



FOOTHILL-DE ANZA  
Community College District

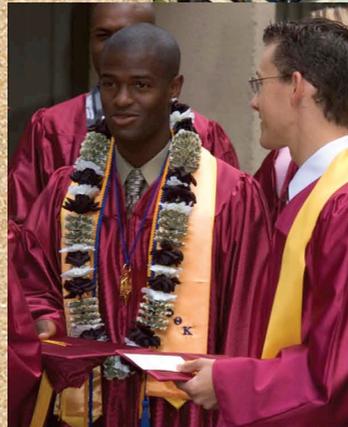
# Strategic Plan 2010-2016



Foothill  
College



De Anza  
College





**FOOTHILL-DE ANZA**  
**Community College District**

**Strategic Plan 2010 – 2016**

**Approved by the Board of Trustees  
on May 3, 2010**

# **Foothill – De Anza Community College District Board of Trustees**

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## Introduction

The Foothill – De Anza Community College District (FHDA), which includes two colleges, Foothill College and De Anza College, has created a new strategic plan, which updates and enhances college and district plans articulated in the 2005 – 2015 Educational Master Plan published previously in 2005. This new **Strategic Plan 2010 – 2016**, documents decisions made during a district-wide collaborative planning process conducted in 2009 and the first half of 2010.

In undertaking the 2010-2016 planning process, the goal was to engage the FHDA community around the challenges of the future and create consensus and alignment around new strategies. The planning process provided the opportunity for the collective community to engage in analysis and discussion around external and internal environments and to define plans for the next five years, including district and college-level strategies, goals and metrics for tracking progress. We believe that the rich dialogue developed during the process will provide momentum to the implementation of the district's core strategies and that this plan will continue to serve as a road map for the entire organization as we move forward into the next decade.

## **Who We Are and What's Important to Us**

An institution's vision and mission are the foundation of every strategic plan. These two elements provide consistency and overarching direction over a period of many years during which strategies may change. The values statement provides the structure for how institutional members will work together to perform the mission and achieve the vision. In the district's **Strategic Plan, 2010-2016**, the planning community ratified the existing vision and values statements and updated the mission to reflect changes in how the district plans to deliver on student success in the years to come.

### ***Vision***

Educational Excellence and Opportunity for All

### ***Mission***

The mission of the Foothill – De Anza Community College District is student success. We accomplish this by providing access to a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the diverse educational and career goals of our students and communities.

### ***Values***

Foothill – De Anza Community College District commits itself to serving our students, our local communities, and the people of the state of California, and considers the following values as cornerstones of our mission:

- Pursuing truth and knowledge
- Recognizing inherent potential in all people
- Fostering informed and responsible citizenship
- Maintaining academic rigor and inquiry
- Developing cultural and global awareness
- Generating creativity and creative expression
- Promoting ethics and ethical behavior
- Promoting environmental sustainability

Foothill – De Anza provides:

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

### ***Purpose of this Strategic Plan***

The purpose of this strategic plan is to define, specify, resource, and provide metrics to monitor a set of commitments (initiatives) that the district will implement, according to its values, to support its mission and achieve its vision.

## What Drives our Commitments: Key Inputs

The key inputs, which shaped the development of the **Strategic Plan 2010-2016**, included an environmental scan, the Board of Trustees annual goals, strategic ongoing programs, and the colleges' strategic initiatives.

### *The Environment - New Opportunities and Challenges*

#### **Overview**

Socioeconomic trends at the state and local level provide both opportunities and challenges for our district. As part of the planning process, in 2009 the district conducted an extensive environmental scan that included an analysis of state and regional economic data, changing regional demographics, and larger scale social trends affecting our region. Both colleges as well as the district used this scan to develop their strategic plans. The full set of conclusions obtained through the environmental scan is attached in Appendix C.

Major trends that impact the colleges and the district can be summarized in three key areas:

**Demographic Changes and Student Performance:** We expect the demand for community college education will continue to increase as the population in Santa Clara and San Mateo counties expands. As demand increases, we expect that the 101 corridor, including areas within the district's boundaries not immediately contiguous to the current campuses, will experience high growth and continued expansion. Light rail ridership is expected to increase significantly over the next 30 years.

Changes in regional ethnic mix will shape the profile and needs of the students of the future. By 2050, the majority population in the district's region will be Latino. We expect that Latino students will continue to need additional support and coursework to successfully enter four-year college programs. Today, Latino high school graduates are less well prepared for college than their white and Asian counterparts. We expect that this trend will continue for at least the next several years.

**Industry and Employment Trends:** We expect that the region will continue to offer vocational and professional employment for FHDA students. As we pull out of the current economic downturn, we expect there will be robust new job development as well as opportunities for students to participate in replacement jobs as the Baby Boom generation moves into retirement.

**Fiscal and Environmental Issues:** Changes in political and environmental trends will continue to impact the colleges. In the political and financial arena, the district expects the current financial pressures to continue for several years. Accordingly, the district will continue to look to all sources for additional revenue including possible funding through federal programs as well as industry partnerships, grants, and local funding. As financial challenges become more pressing, so too is the need to adopt sustainable, eco-friendly policies and practices. The board, district staff and college presidents are committed to increasing sustainability practices in all aspects of college operations.

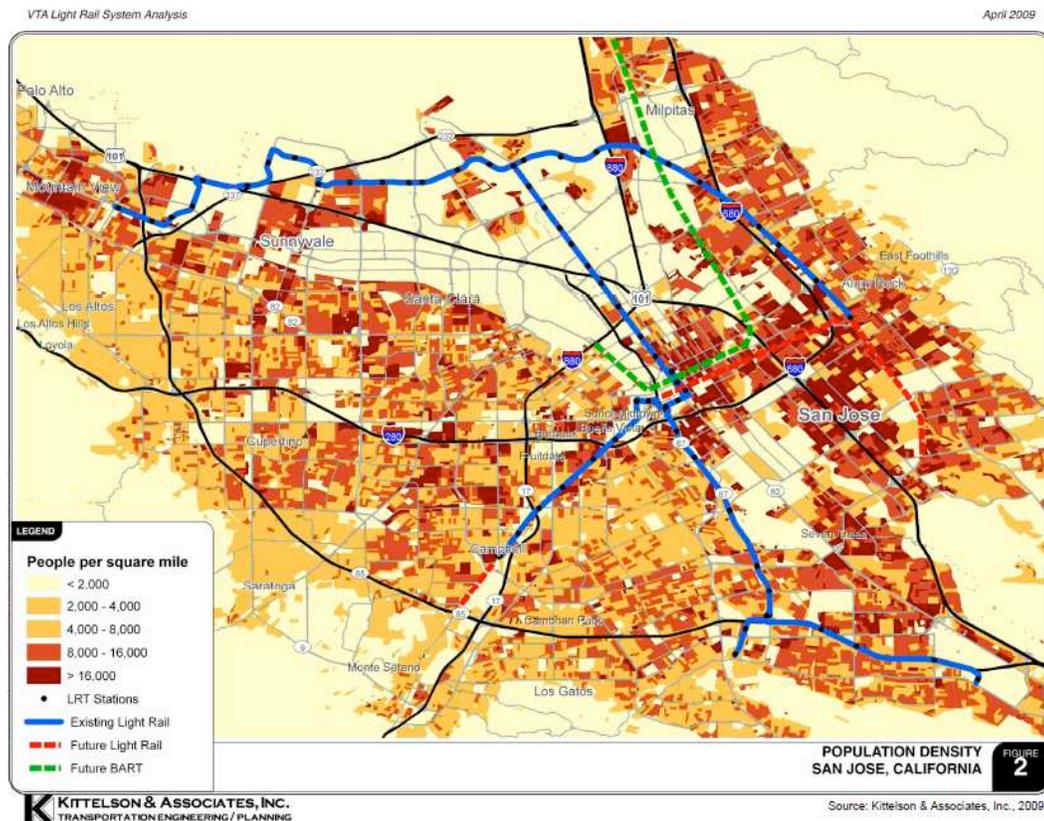
# Demographic Changes and Student Performance

## 1. Population Growth

The Foothill - De Anza Community College District serves the populations in both San Mateo and Santa Clara counties.

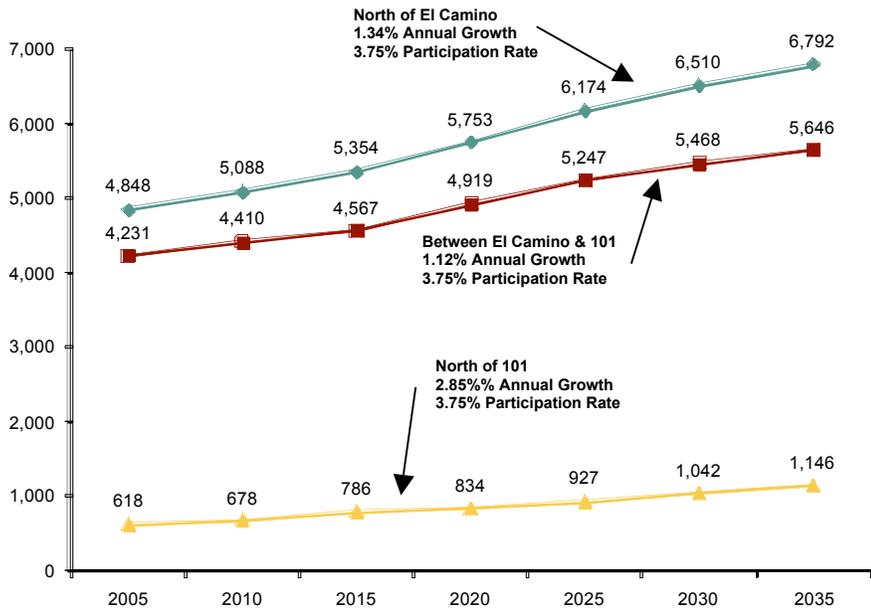
In the next 10 years, the adult and student populations in these counties will continue to show modest growth in the range of 1.29% per year. The areas of highest population growth and increase in student populations will be in Santa Clara County (see Figure 1). The El Camino Real – 101 corridor, one of the most rapidly growing areas, could potentially provide about 5,000 FTEs if the participation rate increases to 3.75%, the overall participation rate in the district’s region (see Figures 1 and 2). While this potential growth may be offset by state funding restrictions on enrollment, the data does suggest an increased student demand from this area in the long term.

Figure 1: Population Density for San Jose, California



Source: Kittleson & Associates, Inc 2009

**Figure 2: Forecast District FTES from El Camino Real – 101 Corridor 2005-2035**

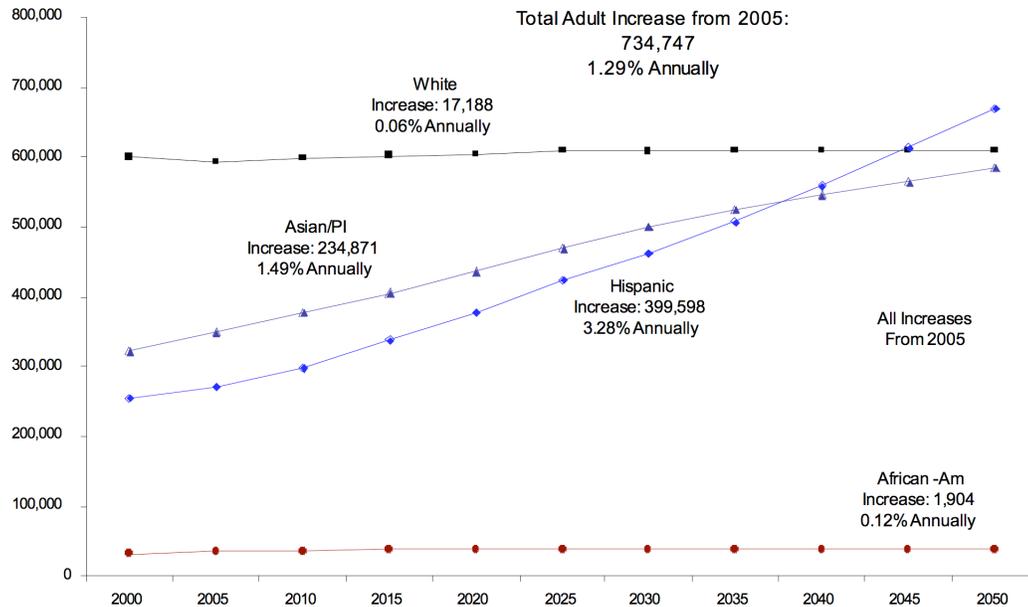


Source: Forecast by FHDA IR&P based on ABAG Projections 2007 by Census Tract, Spring 2007, using adult population (ages 20 and up).

## 2. Ethnic Mix of Students

As part of the growth dynamic in the region, there will be significant change in the population mix. The white population shows no growth and there are proportional increases in the adult populations of Asian/Pacific Islander (growth of 1.29%) and Latino (growth of 3.28%). By 2050, Latinos will become the majority (see Figure 3).

**Figure 3: Santa Clara County Forecast Adult Population by Ethnicity**

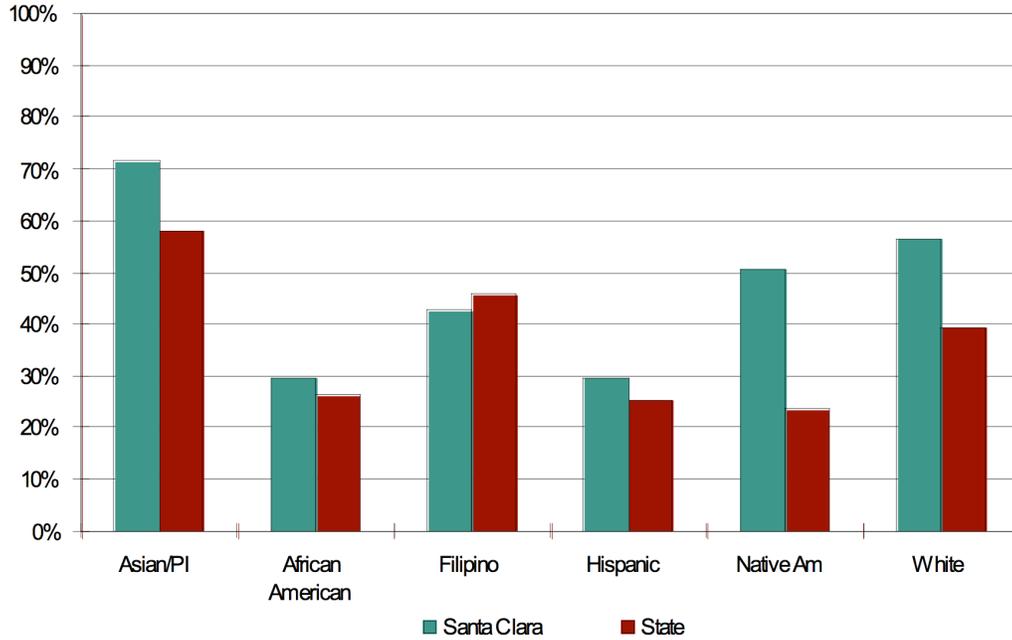


Source: State of California, Department of Finance, Race / Ethnic Population with Age and Sex Detail, 2000 – 2050 Sacramento, CA, July 2007

### 3. Performance Gap Across Ethnic Groups

Across the ethnicities that the district serves, there is a performance gap relative to preparedness for college. In comparison to white and Asian students, Hispanic, Filipino and African American are much less prepared to enter the UC/CSU system (see Figure 4).

Figure 4: UC / CSU Preparedness of Silicon Valley High School Students by Ethnicity 2006-2007

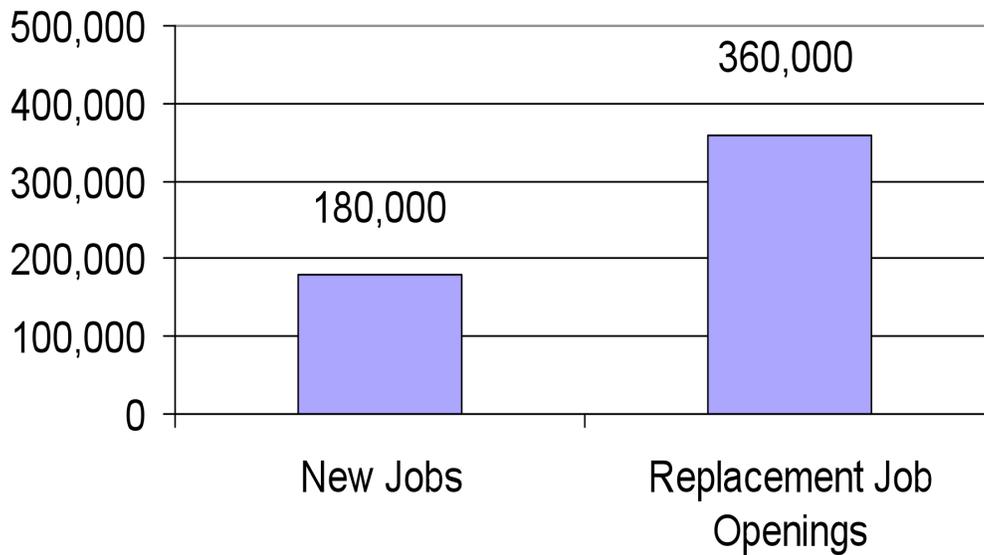


## Industry and Employment Trends

### 1. Job Growth in Region

The Center for Continuing Study of the California Economy reports that the Bay Area economy will likely show job growth for skilled employees in the long term, providing opportunities for FHDA graduates in new as well as replacement jobs (see Figure 5).

Figure 5: Job Opportunities in Santa Clara and San Mateo – Next 10 Years

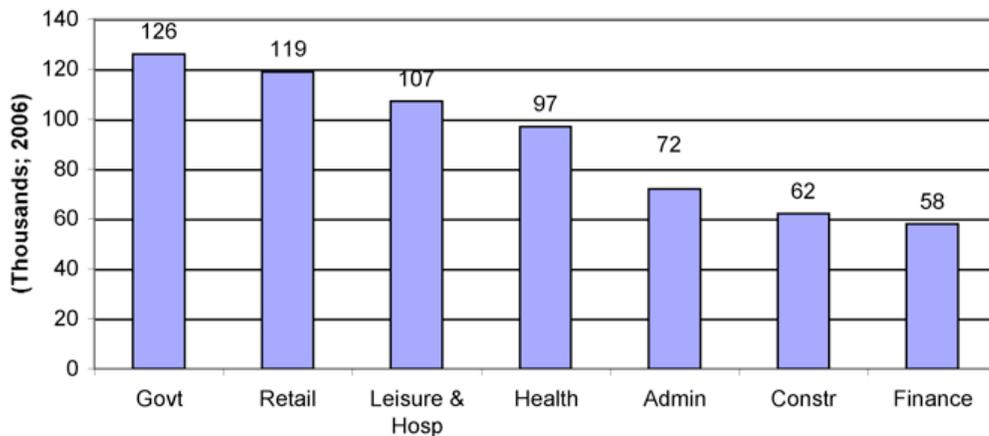


Source: Stephen Levy, Center for Continuing Study of the California Economy July 7, 2008

### 2. Job Growth by Sectors

Graduates will find employment opportunities in state and local government, services, health care and in Silicon Valley's traditional areas of job growth – technology, science, and engineering (see Figure 6).

Figure 6: Foundation Jobs in Silicon Valley



Source: Stephen Levy, Center for Continuing Study of the California Economy July 7, 2008

## Fiscal and Environmental Factors

### 1. State Funding Situation

State expenditures continue to show a downward trend, putting pressure on an already strained operating budget. No change is expected during the period of our planning horizon.

FHDA will look to all sources of funding including possible federal funding through President Obama's "American Graduation Initiative". This national initiative calls for five million additional community college graduates by 2020 and proposes support for initiatives that "increase the effectiveness and impact of community colleges, raise graduation rates, modernize facilities, and create new online learning opportunities" to aid this goal. To support this initiative, proposed federal funding will be used to award grants through an "access and completion" fund. These grants are designed to spur community colleges and states to launch programs designed to raise graduation rates and produce graduates who are ready for the workplace or to transfer into four-year universities.

### 2. Presidents' Climate Commitment

The district and colleges have made a commitment to environmental leadership and have integrated these goals into the strategic plan. As stated in the "President's Climate Commitment":

Figure 7: President's Climate Commitment

*We, the undersigned presidents and chancellors of colleges and universities, are deeply concerned about the unprecedented scale and speed of global warming and its potential for large-scale, adverse health, social, economic and ecological effects. We recognize the scientific consensus that global warming is real and is largely being caused by humans. We further recognize the need to reduce the global emission of greenhouse gases by 80% by mid-century at the latest, in order to avert the worst impacts of global warming and to reestablish the more stable climatic conditions that have made human progress over the last 10,000 years possible.*

*While we understand that there might be short-term challenges associated with this effort, we believe that there will be great short-, medium-, and long-term economic, health, social and environmental benefits, including achieving energy independence for the U.S. as quickly as possible.*

*We believe colleges and universities must exercise leadership in their communities and throughout society by modeling ways to minimize global warming emissions, and by providing the knowledge and the educated graduates to achieve climate neutrality. Campuses that address the climate challenge by reducing global warming emissions and by integrating sustainability into their curriculum will better serve their students and meet their social mandate to help create a thriving, ethical and civil society. These colleges and universities will be providing students with the knowledge and skills needed to address the critical, systemic challenges faced by the world in this new century and enable them to benefit from the economic opportunities that will arise as a result of solutions they develop.*

## ***Board of Trustees Goals***

As part of the strategic planning process, in July 2009, the board provided the following direction to the strategic planning team.

- Close achievement gap (improve bridge from high schools and increase retention and success)
- Meet student education needs
- Ensure adequate on and off campus facilities
- Implement Sustainability Plan
- Balance revenues and expenses (reduce structural imbalance and settlement costs)
- Hire a new Chancellor

## ***Strategic Ongoing Programs***

### **Measure C Bond Program**

In 2006 the district began work on numerous construction and infrastructure projects associated with the 15-year Measure C Bond Program. The Measure C bond represents a commitment made by the district to the voters to improve facilities and services so that instructional delivery and student services are well equipped to accomplish the mission and vision of the district and its colleges. More information on the Measure C Bond Program is presented in the section entitled *Enabling Projects / Programs*.

## ***College Initiatives***

The strategic direction of the colleges provided important input into the district planning process. In the fall of 2009, preliminary strategies were being discussed at the colleges as part of ongoing planning. These strategies were incorporated as a critical component into the district's planning process. College strategies under development in the fall of 2009 and in the process of ratification during spring of 2010 are:

### **De Anza College Strategic Initiatives**

- Outreach
- Student Success and Retention
- Cultural Competence
- Community Collaborations

### **Foothill College Strategic Initiatives**

- Building a Community of Scholars
- Putting Access into Action
- Promoting a Collaborative Decision-Making Environment

# What We Plan to Do: District Commitments

## ***Commitment Descriptions***

Strategic planning is about focusing an institution's efforts so that it can effectively accomplish its vision and mission. The hallmark of a solid strategic planning process is that it identifies the most important areas of focus and effectively engages the community in action planning and implementation. The purpose of strategic planning is not simply to analyze but to begin the process of engagement and alignment within the larger organizational population. The guiding principles in FHDA's planning approach are to:

- **Engage** all stakeholders during the process
- **Integrate** strategic and operational planning
- **Implement** plans with a passion for success
- **Align** resources to priority commitments
- **Measure** success in achieving commitments and strategies

The FHDA strategic plan is comprised of three key **District Commitments**. District Commitments are the building blocks of the strategic plan and summarize the areas where we will focus time and resources. They are our core strategies. To lead to effective action and to accomplish tangible goals, each commitment must result in *measurable* expected outcomes.

In the following section, our District Commitments are discussed in detail. Each District Commitment guides the overall implementation of a variety of sub-strategies, programs, and tasks.

As an overview, it is important to state that the District Commitments are closely aligned with the strategies developed at each college and are consistent with the district's prior strategic plans. They include and integrate goals given to us in the ongoing dialogue with the board. They are designed to represent the *highest-level* strategies we seek to achieve. The three District Commitments are:

1. **Student Success and Achievement** - Improve student success, equity and retention
2. **Student Access** - Engage with our communities to build bridges between us and those we serve
3. **Stewardship of Resources** - Increase effectiveness in use of district and college resources

## ***Success Metrics***

To measure progress in achieving each District Commitment, the planning group identified a set of success metrics that will be reviewed periodically at the college and district level and with the board. In defining the metrics the following criteria were used as guidelines:

- Metrics should be relatively few in number – less than 12 overall
- Metrics should be in use today or are ones that can be implemented in a relatively straightforward way
- Metrics should be consistent with the intent of each of the District Commitments

For Stewardship of Resources, two composite indexes were developed to summarize a number of project-related measurements already in place. The project related metrics were developed and committed to in prior meetings and discussions with the board during 2009.

Metrics will be reviewed on an annual basis. The District Commitments and associated metrics are presented below (see Figures 8-12). See Appendix E for detailed historical data and ranges for each metric.

**Figure 8: District Commitment #1: Student Success and Achievement**

<b>Goal:</b> What we expect	<b>Metric:</b> How we'll measure it	<b>Target:</b> What we are aiming for
Improve student outcomes & close the achievement gap	Student Progress and Achievement Rate (ARCC)*	By college, achieve 75% or the highest score within the peer group
	Overall Course Success Rate	By college, less than a 5 percentage point difference between the rate for historically under-served groups and all other groups
Improve basic skills	Basic Skills Course Success Rate (ARCC)*	By college, achieve 85% or the highest score within the peer group
Improve the outcomes of vocational students	Course Success Rate for Vocational Courses (ARCC)*	By college, achieve 90% or the highest score within the peer group

\*ARCC: Accountability Reporting for the Community Colleges

**Figure 9: Commitment #2: Student Access**

<b>Goal:</b> What we expect	<b>Metric:</b> How we'll measure it	<b>Target:</b> What we are aiming for
Sustain the fall-to-fall persistence rate of students in selected populations	Persistence rate of selected historically under-served groups	Under-served groups will persist at a rate at least as high as all other groups
Improve the participation rate of high school graduates within the district's service area	Percentage of June high school graduates attending FHDA	The participation rate will increase to 30%

**Figure 10: Commitment #3: Stewardship of Resources**

<b>Goal:</b> What we expect	<b>Metric:</b> How we'll measure it	<b>Target:</b> What we are aiming for
Achieve structurally balanced budget	Ongoing revenue / Ongoing expense	1.00
Provide appropriate staffing	FTES / Non-instructional support staff	(Less than or equal to) 44
	Faculty Obligation Number (FON)	FON + 5
Achieve environmental sustainability practices in accordance with Board Policy Statement 3214 and the Presidents' Climate Commitment	Index of sustainability metrics (See Figure 11, below, for details)	.90
Align facilities (capacity) with student load	Index of "cap use" ratios (See Figure 12, below, for details)	1.00

**Figure 11: Index of Sustainability Metrics**

<b>Long Range Goal</b>	<b>2009 / 2010 Performance Goal (Range)</b>
Reduce energy consumption use as compared to a 2007-08 baseline.	5% reduction below 2007 / 2008 usage at each college
Increase self-generated energy capacity.	Increase electrical self-generation capacity by 5% on a district wide basis
Reduce water usage.	5% reduction in water usage below 2007 / 2008 level
Increase the number of district vehicles that run on alternative fuels	10% proportional increase in district vehicles that run on alternative fuels
Reduce greenhouse gas emissions from college and district activities to below year 1990 levels by year 2020	Complete climate action plans for each College that include: (1) interim target dates for achieving GHG* emissions; (2) mechanisms for tracking progression on goals and actions

\*GHG: Greenhouse Gas Emissions

**Figure 12: Capacity Use / Ratio Index**

<b>Facility</b>	<b>2009 / 2010 Performance Goal (Range) (2016 / 2017 projection of capacity use)</b>
FH Lecture	1.00 + / - .10
FH Lab	1.00 + / - .10
FH Office	1.00 + / - .10
FH Library	1.00 + / - .10
DA Lecture	1.00 + / - .10
DA Lab	1.00 + / - .10
DA Office	1.00 + / - .10
DA Library	1.00 + / - .10
CS Office	1.00 + / - .10

**Refer to Appendix E for more information regarding these indexes.**

# How We Plan to Get There: Strategies

## Supporting Plans

The following plans contain the strategies that support District Commitments:

- De Anza College Strategic Plan
- Foothill College Strategic Plan
- District Central Services Plans
  - Human Resources Staffing
  - Technology
  - Facilities
  - Environmental Sustainability

Figure 13: District Plans Supporting District Commitments

Plans	Application	For More Information
De Anza College Strategic Plan	Plans include college specific strategies that support college initiatives as well as all District Commitments	<a href="http://www.deanza.fhda.edu/emp/EducationalMasterPlan2010-2015.pdf">http://www.deanza.fhda.edu/emp/EducationalMasterPlan2010-2015.pdf</a>
Foothill College Strategic Plan		<a href="http://www.foothill.edu/staff/irs/EMSP/index.html">http://www.foothill.edu/staff/irs/EMSP/index.html</a>
Human Resources Staffing Plan	District Central Services plans that directly support the District Commitment of Stewardship of Resources and indirectly support Access and Success	In progress
Technology Plan		<a href="http://fhdafiles.fhda.edu/downloads/aboufhda/TechnologyStrategicPlan2005.pdf">http://fhdafiles.fhda.edu/downloads/aboufhda/TechnologyStrategicPlan2005.pdf</a> (Old Plan - New plan in progress)
Facilities Plan		<a href="http://fhdafiles.fhda.edu/downloads/facfhda/2007FHDAFacilitiesMasterPlan.pdf">http://fhdafiles.fhda.edu/downloads/facfhda/2007FHDAFacilitiesMasterPlan.pdf</a> (Old Plan - New plan in progress)
Environmental Sustainability Plan		<a href="http://www.fhda.edu/sustainability">http://www.fhda.edu/sustainability</a>

## De Anza College Strategic Plan

The college allocates resources to its four strategic plan initiatives, which in turn support the District Commitments of Access, Success, and Stewardship.

In support of these commitments and initiatives, the college provides intercultural expertise and expanded outreach efforts by staff in the Office of Outreach and Relations with Schools. The college also supports the Early Alert, Summer Bridge and First Year Experience programs that are included under the college's Student Success and Retention Initiative. The college operates a wide range of projects such as MPS, EnableMath, LinC, and Tutoring, which support the goals of the college's planning initiatives. Further details regarding the strategies that are applied in the De Anza College Strategic Plan can be found in its strategic plan document.

## **Foothill College Strategic Plan**

The college allocates resources to its three strategic plan initiatives that in turn support the District Commitments of Access, Success, and Stewardship.

Foothill approaches its mission by prioritizing programs and course offerings in the areas of basic skills, transfer, and workforce development through three strategic initiatives: Building a Community of Scholars, Putting Access into Action, and Promoting a Collaborative Decision Making Environment.

## **Central Services Plans**

The key Central Services plans (Facilities, Environmental Sustainability, Information Technology, and Staffing) contain strategies to support the colleges' strategic plans and operations, as well as the district's Strategic Plan. The Facilities Plan prioritizes college and district needs for new buildings, land acquisition, renovation, and scheduled maintenance. The Environmental Sustainability Plan contains strategies for reducing waste, making efficient use of energy, and reducing the carbon footprint of the district. The Information Technology Plan outlines the priorities for technology development projects to improve the district's technology infrastructure as well as support instruction and learning. The Staffing Plan provides a roadmap for acquiring the personnel with appropriate skills to provide leadership, instruction and services to support student learning programs and services. For detailed information, refer to the plans.

## ***Enabling Projects / Programs***

The following programs, managed at the district level, will implement and support facets of the District Commitments:

- University Associates – Silicon Valley LLC
- District Office of Grants and Resource Development
- Measure C Bond Program
- Legislative Agenda
- Foothill-De Anza Foundation
- Parcel Tax

Figure 14: Enabling Projects and Programs

Projects and Programs	Plans	For More Information
University Associates - Silicon Valley LLC	Conduct research leading to a <i>go</i> or <i>no go</i> decision on developing a new educational center that will address all District Commitments	<a href="http://deliveringthefuture.org/">http://deliveringthefuture.org/</a>
District Office of Grants and Resource Development	Establish a central grants office to develop resources for supporting all District Commitments	Appendix D
Measure C Bond Program	Continue voter-approved bond program that directly supports <i>Stewardship of Resources</i> and indirectly <i>Access and Success</i>	<a href="http://www.measurecfhda.edu/Home/tabid/705/Default.aspx">http://www.measurecfhda.edu/Home/tabid/705/Default.aspx</a>
Legislative Agenda	Pursue annual agenda for legislative action that supports all District Commitments	<a href="http://fhdafiles.fhda.edu/downloads/aboutfhda/LeGGoals2009.pdf">http://fhdafiles.fhda.edu/downloads/aboutfhda/LeGGoals2009.pdf</a>
Foothill – DeAnza Foundation	Develop a fund-raising campaign to support the achievement of district commitments	<a href="http://foundation.fhda.edu/">http://foundation.fhda.edu/</a>
Parcel Tax	Conduct research leading to a <i>go</i> or <i>no go</i> decision on submitting a ballot proposition for a parcel tax to support the district's and colleges' strategic plans	Planning in progress

**University Associates - Silicon Valley LLC: “Delivering the future”**

As part of FHDA’s mission to provide educational and skills development for the students in its service area, the district has identified the El Camino-Highway 101 corridor as a special area of focus. This corridor is rapidly growing at a rate 30% faster than the rest of Santa Clara County (1.3% vs. 1.0%). It is projected to be an area of rich job development, particularly in the areas of finance and professional services as well as health, educational and recreation services, which are a part of a service sector that is currently growing at the rate of 2.3% per year.

Under the direction of the prior chancellor, Dr. Martha Kanter, and during the continued stewardship of the new chancellor, Dr. Linda Thor, the district has explored expansion opportunities and is in the early phases of establishing a new site at the NASA-Ames Research Center. Below is a summary of actions taken to date, as well as planned next steps.

In 2008, the district entered a partnership with the University of California, Santa Cruz to establish a new educational center at the NASA-Ames Research Center. The working partnership is legally constituted in a limited liability company (LLC) called University Associates – Silicon Valley that will establish policy and oversee plans for the new

educational community. In December of 2008, University Associates signed a 99-year lease with NASA for the right to occupy and build on 75 acres of land in NASA Research Park, located at Moffett Field in Mountain View, California. Under the agreement with NASA, leased land could support up to 2.9 million square feet of mixed-use development. Actual development will depend on the decisions of the University Associates and its master developer to finance the project and develop an economically sound and environmentally acceptable plan in compliance with the California Environmental Quality Act (CEQA).

During the spring of 2009, the FHDA convened a joint Foothill – De Anza task force to begin the development of an educational vision for the site. As currently envisioned, the new educational community will provide innovative, accessible and high quality academic programs which integrate and benefit from the rich research environment provided by the University Associates' educational partners and other high technology companies co-located at the site or in Silicon Valley. The task force envisions an integrated learning and student support experience to meet student needs in the areas of academic achievement, applied skill development, career-technical preparation and readiness for employment. The NASA educational center will use leading-edge curricular approaches, problem-solving and applied learning tools and technologies to engage students. The curriculum will offer STEM (science, technology, engineering, math) courses in conjunction with a core educational program.

The district is still in the very early phases of developing the new center. Some early critical milestones to be accomplished include:

- Complete a comprehensive Educational Master Plan for the NASA-Ames site in coordination with University Associates partners
- Complete a Facilities Plan addressing development of the NASA-Ames site
- Submit the NASA-Ames project proposal to California Community Colleges Chancellor's Office for future funding

The SV-UA project at NASA-Ames is one of three options that the district has for developing or expanding a center to serve students located in the northern sector of the Foothill-DeAnza service area. Other options include purchasing and developing a commercial site in the north Mountain View area or acquiring ownership of the Cubberly site in Palo Alto and developing it.

The Middlefield Center (Cubberly site) is currently a center associated with Foothill College and fits within this college's strategic plan. The resolution of many issues regarding land ownership / long-term leasing possibilities and the development of modern facilities at Cubberly are critical for Foothill College.

### **District Office of Grants and Resource Development**

The objective in creating the district's Office of Grants and Resource Development is to advance the strategies, goals, and priorities of the district and its colleges by positioning the institution to be competitively primed to acquire external funding awards in the range of \$500,000 and higher from federal and state funding agencies, congressional earmarks, private corporations, and foundations. To accomplish this, the vice president of Workforce Development & Instruction will lead the district's efforts in facilitating development, maintenance, and growth of the district grants and resource development agenda. The vice president will be responsible for engaging with representatives from the regional congressional delegation to establish gateways for the chancellor and college presidents for initiation of federal earmark proposals, and will represent the

district in high-level relationship development with regional, high-growth industry sector businesses and firms invested in new and emerging technologies. Under the supervision of the vice president, the Grants and Resource Development staff will support these efforts initiated by the vice president, and will also be accountable for coordinating grants and resource acquisition efforts between internal district and college stakeholders, and where essential, coordinating grant planning and development activities with external partners. Refer to Appendix D for more details.

### **Measure C Bond Program**

FHDA is implementing a multi-year program to upgrade campus buildings, improve classrooms, and implement a new technology infrastructure. This extensive upgrade program began in May 2007, after the voters in the district's service area approved a \$490.8 million dollar bond, known as Measure C, by a 65.7% margin. Measure C addresses the district's urgent and critical facility needs, including facility maintenance, classroom expansion, energy cost reduction and acquisition of specialized instructional equipment and information technology. The needs addressed in Measure C were based on extensive planning accomplished by the district through the district's and colleges' plans (strategic plans, facility plans, information technology plans, etc.)

Based on this needs assessment, the board made five important determinations:

- Foothill-De Anza Community College District must upgrade and expand inadequate facilities to address increased student demand for classes;
- In tough economic times, both Foothill College and De Anza College must provide programs to train people who need to acquire or upgrade job skills;
- Foothill College and De Anza College must provide affordable educational opportunities, adequate facilities and classes for academic programs for students who want to transfer to four-year colleges;
- Foothill-De Anza Community College District must upgrade classrooms and labs so that they are safe from asbestos and other hazards and meet the standards of a modern curriculum; and
- Foothill-De Anza Community College District must upgrade its old buildings to provide energy efficient electrical systems for today's technology systems and upgrade campus lighting for increased safety and security on campus.

### **Legislative Agenda**

The board's Legislative Goals are laid out on an annual basis to provide a framework to guide board members in initiating, supporting, or opposing legislative initiatives that are important in furthering the mission and vision of the district and its colleges.

### **Foothill – De Anza Foundation**

The Foothill – De Anza Foundation is committed to generating philanthropic support to meet the needs of the colleges' students, the academic programs and other services of the district and colleges that facilitate student success. Each college works closely with the Foundation to identify resources to support their mission and strategic initiatives.

### **Parcel Tax**

The district is researching the costs and benefits of submitting a ballot proposition in a near-term election asking voters to pass a parcel tax for the purposes of funding aspects of this strategic plan.

# How We Support Our Strategies

## ***Environmental Context***

The current fiscal environment of continuous budget cuts has eliminated most normal sources of funding that would be used to support the strategies leading to the accomplishment of District Commitments. The district has adopted a posture of fiscal constraint with the intent of maintaining as many of the core essential services as funding will allow. Using its ending balances, the district has established reserves that are used to stabilize fluctuating state revenues and maintain consistency in its operations. The district has been able to minimize but not entirely avoid staff reductions, which impact the amount of personnel resources that are available to work on new and current initiatives.

## ***Sources Available to Support District Commitments***

**Measure C Bond:** the Measure C bond is providing \$490.8 million for infrastructure improvement of educational facilities, technology infrastructure, and utilities. Measure C bond funds primarily support the District Commitment for Stewardship of Resources.

**Staff Assignments / Reorganizations:** During the continuing budget reduction process, reorganization of the existing departments and divisions has been and continues to be a primary tool used at both colleges and Central Services to make the best use of existing resources and directly support the accomplishment of some initiatives.

**Grants and Foundation Donations:** The district and colleges have raised significant amounts of one-time funding through grants and through the Foothill – De Anza Foundation. As an example, the following grants will provide funding to support strategies leading to the accomplishment of college initiatives and District Commitments.

- In 2007, De Anza College was awarded a 5-year grant (\$400,000 per year) to increase the access, retention, persistence, and success of students at the developmental level.
- In 2008, De Anza College was awarded a two-year Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) grant to address Asian - Pacific Islander subgroups that are historically underrepresented in higher education.
- In 2008, De Anza College was given a \$1 million gift (\$500,000 as a cash gift to the planetarium and \$500,000 in technology for use across the campus) by the Fujitsu Computer Systems.
- In 2009, Foothill College was awarded more than \$4.56 million in 11 grants.

**Carryover Funding / Ending Balance:** Carryover funding is the unspent budget at the end of the fiscal year that is available as one-time funding to support the various needs of the district. It is primarily being used for balancing the budget and deferring position cuts, although some funds have been allocated to District Commitments.

**B-Budget:** B-budget is the discretionary ongoing budget that is available to departments for operations. B-Budgets have already been severely reduced, providing only minimum levels necessary to maintain essential services.

## Applying Resources to Commitments

This chart associates sources of resources with the District Commitments. For more details, refer to the discussion below regarding resources used to support each of the colleges' strategic plans.

Figure 15: Resources as Applied to Commitments

Sources	Commitments	Access	Success	Stewardship
Measure C Bond		s	s	P
Staff Assignments / Reorganizations / Reduction Planning		P	P	P
Grants / Foundation Gifts		P	P	
Carryover Funding / Ending Balance		s	s	P

P Primary source      s Secondary source

## De Anza College Resources

The college allocates resources to its four strategic plan initiatives that in turn support the district initiatives of Access, Success, and Stewardship. The college initiatives form the lens through which decision-making and resource allocations are made. Program reviews are used to query faculty and staff on progress made on student achievement and access with regard to the objectives in strategic plan initiatives.

In this period of fiscal uncertainty, De Anza College supports its initiatives more by what it has protected and elected to continue as services rather than by allocating new funding, which does not exist. Despite the budget constraints and the need to reduce costs, impacting staffing levels, the college continues to support positions that have responsibilities for diversity and equity, as well as in civic engagement, which are key areas in the college's initiatives and the district's commitments. In addition, the college supports through released time, a curriculum specialist with intercultural expertise and expanded outreach efforts by staff in the Office of Outreach and Relations with Schools. The college also supports instructional technology provided by the Technology Resources Group. The college continues to support the Early Alert, Summer Bridge and First Year Experience programs that are included under the Student Success and Retention initiative. Through funding from Title III and Asian American Pacific Islander (AAPI) grants, the college operates a wide range of projects such as Math Performance Success (MPS), EnableMath, LinC, and tutoring, which support the goals of the strategic planning initiatives. The reorganization of the Student Success Center was conducted using the college's strategic planning initiatives as the lens for review. The college continues to support the release time of two coordinators for student learning outcomes, whose responsibilities include support for the broad goals outlined in the Student Success and Retention Initiative. Further details regarding the resources that are applied in the De Anza College Strategic Plan can be found in the plan document.

## ***Foothill College Resources***

Foothill approaches stewardship of resources by prioritizing programs and course offerings in its core missions of basic skills, transfer, and workforce development through the lens of its three strategic initiatives: *Building a Community of Scholars*, *Putting Access into Action*, and *Promoting a Collaborative Decision Making Environment*. In order to more transparently link resource allocation to the program review and planning process and to our larger initiatives, Foothill developed a new integrated planning and budget process. This new process uses program reviews as a basis of all resource requests. The planning committees review and provide input to the college's highest participatory governance group, the Planning and Resource Council (PaRC). The guiding principles driving the development of our new processes ensure that they:

- Are driven by our mission and strategic planning goals.
- Are transparent, understandable and informed by data. The new integrated planning and budget process defines how decisions are made, but the process does not make the decisions. The college leadership makes budgeting decisions informed by collaborative and transparent campus input. College leadership is accountable for their decisions and will provide, in writing, explanations when they do not accept the recommendations of planning councils.
- Represent an iterative, cyclical workflow, involving annual assessment and refinement to ensure that it effectively integrates planning and budgeting.
- Foster flexibility and innovation as well as accountability for divisions, departments and units. Ongoing assessment of the impact of expenditures will be a critical component of assuring accountability for results.
- Align available resources with college strategic planning priorities to increase student learning. Our budget reflects our choices and reallocation or substitution of resources may occur to meet highest priority needs.
- Increase collaboration and efficiencies across the institution.
- Assume that these processes impact all funds.

## ***Central Services Resources***

The Central Services plans rely heavily on the use of Measure C bond funds, staffing decisions and carryover funding to accomplish the objectives in these plans. The projects contained in the Facilities, Environmental Sustainability, and Technology Plans are aligned to projects specified in the Measure C bond Program and are supported by the funding contained in the Measure C bond. In addition, carryover funding has been used to support staffing objectives by extending the tenure of key personnel at the colleges and the district longer than would have been possible on the ongoing operating budget alone. Priorities in the district's strategic plan have influenced the selection of positions to be retained within departments.

## Next Steps

Once district commitments, goals, metrics, strategies, and enabling programs are identified and detailed, the next step in implementation involves the development of action plans including strategic considerations of how the processes and functions of programs and departments will change to support the achievement of commitments.

In the three figures below, the sources of strategic discussion around the development of action plans as well as the location of corresponding documentation is identified.

**Figure 16: District Commitment #1: Student Success and Achievement**

Goals	Programmatic Strategic Thinking	Action Plans
Improve student outcomes & close the achievement gap	Occurs in the colleges' strategic planning processes Documented in the colleges' strategic plans	Developed and documented at the department or program level
Improve basic skills		
Improve the outcomes of vocational students		

**Figure 17: Commitment #2: Student Access**

Goals	Programmatic Strategic Thinking	Action Plans
Sustain the fall-to-fall persistence rate of students in selected populations	Occurs in the colleges' strategic planning processes Documented in the colleges' strategic plans	Developed and documented at the department or program level
Improve the participation rate of high school graduates within the district's service area		

**Figure 18: Commitment #3: Stewardship of Resources**

Goals	Programmatic Strategic Thinking	Action Plans
Achieve structurally balanced budget	Occurs in district & college budget planning meetings with senior staff and budget committees Documented in meeting minutes	Implemented in the annual budgeting process Documented as the Annual Budget
Provide appropriate staffing	Occurs during discussions with senior staff at district and college level	Implemented as a HR process Information presented in closed board sessions
Achieve environmental sustainability practices in accordance with Board Policy Statement 3214 and the Presidents' Climate Commitment	Developed through consultation with college environmental sustainability groups as well as the senior leadership at each college.	Documented in the district's Sustainability Plan
Align facilities (capacity) with student load	Developed through consultation regarding projected enrollment with college VPs and with information from the colleges' strategic plans (education master plans)	Documented in the district's Five Year Capital Projects Plan

The commitments and initiatives of the colleges' and the district's strategic plans align so that a successful implementation of college level initiatives directly supports the achievement of district level commitments. Each of the colleges' strategic plans drives the development of academic programs resulting in the generation of new courses / programs or the modification / dissolution of existing courses / programs as necessary to support the initiatives of the strategic plans. The senior leadership at each college works closely with academic departments to develop action plans to achieve the goals in the strategic plans.

# Appendix A: Planning Process and Methodology

## ***Outline of Process***

The FHDA Strategic Plan 2010 - 2016 is a collaborative effort conducted within a comprehensive and ongoing strategic planning effort at both De Anza and Foothill colleges. As part of the current planning activities within the colleges, each institution develops strategic plans and educational master plans using a high engagement, collaborative planning model. The planning model enables the colleges to create a strategic plan through a series of four “town hall” style meetings. Results from the strategic planning process are then cascaded through the organization so that departmental plans align with overall college goals. During 2009, Foothill College used this methodology to develop new educational and strategic plans. De Anza College first used the methodology in 2006 - 2007 to develop a two-year plan and then updated the plan in 2009 to reflect new conditions at the college. Consistent with the principles of shared governance at the colleges, each plan was developed with a high level of participation through the public town hall meetings and open forums and then was approved through each college’s governance bodies.

When FHDA launched its district strategic planning process in 2008, the planning team made the methodological decision to coordinate planning with college-level planning processes. A central design premise of our approach is that the structure and content of the college plans is a *core input* to the district’s strategic plan. The district’s Central Services plans in the areas of technology, facilities, finance, and human resources serve as supporting and enabling components.

Strategic Plan 2010 - 2016 was developed under the leadership of Fred Sherman, Vice Chancellor of Technology. A strategic planning consultant was retained to assist in designing and managing the process. A small work team supported the development and writing of the plan. The team was composed of one representative from each of the colleges and district staff.

## ***Chancellor’s Advisory Council Engagement***

Beginning in 2008 when the planning process was launched, the Chancellor’s Advisory Council (CAC) was engaged to collaborate on the development of the plan. The council is the main participatory governance group that advises the chancellor on district policies and procedures; planning is a significant responsibility for this group. The council of 19 members includes students, faculty and classified senators, union representatives and the chancellor’s executive staff. Over a period of approximately one year, the council reviewed and approved the planning process, timeline, and major components of the plan, culminating in final approval on April 16, 2010. To ensure that members had the opportunity to review plan components with their constituents, each planning topic was reviewed and discussed at least twice. The first review with the CAC introduced the item(s) for consideration and outlined content for later discussion with constituents before the next meeting. During the following meeting(s) the CAC reviewed and finalized the products before giving final approval.

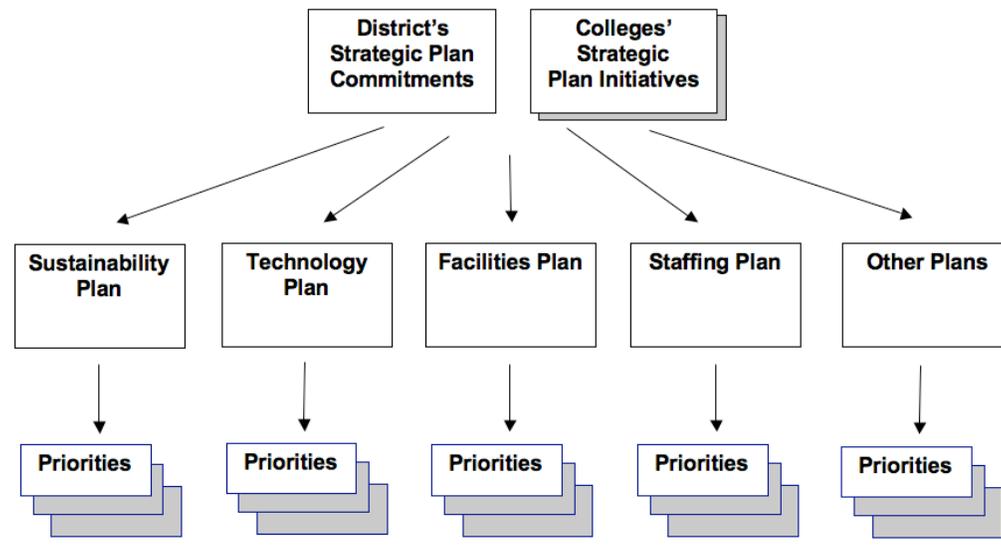
Figure 19: Chancellor’s Advisory Committee (CAC) Process Dates

Plan Material	CAC Approval Dates
Project Plan	Approved May, 2009
Environmental Scan	Approved May 2009
Mission Statement	Approved Summer 2009
Table of Contents / District Commitments	Discussed October 2, 2009 Approved November 6, 2009
Metrics	Discussed December 4, 2009 Approved February 23, 2009
Final Report	Distributed for review April 2, 2010 Approved April 16, 2010

### Family of Plans

The family of plans developed during this process can be seen in the diagram below. District Commitments are closely aligned to the strategies developed at each of the colleges. By design, each of the primary college strategies “roll up” into one of three District Commitments. During the planning cycle of 2009-10, District Commitments were communicated back to the district’s Central Services planning groups (HR, Finance, IT) to ensure that all district plans were in alignment with the colleges’ needs and goals.

Figure 20: Family of Plans

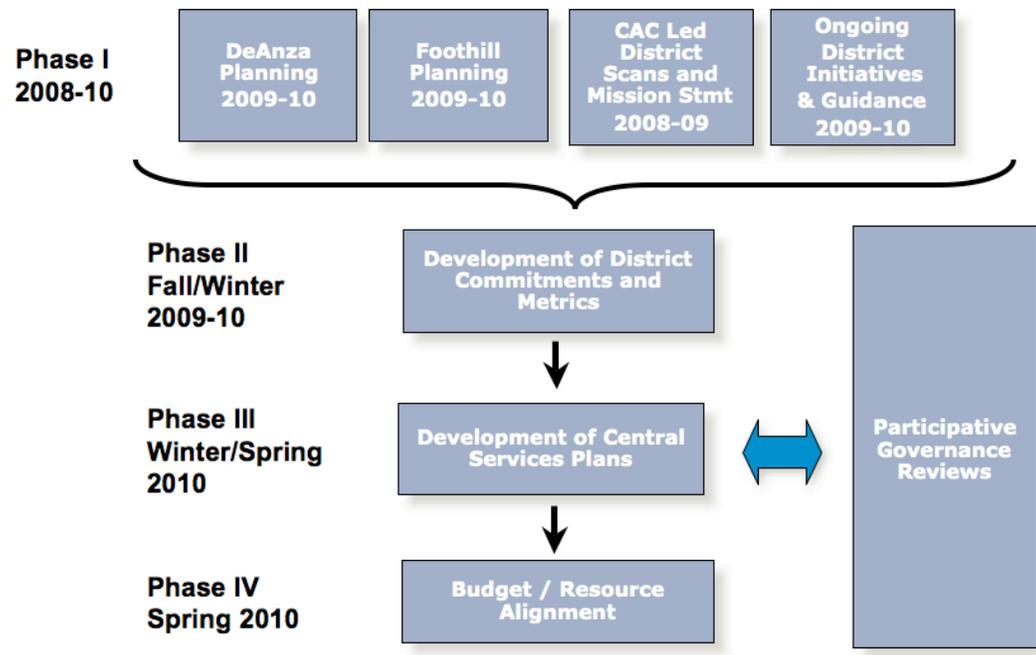


## Planning Process Timeline

The district's strategic planning process was launched in 2008 with the development of a new environmental scan and an update of the district's mission statement. Continuity with prior district strategies was considered through review of the district initiatives developed in its previous strategic plan, Educational Master Plan 2005-2015.

All the plans and inputs were reviewed and integrated into a set of three core District Commitments and associated metrics. This work took place in the Fall of 2009 (Phase II). The commitments and metrics were cascaded to Central Services in the winter and early spring of 2010 (Phase III). To ensure alignment of capital and human resources, each planning unit completed an alignment process to map resources to the District Commitments.

Figure 21: Planning Process Diagram



## Commitment Alignment

The integrated planning process delivered a family of plans that are synergistic and tightly aligned. District Commitments were developed with consideration of environmental factors, prior district strategies, board goals and prior and proposed college strategies.

The resulting District Commitments and metrics tie directly to college strategies and to district departmental plans.

## Planning Inputs

The following chart identifies major and secondary planning inputs as they affected the development of District Commitments.

Figure 22: How Plans Impacted the Development of District Commitments

Planning Inputs	District Commitments		
	Success	Access	Stewardship
Board Goals 2009	M	M	M
Environmental Scan 2008-2009	M	M	s
De Anza College Educational Master Plan 2009-2010 Draft	M	M	s
Foothill College Educational and Strategic Master Plan, Draft 4/1/2010	M	M	s
Strategic Ongoing Programs (Measure C Bond Program)	s	s	M

M Major impact      s Secondary impact

## Planning Outputs

The following chart indicates primary or indirect support to District Commitments provided through action plans contained in college and district plans.

Figure 23: How Plans Support the Achievement of District Commitments

Plans	District Commitments		
	Success	Access	Stewardship
De Anza College Strategic Plan	P	P	P
Foothill College Strategic Plan	P	P	P
District Staffing Plan	I	I	P
District Technology Plan	I	I	P
District Facilities Plan	I	I	P
District Environmental Sustainability Plan			P

P Primary support      I Indirect support

### ***Board Review and Approval Process***

The board reviewed and approved the planning process and elements of the district's strategic plan on the following dates:

- District Commitments and success metrics were presented to the board for review and comment on January 19, 2010
- The first draft of the strategic plan was submitted to the board by email for advanced review on April 2, 2010
- The second draft of the strategic plan was presented to the board and approved on May 3, 2010

### ***Communication and Dissemination of the District Strategic Plan***

One of the goals of the planning process was to develop the strategic plan with extensive engagement and commitment by staff at the colleges and the district. Accordingly, the planning process was open and transparent. Staff received extensive communication on the planning process itself as well as the results of the planning process.<sup>1</sup>

During the district's 2010-2012 continuing planning process, District Commitments will be "cascaded" throughout the organization to provide guidance in the development of departmental plans.

After the plan is completed and approved by the board, the plan will be published district wide on the district's intranet at [http://www.fhda.edu/about\\_us/](http://www.fhda.edu/about_us/).

The key elements of this plan will be briefed to district and college groups after the plan is published.

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<sup>1</sup> Refer to the CAC schedule and college planning documents for a listing of activities pertaining to strategic plan development.

## ***District Planning and Review Teams***

Members of the 2009-2010 Chancellor's Advisory Council included:

- Ahmed Mostafa– Associated Students of Foothill College
- Wason Huynh – De Anza Associated Student Body
- Anne Argyriou – Academic Senate at De Anza College
- Dolores Davison – Academic Senate at Foothill College
- Leslye Noone – Classified Senate at Foothill College
- Janice Lee – Classified Senate at Central Services
- Lois Jenkins – Classified Senate at De Anza College
- Cynthia Kaufman – Multicultural Staff Association
- Rich Hansen – Faculty Association
- Leo Contreras – California School Employees Association
- Leif Nelson – Operating Engineers
- Blanche Monary – Association of Classified Employees
- George Robles – Teamsters
- Kurt Hueg – Management Association
- Linda Thor – Chancellor (Starting February, 2010)
- Mike Brandy – Interim Chancellor (September, 2009 – February, 2010)
- Judy Miner – President of Foothill College
- Brian Murphy – President of De Anza College
- Dorene Novotny – Vice Chancellor of Human Resources
- Andy Dunn – Vice Chancellor of Business Services
- Fred Sherman – Vice Chancellor of Technology

The strategic planning team included:

- Fred Sherman – Vice Chancellor of Technology
- Andrew LaManque – Interim Institutional Research & Planning Director
- Daniel Peck – College Researcher
- Marisa Spatafore – Director of Marketing, De Anza College
- Katharine Boshkoff – Consultant, Portico Consulting

## Appendix B: Locations of Supporting Plans

De Anza College Strategic Plan –

<http://www.deanza.fhda.edu/emp/EducationalMasterPlan2010-2015.pdf>

Foothill College Strategic Plan – <http://www.foothill.edu/staff/irs/EMSP/index.html>

Central Services Plans – [http://www.fhda.edu/about\\_us/](http://www.fhda.edu/about_us/)

Sustainability Plan – <http://www.fhda.edu/sustainability/>

Measure C Bond Program –

<http://www.measurec.fhda.edu/Home/tabid/705/Default.aspx>

## **Appendix C: Environmental Scan Detail**

The following premises were developed from an environmental scan analysis by the district's Institutional Research and Planning Group in consultation with the CAC.

### ***Jobs, the Economy and Educational Needs***

- Basic skills proficiency, transferable skills, and the ability to learn new jobs quickly will be required of almost all workers as the occupational structure and work-related technologies continually shift jobs towards those requiring new, higher-level, and more flexible skills.
- Workers increasingly require training and retraining to remain current and to prepare for new jobs or careers while their time is limited by work and family responsibilities. Professional knowledge will become obsolete almost as quickly as it is acquired.
- Careers, and the college majors for preparing for them (e.g., neuroscience, nanotechnologies, digital forensics, sustainable business), are becoming more specialized.
- Silicon Valley is not prepared to fill the tidal wave of replacement job openings in community infrastructure and in high technology fields as the wave of Baby Boomers retires. For every new job there will be two replacement jobs. These needs cannot be met by importing workers from abroad or other states.
- The Silicon Valley economy has strengths in sectors (e.g., clean, green, and nanotechnology related products and services) that will lead the nation and outpace the state and nation in job growth over the next ten years.
- CSU and UC will not be able to accommodate all appropriate high school graduates or other students over the next five to ten years.

### ***Population***

- Overall population growth in the district's region for the next 15 years will be slow (less than 1.5% annually), with almost all the growth from Asian and Hispanic residents.
- The number and proportion of residents 61 and older will grow very rapidly over the next 15 years while all other age groups grow very slowly (less than 1% annually).
- The population north of El Camino Real will grow at a rate about 30% faster than the rest of Santa Clara County, though only at about 1.3% per year (vs. 1.0% per year for the county), while jobs in that area increase faster than population growth at nearly 1.9% per year.

### ***Housing and Transportation***

- Market forces and public policy favor infill-housing demand due to growth in 20-34 and 55+ age groups and the expense of commuting from faraway places.
- The national mortgage crisis has affected Silicon Valley particularly hard.
- Silicon Valley is sustaining a long-term commitment to improving its natural and built environments – but also shows a pattern of underinvestment in arts and culture.
- Silicon Valley is making tangible progress in changing travel patterns to less-polluting means.

### ***Funding and Accountability***

- California community colleges are seriously under-funded.
- Enrollment growth, if permitted by a change in funding formula, could substantially outpace population growth due to basic educational and workforce development needs.
- Accountability demands for improving student learning and success will continue to increase and will require ever more sophisticated measurements evidencing real improvements.

### ***What Does This Mean for Foothill-De Anza CCD?***

- Rapid changes in the job market will require job education for almost every worker.
- The demand for online and alternative learning opportunities will expand.
- Silicon Valley needs a robust system of workforce development and safety net programs.
- The El Camino-101 area could potentially provide about 5,000 new FTES if the participation rate increased to 3.75% (the district's overall participation rate within its region).
- Foothill-De Anza and other Bay Area community colleges face a substantial challenge to their ability to address the education needs of the area's population.
- Other colleges and training providers represent opportunities for cooperation and collaboration, as well as competition, in meeting the educational needs of area residents and workers.

# Appendix D: Office of Grants and Resource Development

## PROPOSAL: Office of Grants and Resource Development

March 27, 2010

### A. OVERVIEW AND OBJECTIVES

The objective for creating the district's Office of Grants and Resource Development is to advance the strategies, goals, and priorities of the district and its colleges by positioning the institution to be competitively primed to acquire external funding awards in the range of \$500,000 and higher from federal and state funding agencies, congressional earmarks, private corporations, and foundations. To accomplish this, the Vice President of Workforce Development & Instruction will lead the district's efforts in facilitating development, maintenance, and growth of the district grants and resource development agenda. The Vice President will be responsible for engaging with representatives from the regional congressional delegation to establish gateways for the Chancellor and College Presidents for initiation of federal earmark proposals, and will represent the district in high-level relationship development with regional, high growth industry sector businesses, and firms invested in new and emerging technologies. Under the supervision of the Vice President, the Grants and Resource Development staff will support these efforts initiated by the Vice President, and will also be accountable for coordinating grants and resource acquisition efforts between internal district and college stakeholders, and where essential, coordinating grant planning and development activities with external partners.

The primary areas of focus include:

#### 1. GRANTS PLANNING AND DEVELOPMENT

- **Priority Initiatives.** Supervision of grant writing consultant teams dedicated to assisting stakeholders in grant concept and proposal development for priority initiatives established by the district and colleges. The initial, short-term priority initiatives include: Science, Technology, Engineering and Math (STEM); Career Technical Education (CTE) and Workforce Development; Student Success; Civic Engagement; Basic Skills; Open Education Resources; and Facilities and Technology. Long term and ongoing priority initiatives will evolve and be established based on the district's and the colleges' internal and specific prioritizations developed from master planning and program plan and review efforts.
- **Funding Opportunities.** Identification of state, federal, corporate, and foundation funding opportunities, including unsolicited funding (congressional earmarks) prospects at the federal level, that aligns with the strategic priorities and initiatives of the district and colleges. Ongoing federal funding opportunities include National Science Foundation grants; US Departments of Commerce, Education, Energy, Health and Human Services, Housing and Urban Development, and Labor; the Corporation for National and Community Service; and National Aeronautics and Space Administration. Immediate state funding opportunities include Economic and Workforce Development grants from the Chancellor's Office and the CA Workforce

Investment Board, and various green technology grants from the California Energy Commission. A multitude of foundation grants are also available on an ongoing basis that requires engagement with these foundations, as well as constant monitoring to identify funding announcements and initiatives.

- **Maximization of Resources.** Identification of existing grant, program and in-kind resources for leverage as in-kind match where required by the granting agency or foundation. This inventory of resources associated with model programs, best practices and capital assets of the district and colleges will increase the competitiveness of grant project proposals.
- **Information Resources Development.** Integration of internal needs assessment data with external trends analyses by grant writing consultant teams to produce standard grant application information resources, templates, and case statements that prepares the district and colleges to be proactively responsive to funding opportunities as they arise.
- **Grants Planning, Development and Administration.** Coordination of College resources to effectively facilitate grants planning, development, and application activities, and collaboration with the district office in public grants administration and the district Foundation in corporate and private foundation grants oversight.

Specific collaborative efforts with the Foundation will include, where applicable, grant submittal via the Foundation as the fiscal agent for grants deeming a non-profit, 501(c)(3) organization as an eligible applicant, and the district as a subcontractor to the Foundation as the entity accountable for grant project administration and implementation.

Coordination with the district's Businesses Services Division will include existing grants processes and procedures, including grant submittal, and grant post-award activities such as budget monitoring and accounting, and report submittals to the granting agency.

## 2. EXTERNAL AFFAIRS

- **Government Relations.** Cultivation of relationships with state and federal agencies to advocate for the district and colleges as a leading higher education partner in the priority initiatives areas to maximize funding opportunities via competitive and unsolicited grants.
- **Corporate and Private Foundation Relations.** Development, management, and maintenance of relationships between the district and colleges and private foundations to initiate and support project- and initiative-driven fundraising activities.
- **Strategic Partnerships.** Initiation of strategic partnerships between the district and the private, regional government, and non-profit sectors to seek funding opportunities that correspond to the district's mission and resource development goals.

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## B. GRANTS DEVELOPMENT AND ADMINISTRATION

### 1. GRANT RESEARCH, DEVELOPMENT AND PARTNERSHIPS

- **Responsible:** Office of Grants and Resource Development
- **Roles:** Engaging with college and district stakeholders associated with the institution's priority initiatives to promote the availability of funding opportunities, develop grant project concepts, facilitate grant project planning between district/college stakeholders and external partners, complete grant proposal applications, and coordinate with the district's Grants and Contracts Office for budget development and planning, and proposal submittal.

### 2. GRANT CONTRACTS AND BUDGET ADMINISTRATION

- **Responsible:** FHDA Business Services/Grants and Contracts Office
- **Roles:** For public sector grants and federal earmarks, coordinates with college/district grant project stakeholders to develop grant budgets and prepare applications for submittal in the grant development phase. Upon grant award, lead negotiations on behalf of the district in grant contract development, establishment of grant budget accounts, and collaborate with grant project directors in developing grant timelines for project reporting and monitoring.
- **Responsible:** FHDA Foundation
- **Roles:** For non-profit foundation grants, coordinates with college/district grant project stakeholders to develop grant budgets and prepare applications for submittal in the grant development phase. Upon grant award, lead negotiations on behalf of the college/district project stakeholders in grant contract development, establishment of grant budget accounts, and collaborate with grant project directors in developing grant timelines for project reporting and monitoring.

### 3. GRANT PROJECT PLANNING, IMPLEMENTATION AND ADMINISTRATION

- **Responsible:** Office of Economic and Workforce Development
- **Description:** Concurrent with the development of the district's Office of Grants and Resource Development, a reorganization of district-wide workforce development and Foothill College-specific economic development programs is planned. This reorganization will consist of the merger of Professional and Workforce Development, FHDA NASA/Ames Internship Program, Foothill Apprenticeship Program, and Foothill Cooperative Education, and will produce a new office – Economic and Workforce Development, which will be administered by the current director of Professional and Workforce Development.
- **Roles:** The creation of the Economic and Workforce Development Office will promote the leverage of categorical, grant-funded resources that will foster opportunities to reorganize position duties among the administrative support staff who will have support roles for the Office of Grants and Resource Development. Furthermore, the current staff and administrator of Professional and Workforce Development possess expertise in grant project development, implementation, and administration. Where essential, and under the guidance of the Director, Program Coordinators hired to lead grants awarded to the colleges will be accountable for providing project leadership, implementation, and support to faculty, staff and administrators associated with the grant projects, and will coordinate with the district

Grants and Contracts Office or the district's Foundation for budget monitoring and reporting requirements.

## C. FUNDING MODEL AND PLAN

### 1. FUNDING MODEL

- **Total District Investment:** The proposed investment by the district and colleges is \$200,000 total over a two-year period beginning March 2010, and ending June 2012.
- **Grants & Resource Development Office Operational Budget:** The planned operational budget is projected at \$100,000 per annum.
- **Year One and Year Two funding:** 100 percent of costs proposed for funding by the district.
- **Office Self-Sufficiency:** By Year Three, the Office of Grants and Resource Development will be self-sufficient and fully funded with Indirect Costs revenue from grants awarded to the district as a result of this function's development efforts.

The proposed formula for distribution of Indirect Costs revenue is 50% to the Grants and Resource Development office, and 50% to the district's Business Services Division.

To attain the minimum annual operating budget of \$255,000 for sustaining and growing the grants office, and to support the district's Business Services Division's Grants and Contracts Office, the annual grants and resource development district funding target will be \$6 million based on the Business Services Division's funding needs to sustain grant administration support. Specifically, at \$6 million in grant revenue, with an average 10% Indirect Cost Rate equating to \$600,000 in gross indirect cost revenue, \$300,000 will be allocated to each of the grants development (Foothill/De Anza) and grants support (district) functions.

### 2. ANNUAL FUNDING PLAN (YEAR ONE: 5/2010 – 6/2011) (YEAR TWO: 7/2011 – 6/2012)

FUNDING PLAN		
Funding Priorities	Purpose	District (100%)
1. STEM	Subject matter expert consultants for grants research, project planning, coordination, and grant writing based on strategic priorities established by the district and colleges.	\$ 15,000
2. CTE/Workforce		\$ 15,000
3. Student Success		\$ 15,000
4. Civic Engagement		\$ 15,000
5. Basic Skills		\$ 15,000
6. Open Education Resources		\$ 15,000
7. Facilities/Technology		\$ 10,000
<b>Total</b>		<b>\$ 100,000</b>

## D. FUNCTIONAL AREA PLANNING AND IMPLEMENTATION

The following planning and implementation activities are currently in progress to establish the FHDA Office of Grants and Resource Development:

### 1. MARCH & APRIL 2010 – PLANNING AND IMPLEMENTATION

- a. **Office of Economic and Workforce Development:** Reorganization of the economic and workforce development programs at Foothill College to reorganize grant- and categorical-funded employee duties to establish the Office of Economic and Workforce Development, *which will be the primary administrative support function* of the Office of Grants and Resource Development. The following programs will constitute the Office of Economic and Workforce Development: Professional and Workforce Development, Center for Applied Competitive Technologies, Workplace Learning Resource Center Initiative, Foothill Apprenticeship Program, FHDA Internship Program, and Cooperative Education.
- b. **Office of Grants and Resource Development:** The Vice President of Workforce Development and Instruction at Foothill College will lead this office, with the Director duties being assigned to the faculty member currently directing the Center for Applied Competitive Technologies. Planning and implementation activities currently in progress include:
  - **Grant Budget** – Funding identified from Foothill and De Anza, and accounts established.
  - **Policies and Procedures** – Grant pre-application procedures developed and designed to build upon the existing processes established by the district's Business Services Grants and Contracts Office.
  - **Grants Master Calendar** – Research currently in progress to develop an annual master calendar of grants availability from federal, state and foundation grantors.
  - **Website Development** – Development in progress to establish an automated grant pre-approval form/process between the colleges and district's Business Services and the Foundation, with the website featuring links to college and district information resources, including: Instructional Offices – education master plans, strategic plans, program plans and reviews; Institutional Research – enrollment, productivity, student, demographic data; and Grant Office – grant repositories for grants applied for and awarded, grant templates for federal, state, and foundation applications, case statements, and earmark information and resources.
  - **Earmark Planning and Research** – Research in progress of funding and legislative priorities, and earmark funding histories, for the regional congressional delegation (Honda/Lofgren/Eshoo). Earmark process and calendar currently in development.

### 2. MAY 1, 2010 – OFFICE OF GRANTS AND RESOURCE DEVELOPMENT LAUNCHED

# Appendix E: Definitions and Historical Trends of Metrics

## ***Definitions:***

### **Student Success**

#### **1. Student Progress and Achievement Rate (ARCC Measure)**

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years:

- transferred to a four-year college
- earned an AA/AS
- earned a Certificate (18 units or more)
- achieved "Transfer Directed" status
- achieved "Transfer Prepared" status

ARCC is the *Accountability Reporting for Community Colleges*, an annual report of success metrics for each California community college produced by the California Community Colleges Chancellor's Office.

#### **2. Overall Course Success Rate**

The number of final grades (at levels A, B, C, or P) divided by the total number of final grades (for all levels including W) for credit courses in an academic year. Grades achieved by African American, Latino, and Filipino students are combined into one group and compared to the grades achieved by all other students.

#### **3. Basic Skills Course Success Rate (ARCC Measure)**

The number of final grades (at levels A, B, C, or P) divided by the total number of final grades (for all levels including W) for basic skills credit courses in an academic year.

#### **4. Course Success Rate for Vocational Courses (ARCC Measure)**

The number of final grades (at levels A, B, C, or P) divided by the total number of final grades (for all levels including W) for vocational credit courses (SAM codes A, B, and C indicating courses that are *occupational*) in an academic year.

### **Access**

#### **1. Persistence Rate of Selected Historically Under-served Groups**

Percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the California community college system. African American, Latino, and Filipino students are combined into one group and compared to all other students.

## **2. Percentage of June high school graduates attending FHDA**

The percentage of June high school graduates from Fremont Union, Mountain View Los Altos, and Palo Alto districts who enrolled at FHDA in the fall quarter immediately succeeding high school graduation. (Students enrolling in subsequent quarters are not included.)

## **Stewardship of Resources**

### **1. Ongoing Revenue / Ongoing Expense**

Ongoing revenues and expenses are derived from the supplemental table “Changes in Fund 14 Revenue and Expenses” in the adopted budget book. Budgeted general fund revenues and expenses at the beginning of each fiscal year are used for ongoing revenues and expenses.

### **2. FTES / Non-instructional Support Staff**

The number of non-instructional support staff (fall headcount) is derived from the table “Comparison of FTE” in the adopted budget book, which provides a summary of budgeted positions (filled and vacant) by employee type for all funds. The following non-instructional employee types were included:

- 3-Operating Engineers
- 5-Supervisors (Teamsters)
- L-Classified-CSEA
- N-Classified-ACE
- O-Food Services
- P-Confidential
- A-Executive
- J-Certificated Manager
- K-Non-Certificated Manager
- Fulltime faculty counselors and librarians

The source for the FTES figure is the final CCFS-320 report submitted annually to the California Community Colleges’ Chancellor’s Office (figures include resident and nonresident FTES excluding apprenticeship).

**Table 24: Calculation of the 'FTES per Support Staff' Metric**

Year	FTES	Support Staff FTES *	FTES per Support Staff
2001-02	36,307.40	837	43
2002-03	36,276.30	849	43
2003-04	35,927.80	777	46
2004-05	34,068.40	778	44
2005-06	35,621.90	770	46
2006-07	35,973.60	796	45
2007-08	37,364.10	848	44
2008-09	38,570.00	852	45
2009-10 **	36,376.00	829	<b>44</b>
Average			45

\* All Funds

\*\* Budgeted FTES

Source for FTES: Annual (Final) CCFS-320. Also Facts at a Glance: Total FTES  
 Figures include resident and nonresident FTES, but apprenticeship is excluded.

<http://fhdafiles.fhda.edu/downloads/budget/0910AdoptedBudget.pdf>

**Table 25: Budgeted Positions by Employee Group**

Employee Group	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
3-Operating Engineers									8
5-Supervisors	20	24	29	29	31	35	38	38	36
A-Executive	6	6	6	6	6	6	6	6	6
J-Certificated Manager	44	44	41	41	41	42	42	42	39
K-Non-Certificated Manager	37	37	32	31	29	30	36	35	36
L-Classified CSEA	104	104	98	97	96	100	111	111	103
N-Classified-SEIU (ACE)	516	527	469	475	465	477	504	509	501
O-Food Services	9	10	10	10	10	10	10	10	0
P-Confidential	11	11	10	10	10	10	11	11	11
Certificated Instructor *	90	86	82	79	82	86	90	90	89
Total	837	849	777	778	770	796	848	852	829

\* Source: District Metric Non-Classroom Faculty.bqy

Uses headcount for certified instructor non-classroom faculty (library and counseling) since it is not included in the budget presentation

All other data based on the adopted budget book table "Comparison of FTE" which provides a summary of budgeted positions (filled and vacant) by employee type and includes all funds.

### **3. Faculty Obligation Number (FON)**

The Faculty Obligation Number is the minimum number of faculty positions that is required to be filled by the district, as determined each year by the California Community Colleges Chancellor's Office.

### **4. Index of Sustainability Metrics**

An index composed of five factors evaluating energy use: reduction in energy consumption, self-generated energy capacity, water usage, district vehicles on alternative fuels, and greenhouse gas emissions.

### **5. Index of "Cap Use" Ratios**

The capacity use ratios measure utilization of space as calculated by comparing the districts' assignable square feet available per student weekly contact hour generated in that category of space (lecture, lab, etc) to the utilization standards set by the state (see Title 5, Chapter 8 Section 57028). This metric is an index composed of nine types of district spaces used for critical activities associated with providing educational services for students, with utilization projected to FY 2016-2017.

### ***Historical Trends for Metrics***

The charts on the following three pages indicate the historical range, average value and last value for each of the metrics.

**Figure 26: District Commitment #1: Student Success and Achievement**

Goal: What we expect	Metric: How we'll measure it	Target: What we are aiming for	Historical Data			
				Range	Average	Last^
Improve student outcomes & close the achievement gap	Student Progress and Achievement Rate (ARCC* measure)	By college, achieve 75% or the highest score within the peer group	FH DA	64 to 68 66 to 71	67 68	67 # 71 #
	Overall Course Success Rate	By college, less than a 5 percentage point difference between the rate for historically under-served groups and all other groups	FH DA	11 to 12 4 to 6	11 5	11 6
Improve basic skills	Basic Skills Course Success Rate (ARCC* measure)	By college, achieve 85% or the highest score within the peer group	FH DA	75 to 87 68 to 82	82 75	84 # 78
Improve the outcomes of vocational students	Course Success Rate for Vocational Courses (ARCC* measure)	By college, achieve 90% or the highest score within the peer group	FH DA	83 to 93 75 to 86	88 81	88 82 #

\* ARCC: Accountability Reporting for the Community Colleges

^ 2010 ARCC data used for ARCC measures

# Highest in peer group in 2010

**Figure 27: District Commitment #2: Student Access**

Goal: What we expect	Metric: How we'll measure it	Target: What we are aiming for	Historical Data		
			Range	Average	Last
Sustain the fall-to-fall persistence rate of students in selected populations	Persistence rate of selected historically under-served groups	Under-served groups will persist at a rate at least as high as all other groups	(gap) .7 to 6.4	(gap) 2.45	(gap) .7
Improve the participation rate of high school graduates within the district's service area	Percentage of June high school graduates attending FHDA	The participation rate will increase to 30%	22 to 30%	26%	25%

**Figure 28: District Commitment #3: Stewardship of Resources**

Goal: What we expect	Metric: How we'll measure it	Target: What we are aiming for	Historical Data		
			Range	Average	Last
Achieve structurally balanced budget	Ongoing revenue / Ongoing expense	1.00	.97 to 1.04	1.00	.98
Provide appropriate staffing	FTES / Non-instructional support staff	(Less than or equal to) 44	43 to 46	45	44
	Faculty Obligation Number (FON)	FON + 5	FON to FON + 5	FON + 3	FON
Achieve environmental sustainability practices in accordance with Board Policy Statement 3214 and the Presidents' Climate Commitment	Index of sustainability metrics	.90			.80
Align facilities (capacity) with student load	Index of "cap use" ratios	1.00			.97