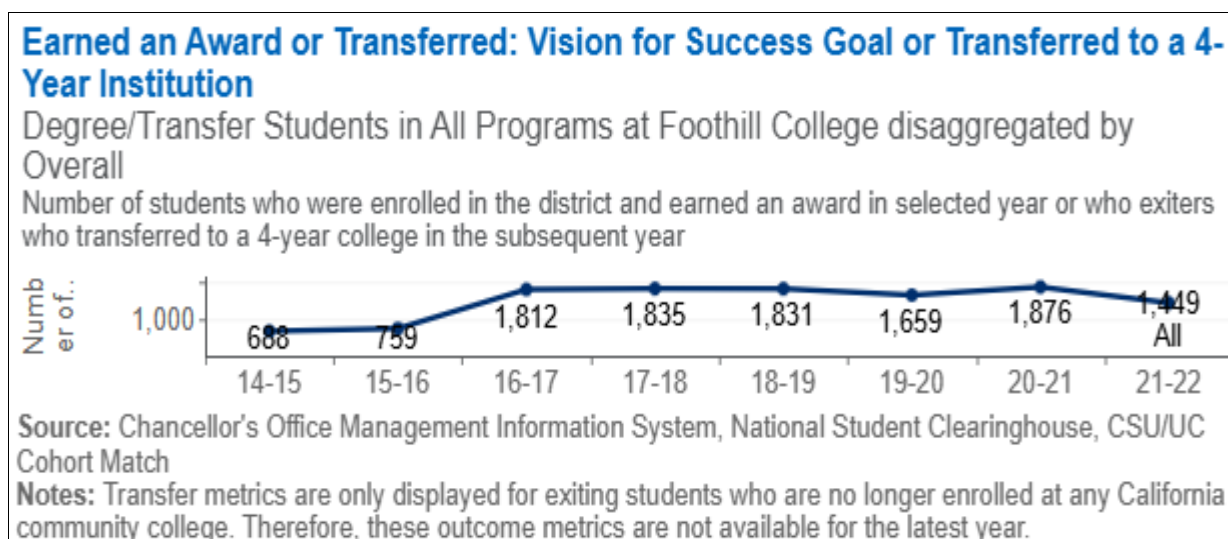
(Source: CCCC DataVista, most recent data from 2022-2023)

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

The percentage 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 Latiné students are completing transfer level Math and English at much lower rates than other ethnic groups.

Degree/Transfer Students: Completion, Transfer

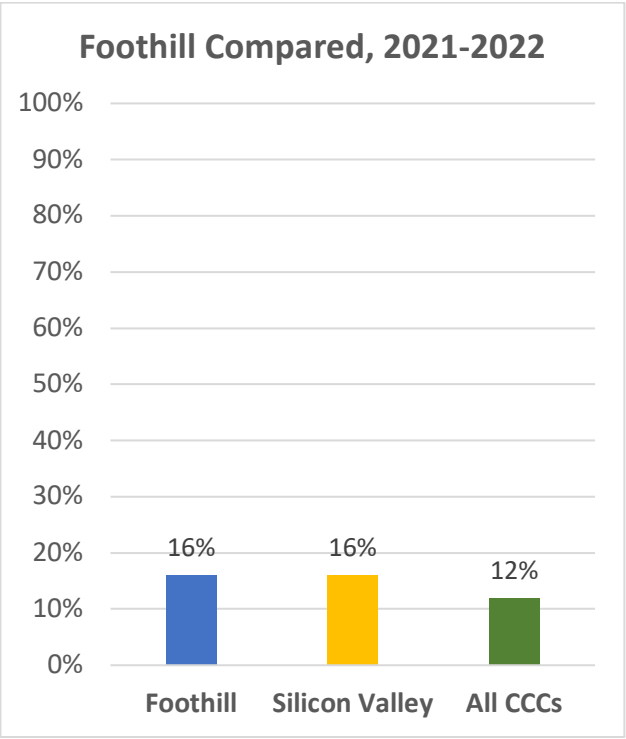


(Source: CCCC DataVista, most recent data from 2021-2022)

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

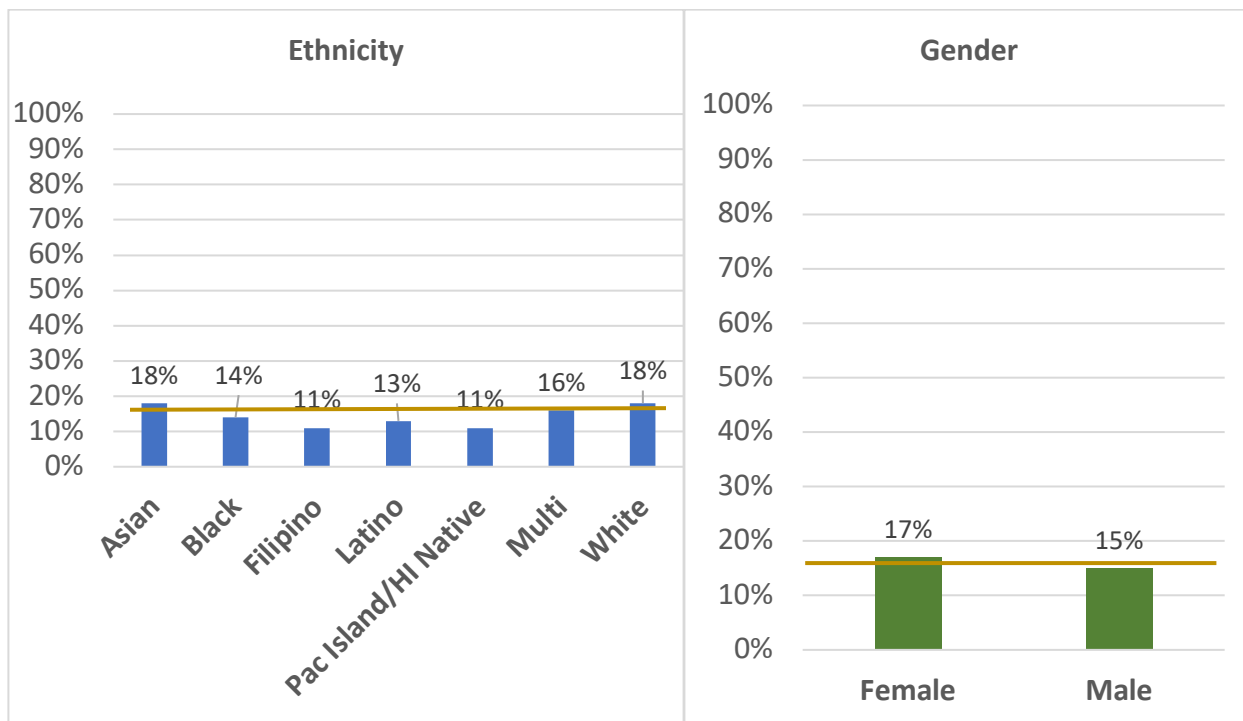


Completion/Transfer, Compared





Completion/Transfer, Disaggregated, 2021-2022



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

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

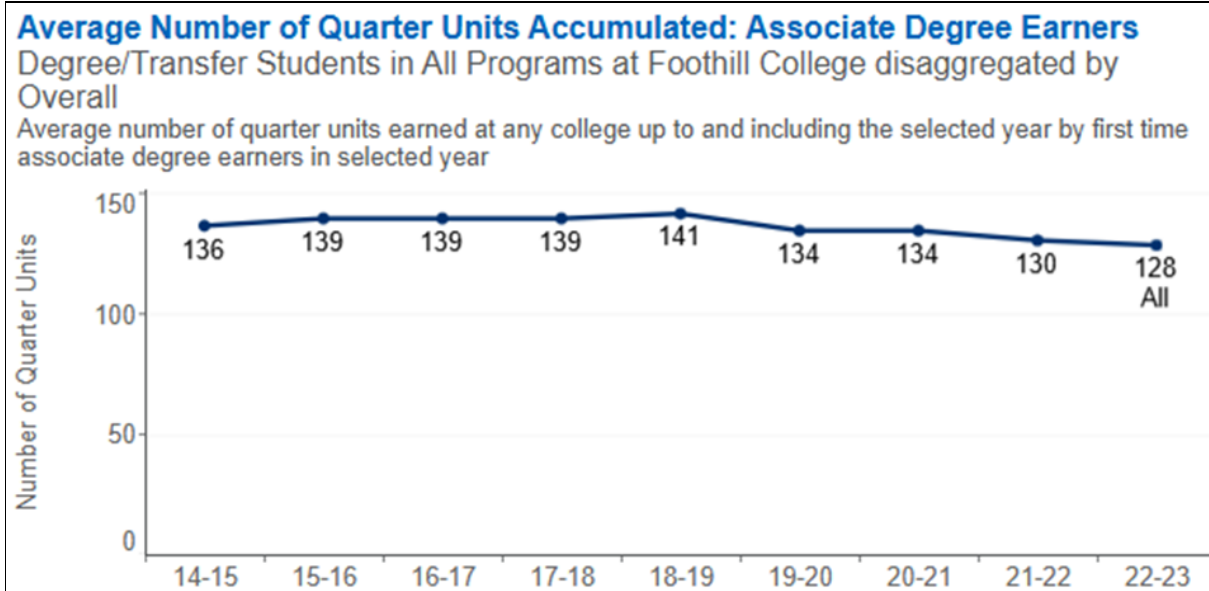
The number and percentage of Foothill College Degree/Transfer seeking students who earn an award and/or transfer has trended up slightly in past years, from 14% in 2014-2015 to 16% in 2021-2022.

Both Foothill College and the other 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, Filipinx, Latiné, and Pacific Islander/Native Hawaiian students have lower completion rates, as do males.

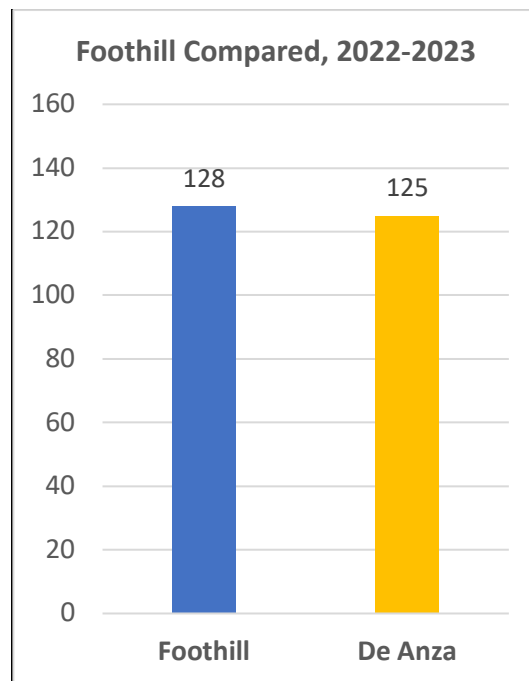


Degree/Transfer Students: Units Accumulated Upon Graduation



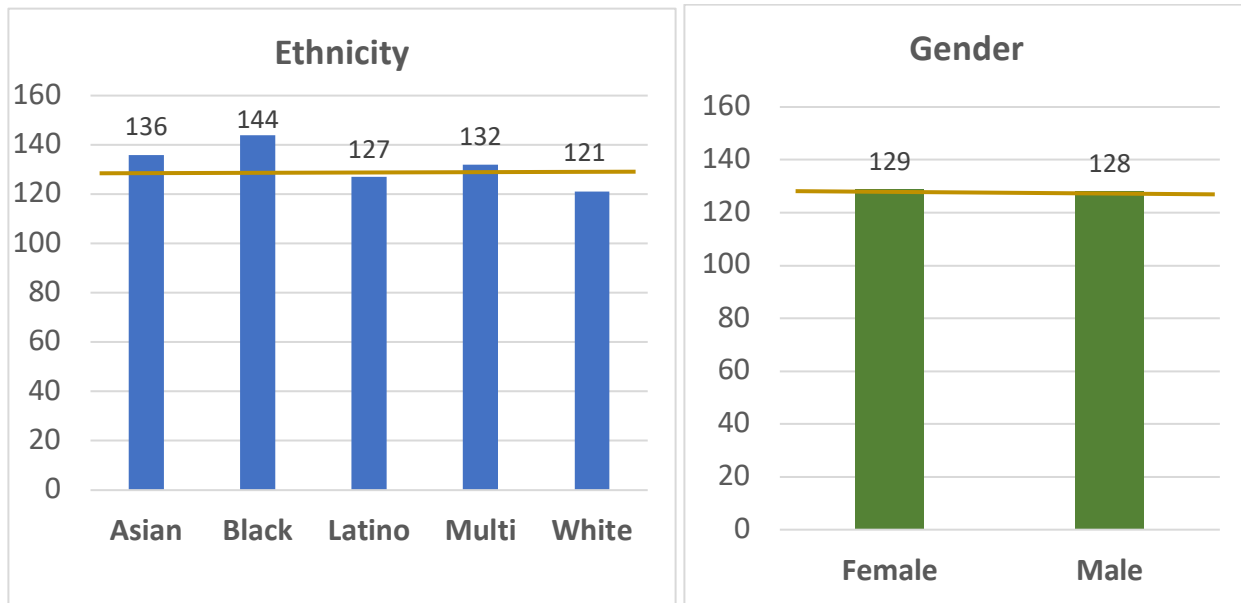
(Source: CCCCO [DataVista](#), most recent data from 2022-2023)

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





Unit Accumulation, Disaggregated, 2022-2023



Source: CCCC 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 decreased in past years, from 136 in 2014-2015 to 128 in 2022-2023. This total is still 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.

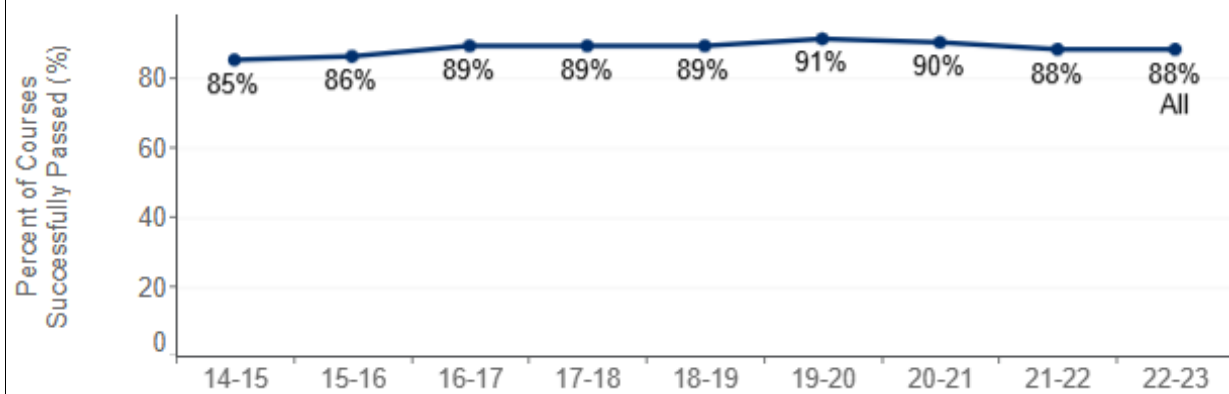


Short-Term CTE Students: Course Success Rate

Course Success Rate

Short-Term Career Students in All Programs at Foothill College disaggregated by Overall

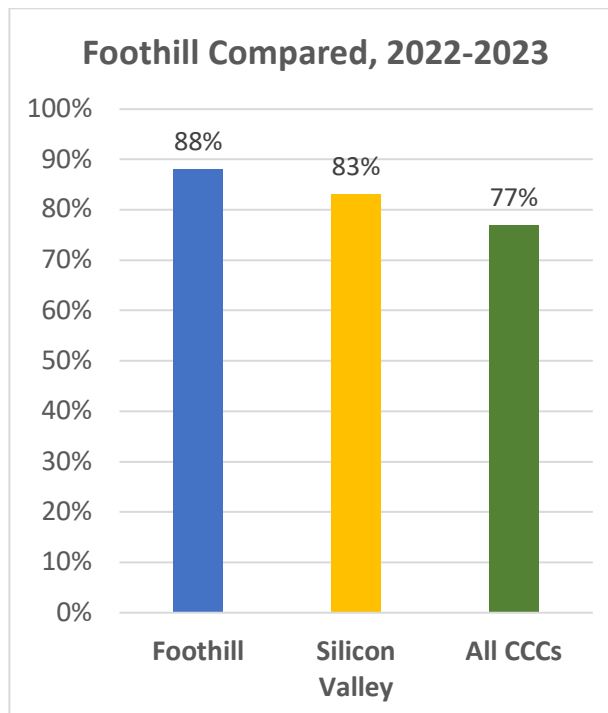
The course success rate in selected year



(Source:

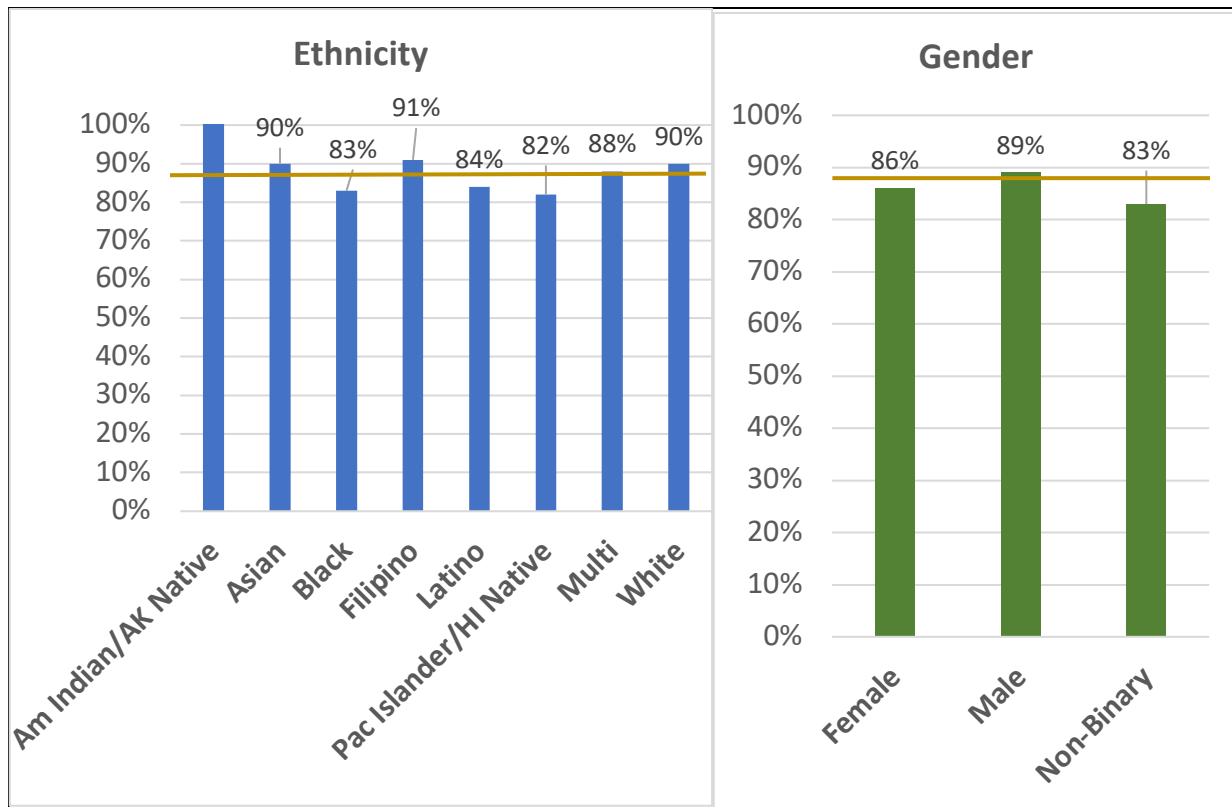
(Source: CCCCO [DataVista](#), most recent data from 2021-2022)

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*.

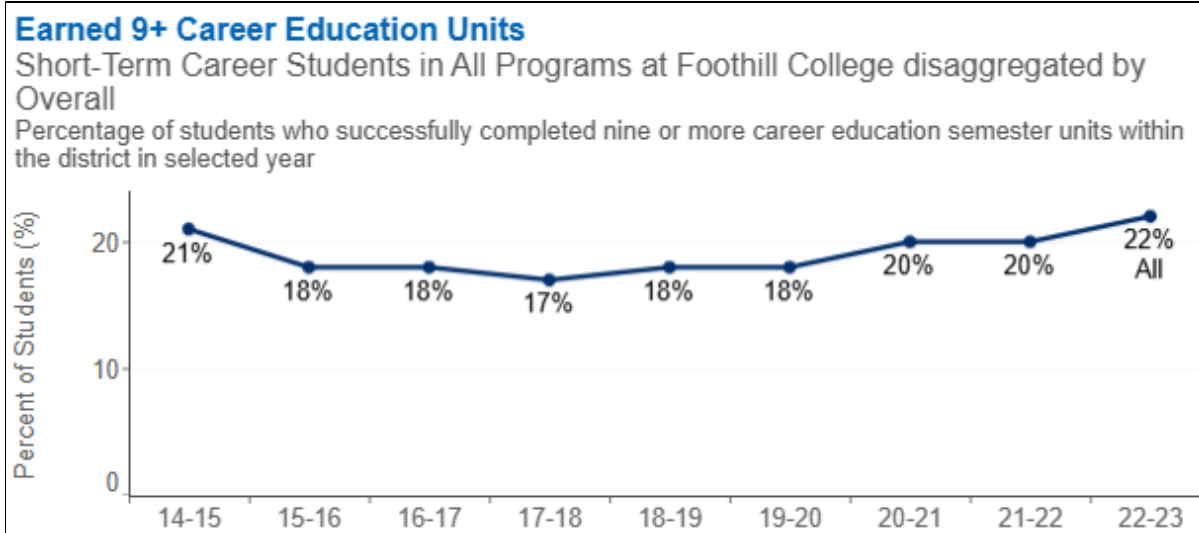
The Course Completion Rate for Short-Term CTE Foothill College students has trended upward slightly, from 85% in 2014-2015 to 88% in 2022-2023.

Foothill's rate is higher than the Silicon Valley region and statewide averages.

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

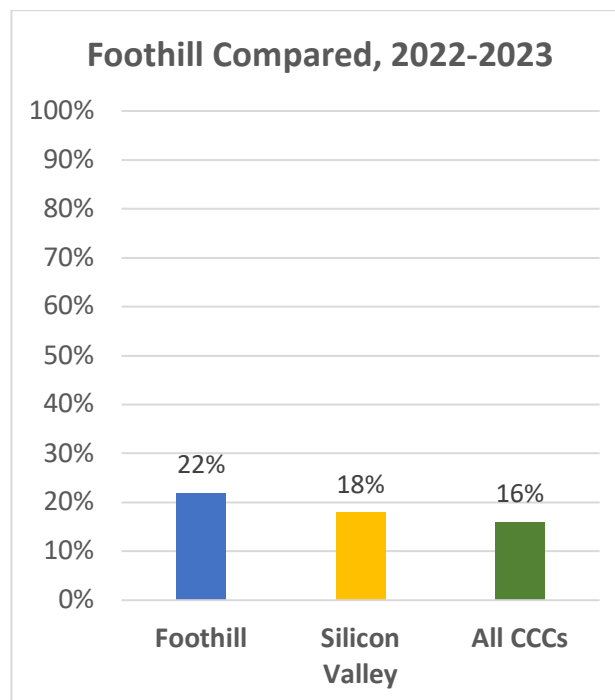


Short-Term CTE Students: Earned 9+ Units



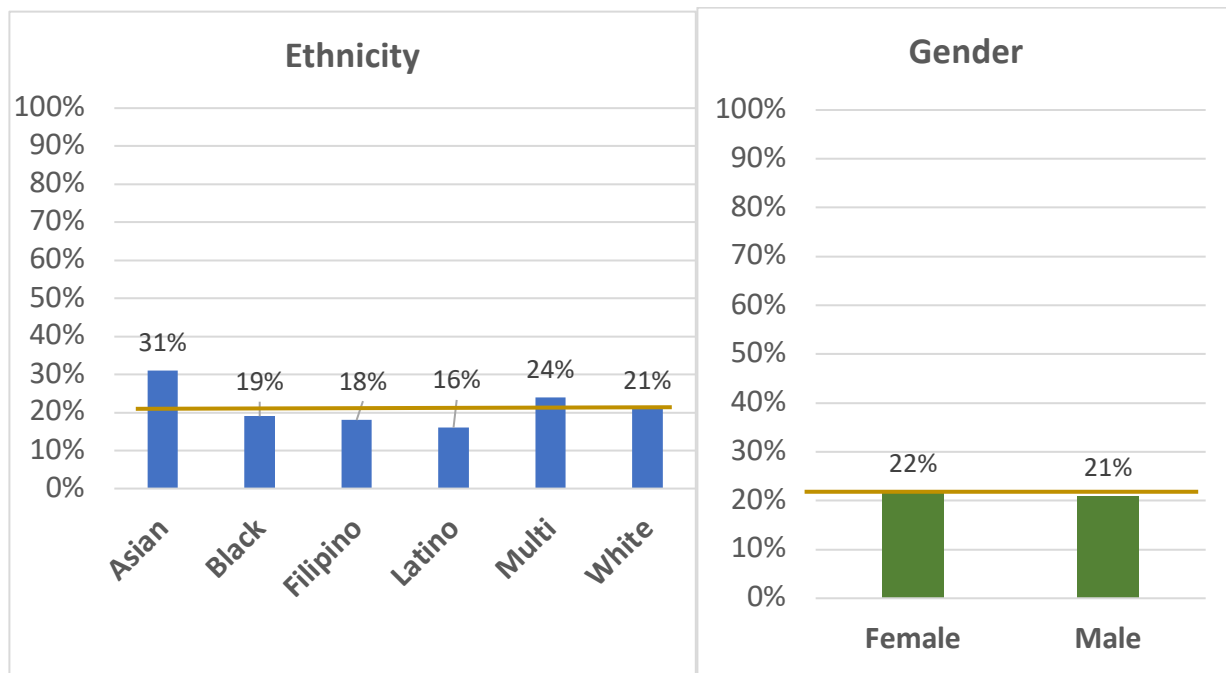
(Source: CCCC DataVista, most recent data from 2022-2023)

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 Silicon Valley region and the state.

Disaggregation shows that Black, Filipinx, and Latiné students earn 9+ units at lower rates.

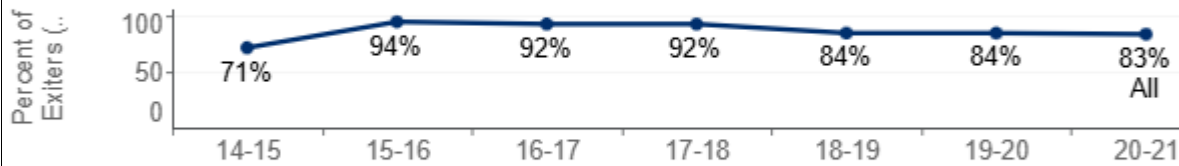


Short-Term CTE Students: Job Closely Related to Field of Study

Job Closely Related to Field of Study

Short-Term Career Students in All Programs at Foothill College disaggregated by Overall

Percentage of respondents to the CTEOS question who exited all postsecondary and who reported working in a job closely related to their field of study in selected timeframe

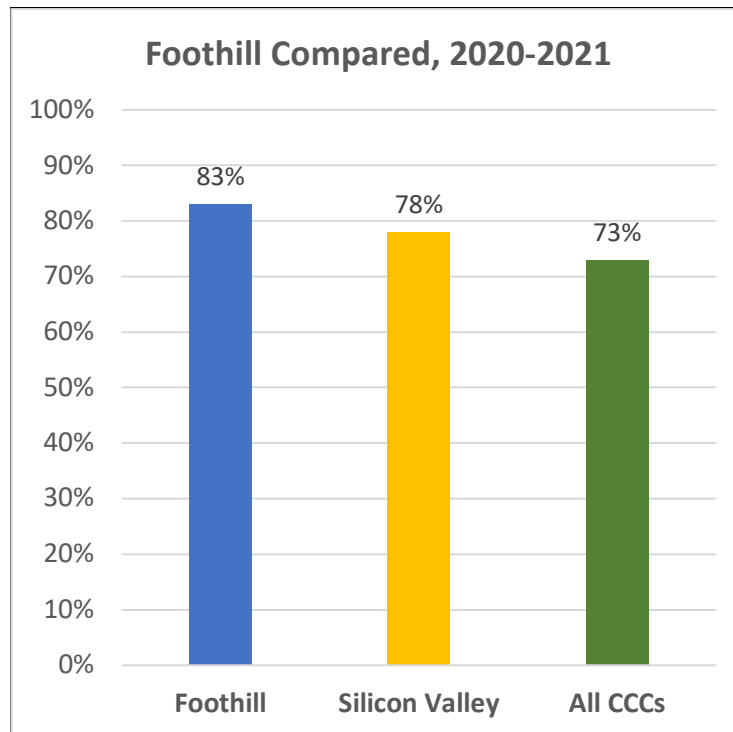


Source: Chancellor's Office Management Information System, CTE Outcomes Survey, National Student Clearinghouse, CSU/UC Cohort Match

Notes: Employment and earnings metrics are only calculated and displayed for students who are no longer enrolled in any postsecondary institution. This metric is based on self-reported CTE Outcome Survey (CTEOS) data and relies on student responses to survey questions. Therefore, the data is not available for the two latest years.

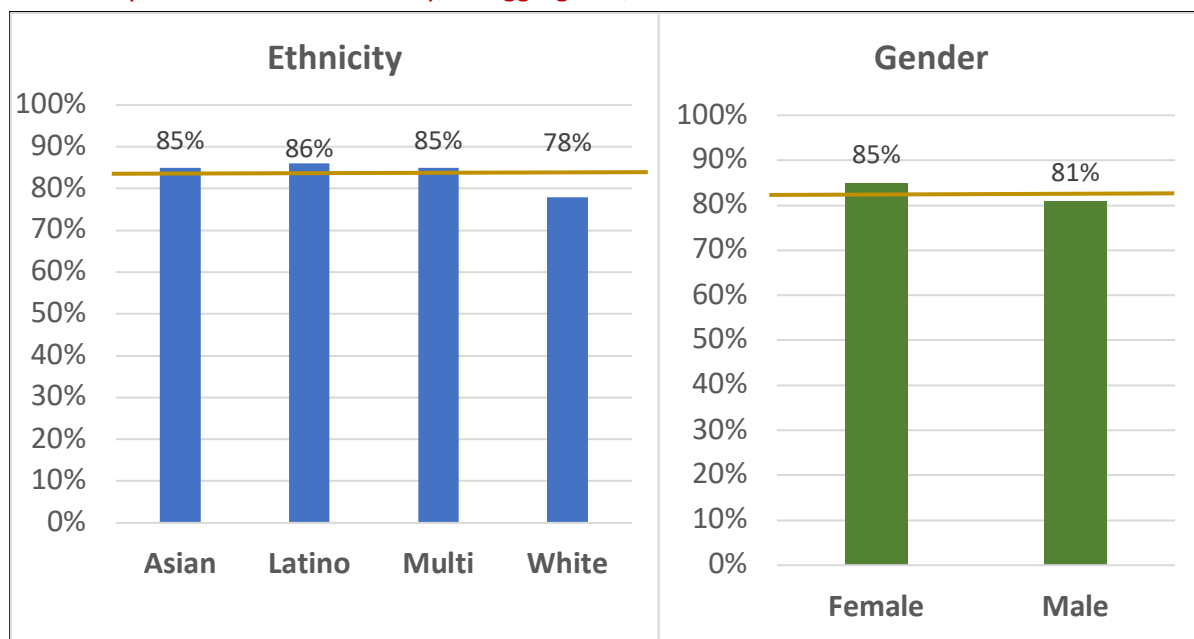
(Source: CCCCO [DataVista](#), most recent data from 2020-2021)

Foothill College, Compared





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



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

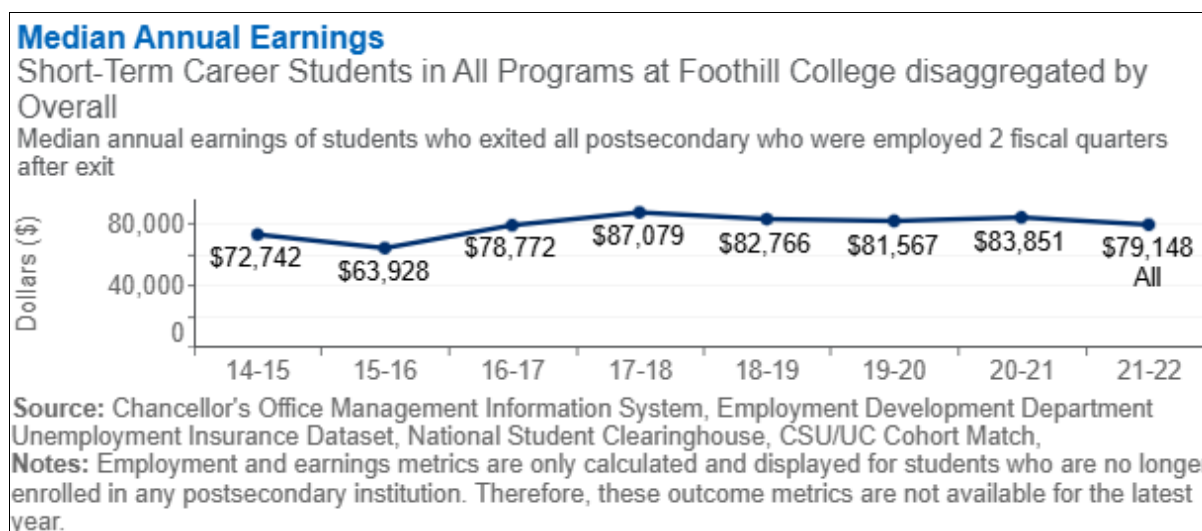
Note: Foothill Average = 83%, as represented by the gold line.

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.

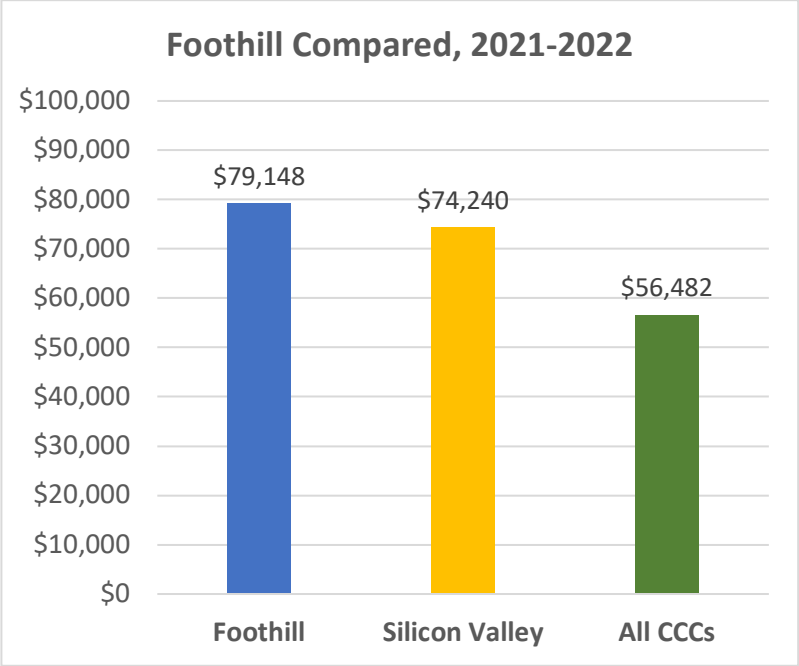
Short-Term CTE Students: Earnings



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

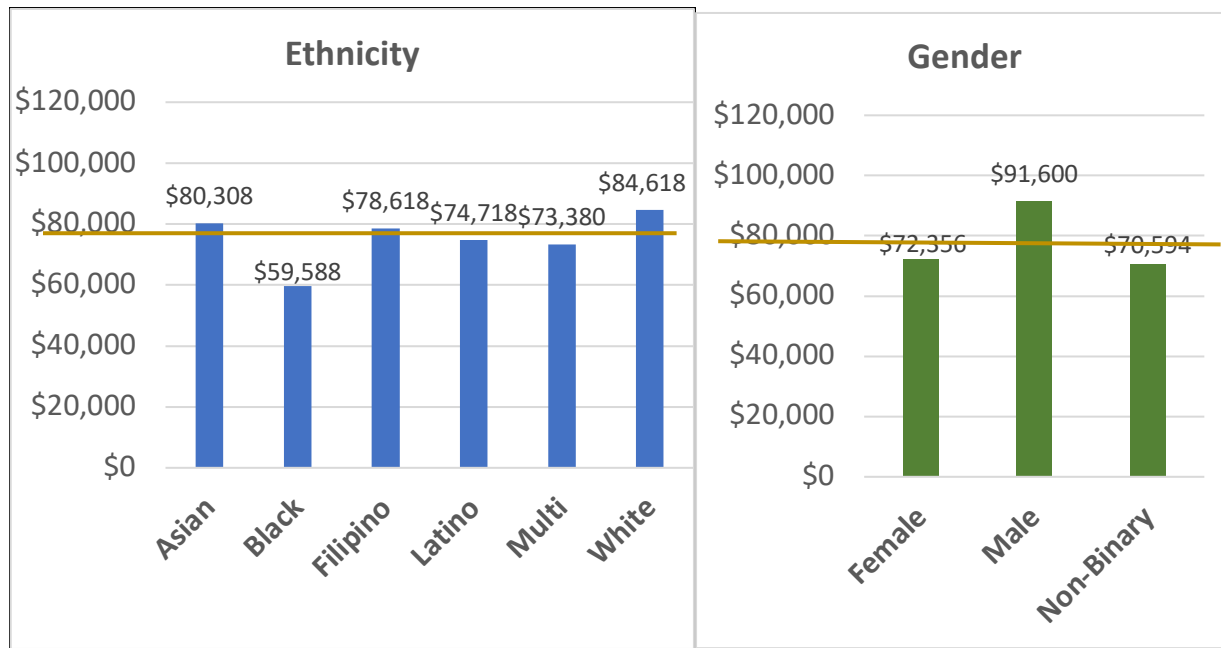


Foothill College, Compared





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, Latiné, Multi Ethnicity, Female, and Non-Binary students earn lower wages than their counterparts.

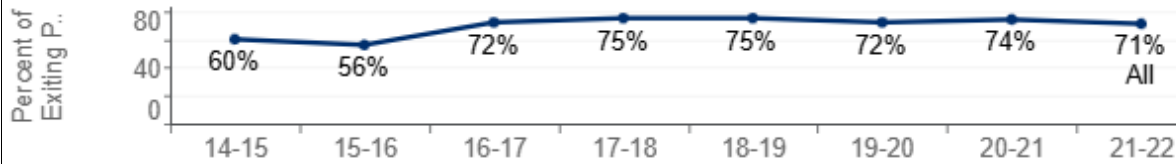


Short-Term CTE: Attained Living Wage

Attained Living Wage

Short-Term Career Students in All Programs at Foothill College disaggregated by Overall

Percentage of students who exited all postsecondary and were employed 2 quarters after exit and attained the living wage for a single adult in the district county

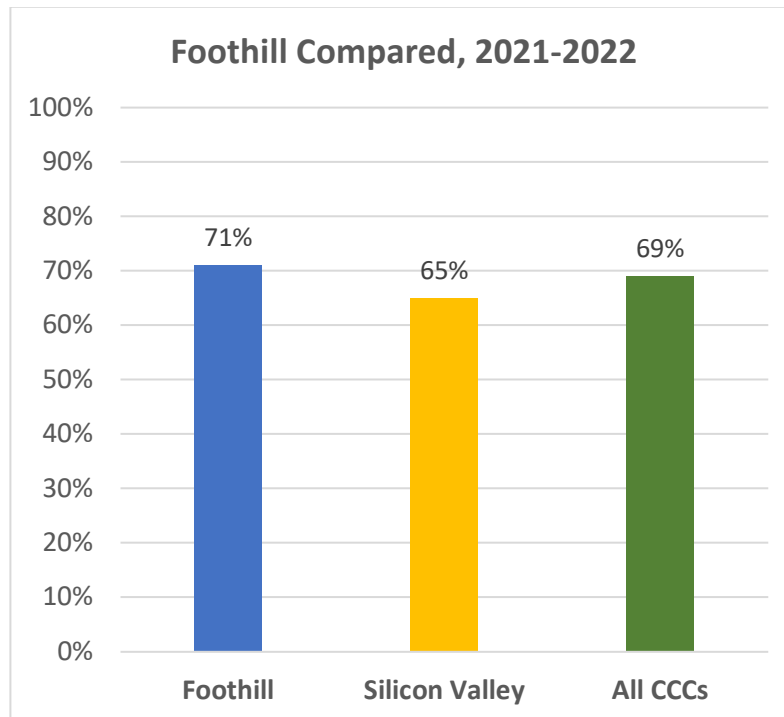


Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Cohort Match, Insight Center for Community Economic Development, Living Wage Table

Notes: Employment and earnings metrics are only calculated and displayed for students who are no longer enrolled in any postsecondary institution. Therefore, these outcome metrics are not available for the latest year.

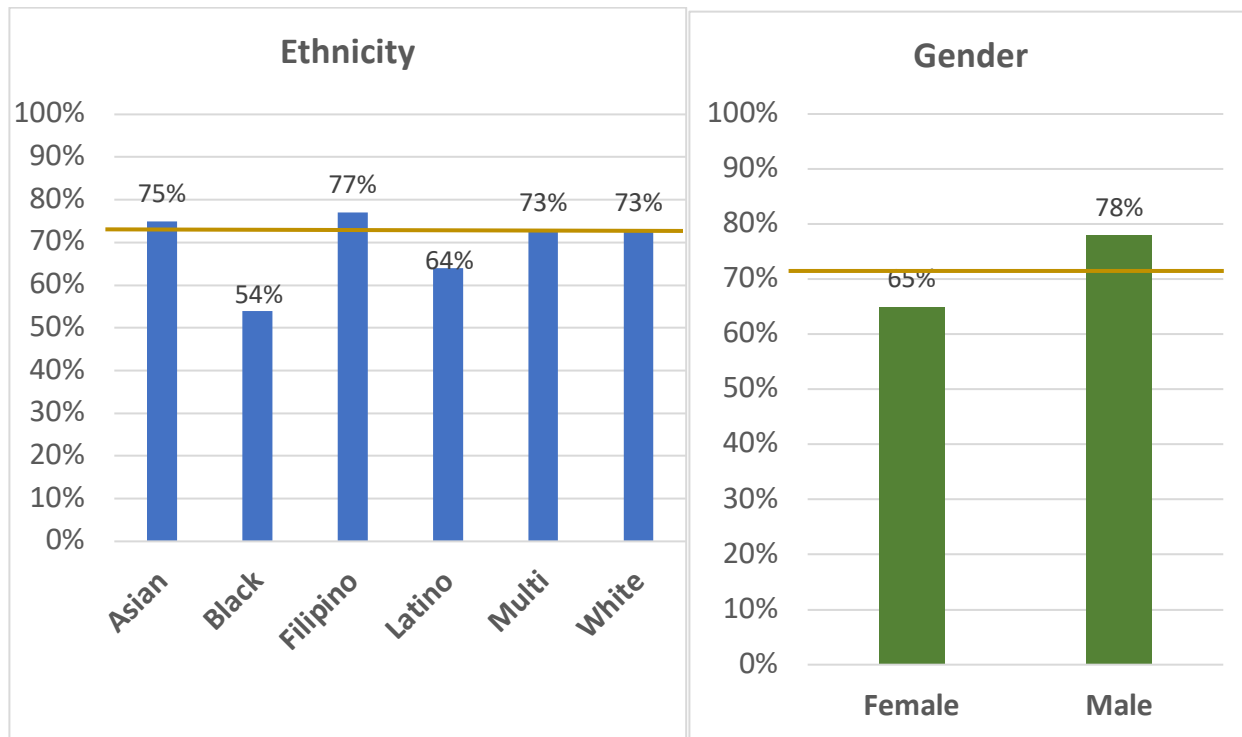
(Source: CCCC DataVista, most recent data from 2021-2022)

Foothill College Compared





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



(Source: CCCC 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 Silicon Valley region and the state.

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

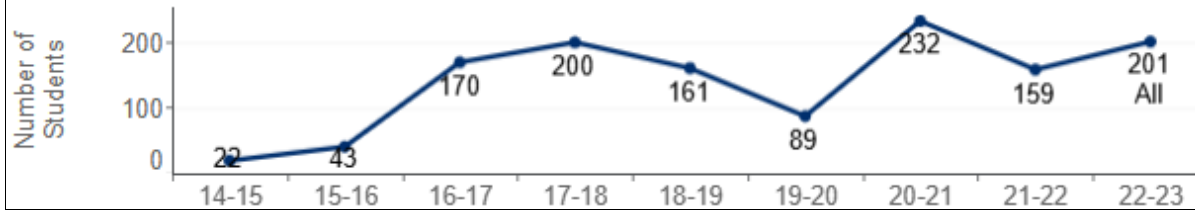


Adult Education/ESL: Completion

Earned an Award: Vision Goal Completion Definition

Adult Education or English as a Second Language Students in All Programs at Foothill College disaggregated by Overall

Number of students who were enrolled in the district and earned a CCCC approved certificate, associate degree, and/or community college bachelor's degree in selected year

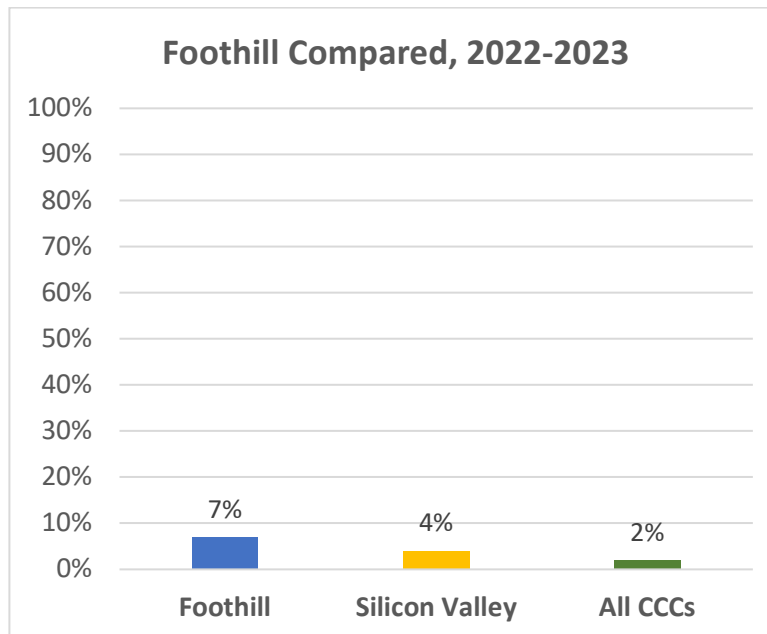


(Source: CCCC DataVista, most recent data from 2022-2023)

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

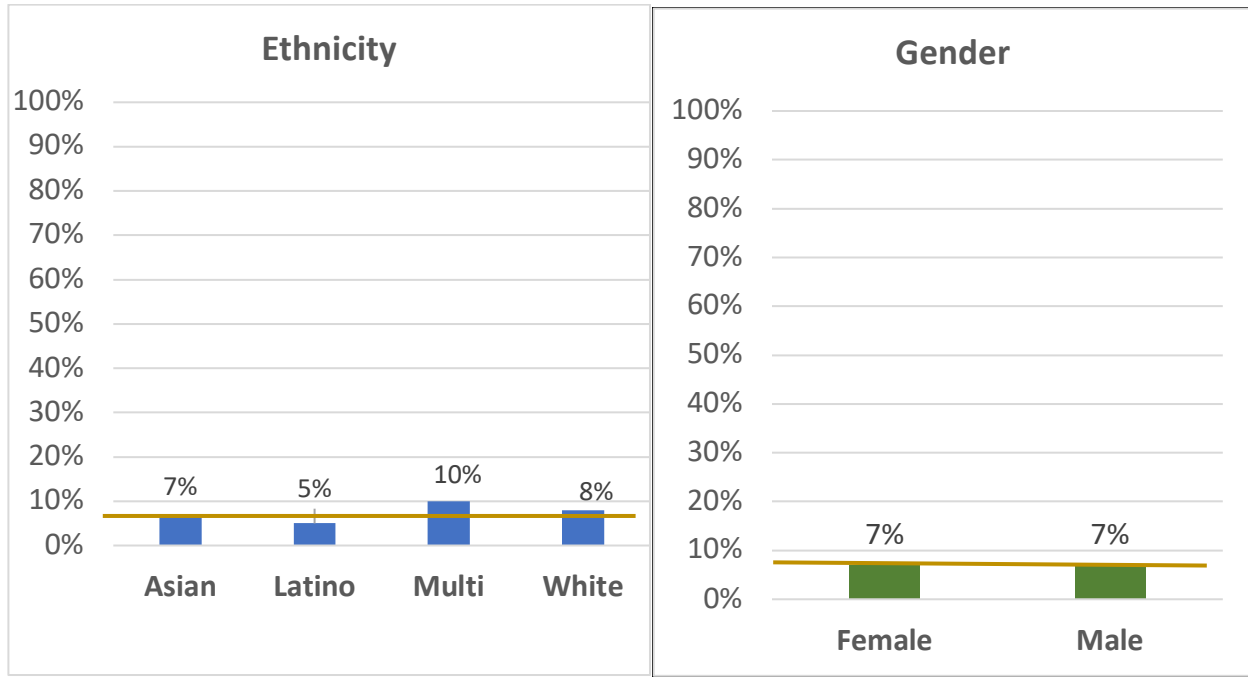
4%, 6%, 9%, 9%, 6%, 5%, 8%, 7%, 7%

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*.

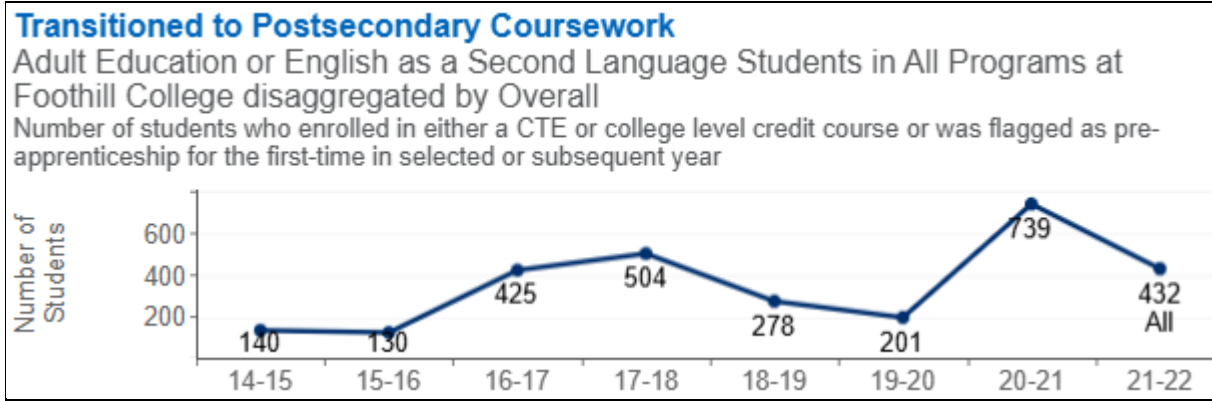
Foothill College Adult Education/ESL student completion rates have generally been trending upward in recent years, from 4% in 2014-2015 to 7% in 2022-2023.

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

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

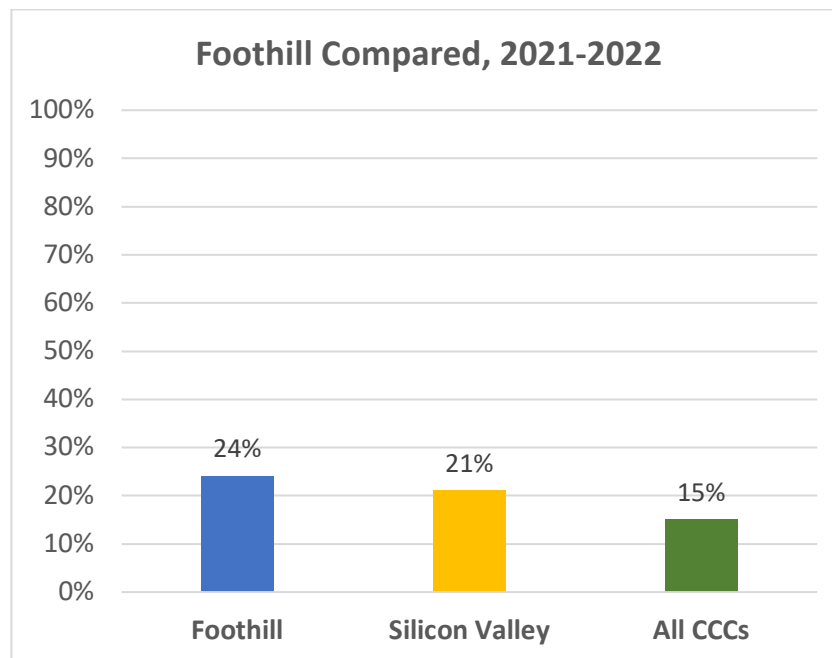


Adult Education/ESL: Transitioned to Postsecondary Coursework



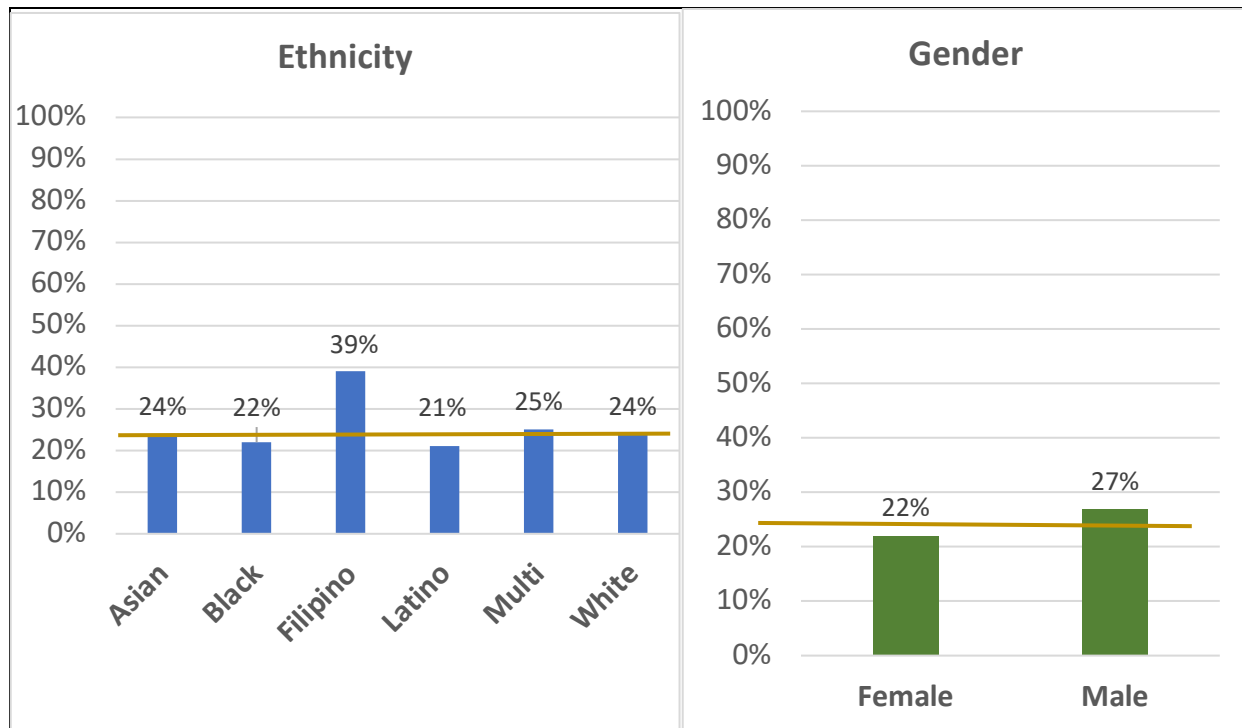
(Source: CCCCO [DataVista](#), most recent data from 2021-2022)

Foothill College, Compared





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



(Source: CCCC 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 Silicon Valley region and the state, Foothill College has a higher rate of transition.

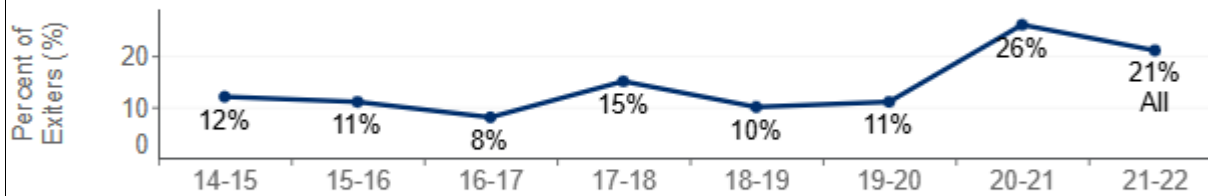
Disaggregated data show that Black, Latiné and Female students transition at lower rates.



Adult Education/ESL: Became Employed

Became Employed

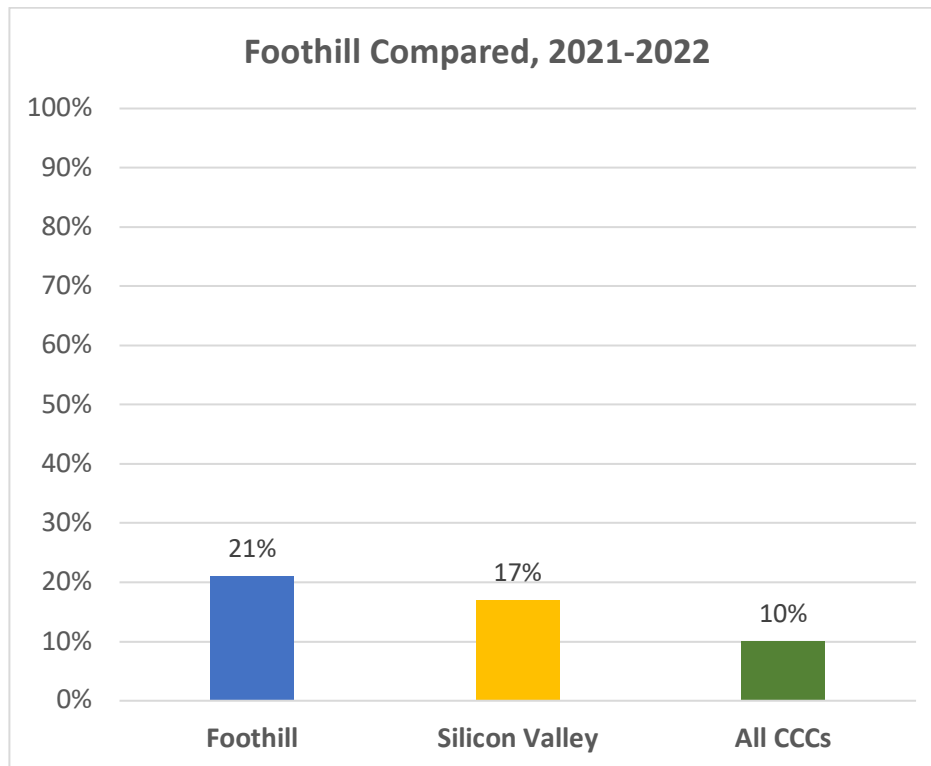
Adult Education or English as a Second Language Students in All Programs at Foothill College disaggregated by Overall
Percentage of students who exited all postsecondary and who were unemployed 2 quarters before entry or re-entry and became employed 2 quarters after exit



Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Cohort Match,
Notes: Employment and earnings metrics are only calculated and displayed for students who are no longer enrolled in any postsecondary institution. Therefore, these outcome metrics are not available for the latest year.

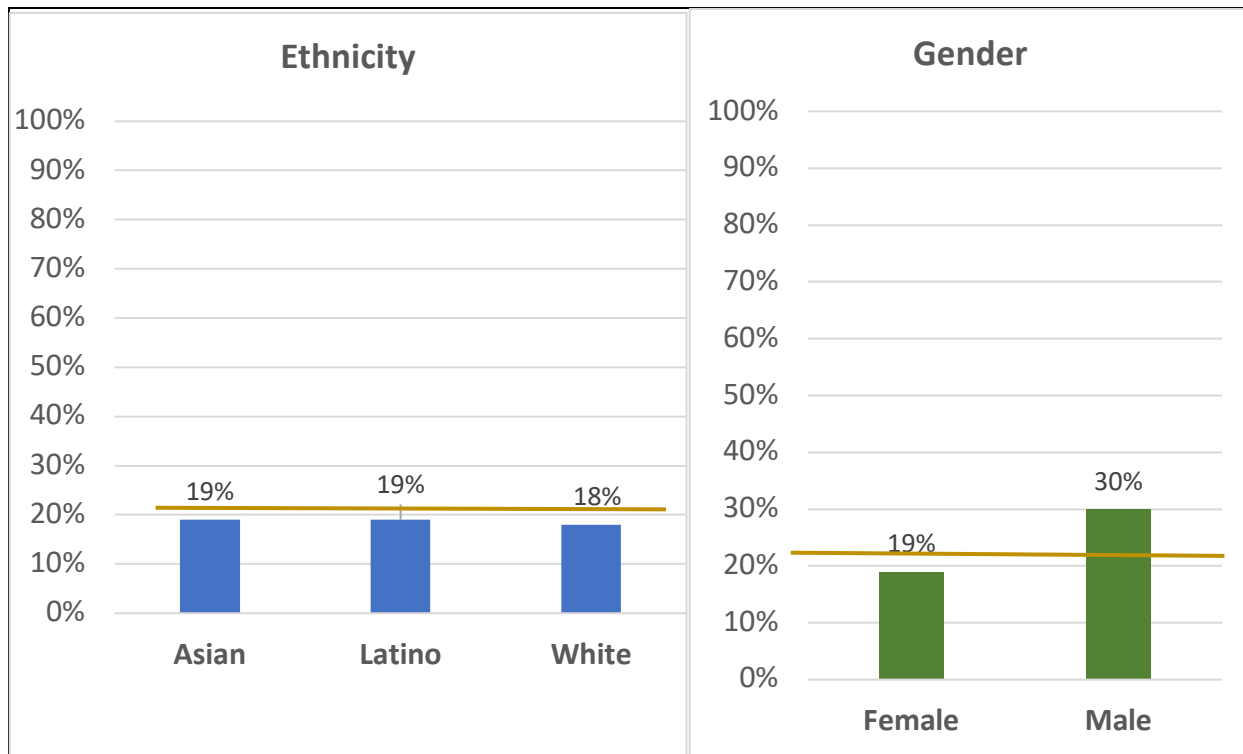
(Source: CCCC DataVista, most recent data from 2021-2022)

Foothill College, Compared





Became Employed, Disaggregated, 2022-2023



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

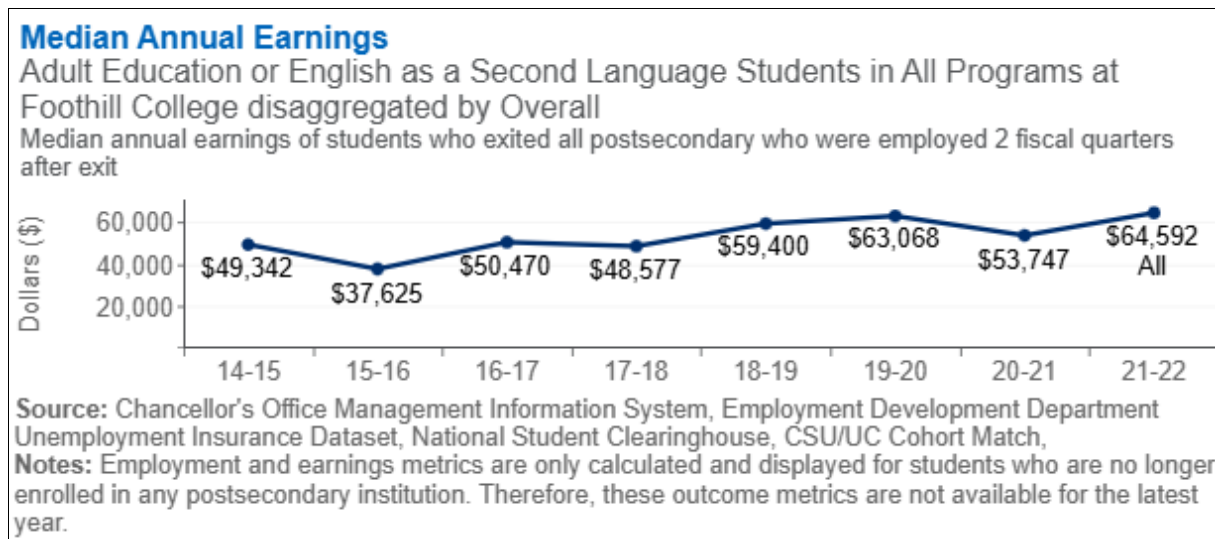
Note: Foothill Average = 21%, as represented by the gold line.

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, Latiné, White, and Female Adult Education/ESL students show lower rates of employment.

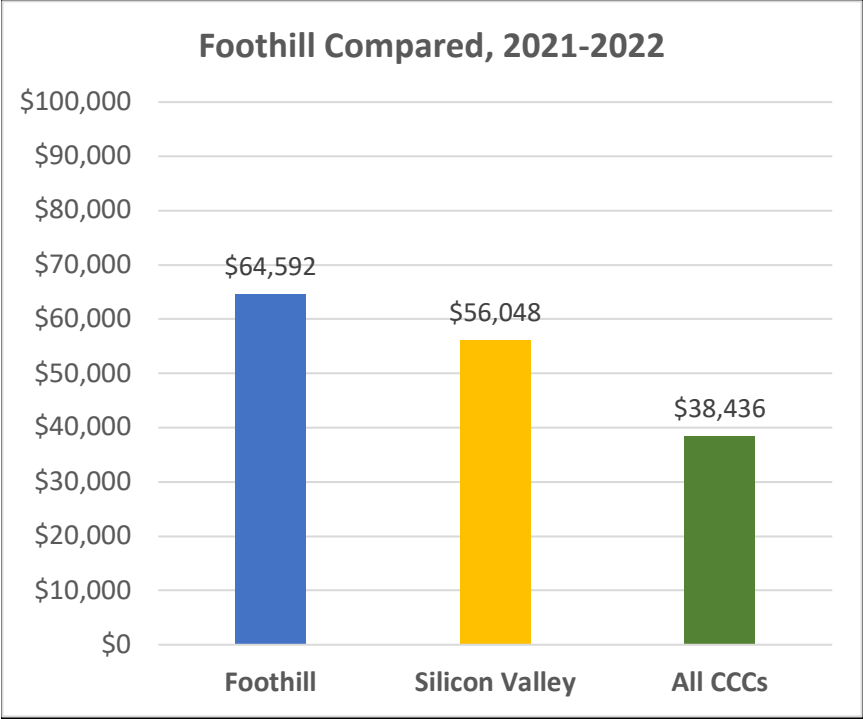
Adult Education/ESL: Earnings



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

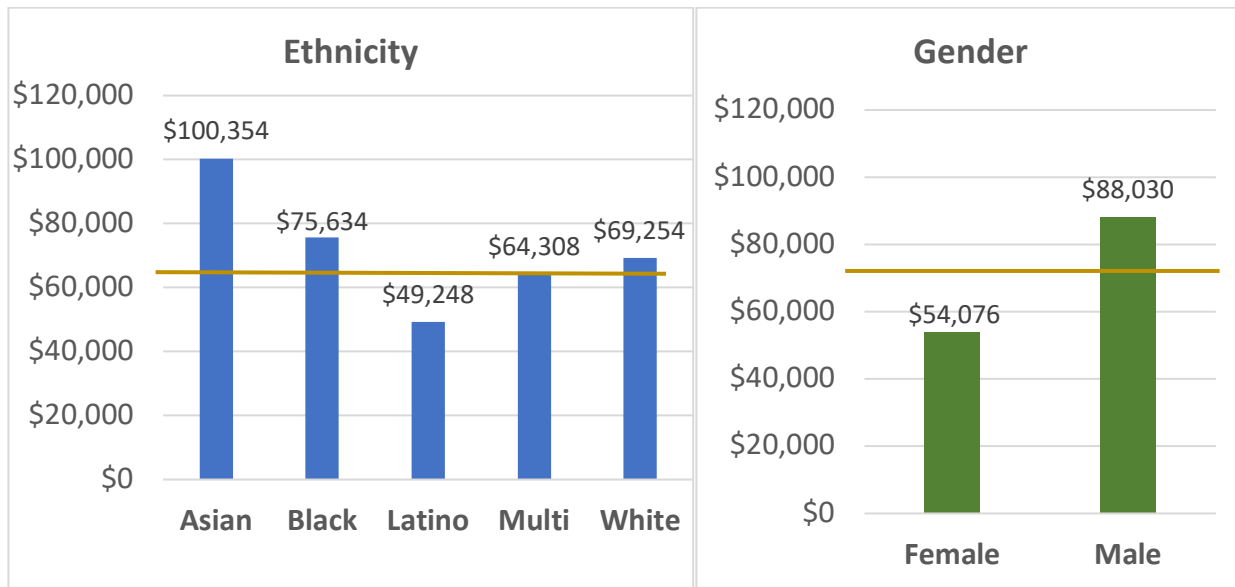


Foothill College, Compared





Median Annual Earnings, Disaggregated, 2022-2023



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

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

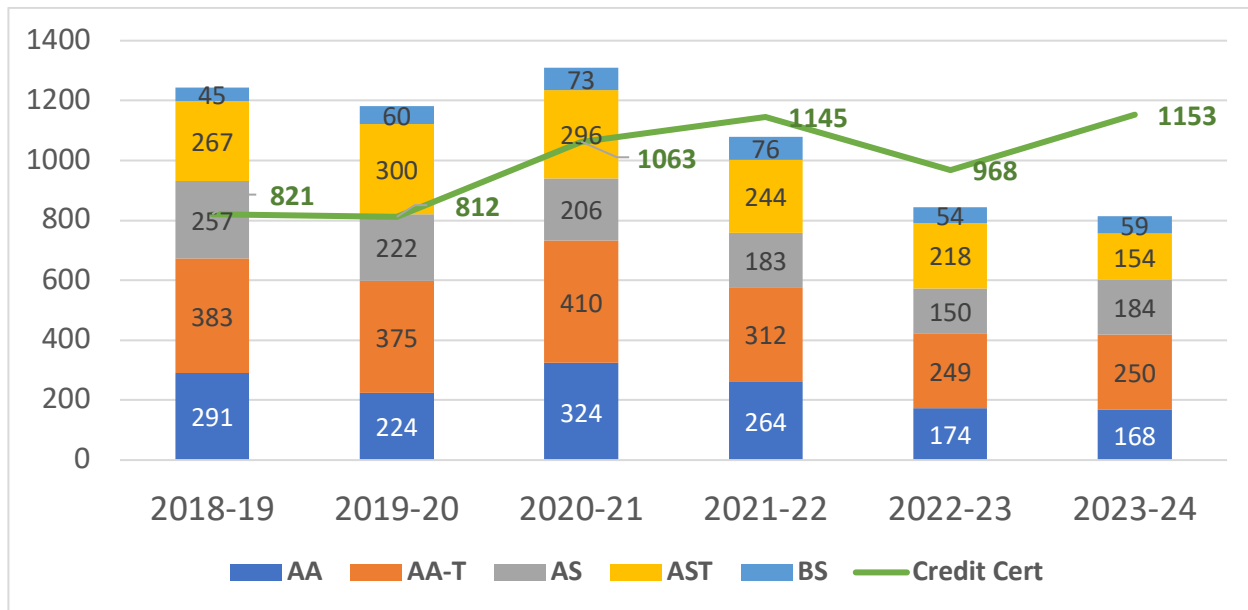
Foothill College Adult Education/ESL students have generally shown increases in median annual earnings in recent years, from \$49K in 2014-2015 to \$65K in 2022-2023.

Foothill College student earnings are higher than the Silicon Valley region and statewide averages.

Disaggregated data show that Latiné 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 conferred by Foothill College has increased while the number of degrees conferred has decreased.



Student Outcomes: Top Associate in Arts (AA)/Associate in Art for Transfer (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 Associate of Arts (AA) and Associate in Art for Transfer (AA-T) formats, including in Psychology, Communication, Sociology, Child Development and Art.



Student Outcomes: Top Associate of Science (AS)/Associate in Science for Transfer (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

AS-T 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)



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.

While many credit certificates are conferred in Career and Technical Education (CTE) fields, the category of meeting general education requirements represents the third most commonly awarded certificate (Full IGETC Certification: CSU, Full GE Breadth Certification, Full IGETC Certification: UC).

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.~~

Table 8. Foothill College In-State Private and Out-of-State Transfers, 2019-20 to 2023-24.

Institution Type	2019-20	2020-21	2021-22	2022-23	2023-24	% Change 2022-23 and 2023-24
In-State Private (ISP)	48	51	37	18	8	-56%
Out-of-State (OOS)	168	175	140	103	45	-56%
Total	216	226	177	121	53	-56%

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 declined in recent years, at a higher rate than the decline in UC/CSU transfers.

2023-24 In-State Private Transfer Destinations:

- Ashford University
- California Lutheran University
- Chapman University
- Claremont-McKenna University
- Saint Mary's College of California
- Santa Clara University
- University of the Pacific
- West Coast University-Los Angeles

2023-24 Out-of-State Transfer Destinations:

- Western Governor's University
- Massachusetts Institute of Technology
- Nightingale College
- Southern New Hampshire University
- University of Nevada-Reno
- University of Washington-Seattle



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.~~

Table 1. Foothill College California State University and University of California Transfers, 2019-20 to 2023-24.

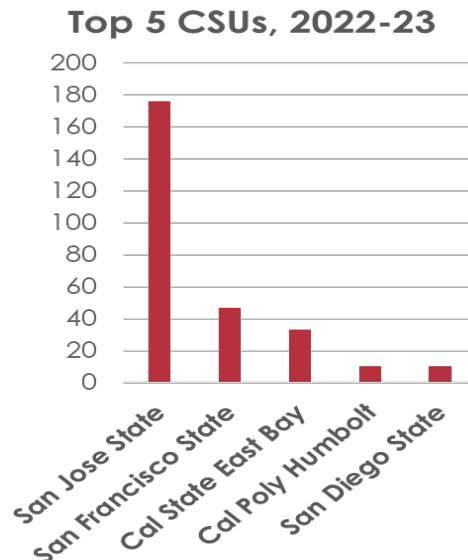
System	2019-20	2020-21	2021-22	2022-23	2023-24	% Change 2022-23 to 2023-24
California State University	546	496	432	345	349	1%
University of California	445	443	427	307	306	0%
Total	991	939	859	652	655	0.5%

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

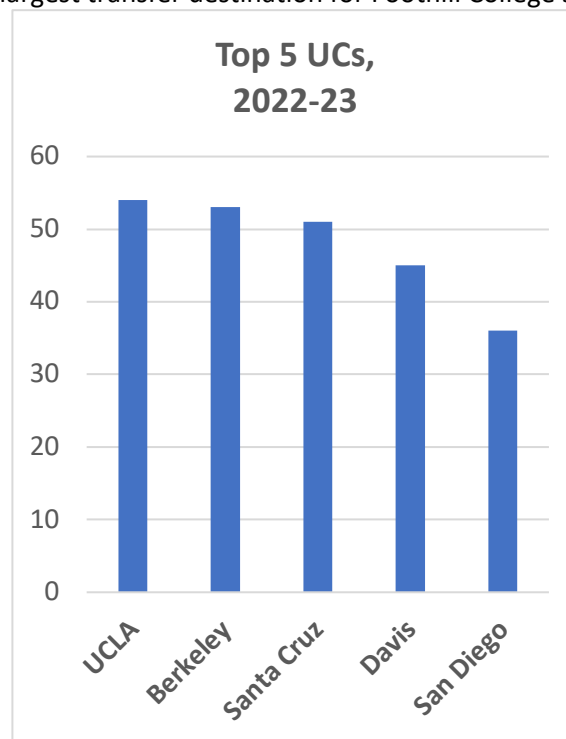
Psychology



Kinesiology/Physical Education
Business Administration
Computer Science
Communications

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

San José 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, UC Berkeley, and UC 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
- Provide more exposure to different job or career opportunities
- Consider developing or expanding adult education pathways

Career and Technical Education and Workforce Alignment

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



Foothill 2030: Blueprint for Success

- 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
- 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

Learning Environments and Technology

- 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
- 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 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., in person learning, cohort models, promoting DEIA, 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 to 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. Expansion of Programs and Institutes

- Scaling of the 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



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