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Setting Direction Together: Purpose of the Update to the District Strategic Plan

This Strategic Plan establishes a clear, districtwide framework to guide Foothill–De Anza Community College District’s work from 2026–2030. Building on extensive planning, engagement, and alignment efforts undertaken between 2023 and 2025, the plan is intentionally focused and actionable. It aligns with the [district mission](#) and vision, board-approved [strategic priorities](#), and the strategic plans of [Foothill College](#) and [De Anza College](#), ensuring coherence across colleges and district operations.

This plan is intentionally designed as an update to serve as an addendum to prior planning efforts and to inform the district’s next phase of integrated planning. The update establishes direction and expectations for a planning cycle when district plans will be in place ahead of college plans, allowing the district plan to inform the development of college plans. At that time, the district will embark on a more robust, inclusive, and forward-looking districtwide planning process, to ensure that district and college strategies are aligned from the outset while still meeting their unique missions and visions.

This plan is a call to action and will require districtwide collaboration. It includes breakthrough goals for how the district will center students and deliver meaningful, measurable impact. The plan emphasizes innovation, equity, and continuous learning. Progress will be measured through clearly defined goals, purposeful leading and lagging measures, and an ongoing accountability process that encourages reflection, innovation and adaptive thinking. Thus, this updated plan establishes a shared understanding of how the district will move from vision to action—advancing its priorities, measuring what matters, and remaining responsive to the evolving needs of students, communities, and the future they will shape.

An Iterative Path Forward: Listening and Learning Together

In early 2024, Chancellor Lambert engaged the district community through a [series of town halls](#) to share his vision and gather input. That dialogue resulted in a vision and 12 initial priorities, which were affirmed by the Board of Trustees on [February 12, 2024](#). These priorities reflected the breadth of the district’s work and the voices of students, employees, and partners across Foothill and De Anza colleges.

Over the following year, the Chancellor worked closely with the board and district leadership to reflect on progress, changing conditions, and emerging opportunities. At the June 2025 Board of Trustees retreat, the Chancellor introduced an updated strategic vision that distilled the original priorities into five focused priorities. These refined priorities were further shaped through an iterative process and shared broadly with the community, including at District Opening Day and through the Chancellor’s Advisory Council.

The result is a set of five strategic priorities that honor the district’s past, respond to present needs, and chart a clear path forward. Aligned with the chancellor’s search profile and the board’s priorities, they now serve as the guiding framework for the district’s strategic plan and our collective work in the years ahead.

Five Foundational Practices to Nurture: Building the Infrastructure for a Future Ready Institution

Central to advancing these five priorities are the District's Foundational Practices, which serve as the essential enablers of this work. These practices are grounded in trust, equity, collaboration and continuous learning. The five foundational practices must serve as our North star and direct our daily interactions to ensure meaningful and sustainable progress.

1. Empowered Governance and Institutional Agility

Cultivate a culture of inquiry, shared leadership, and adaptive governance that puts data to work for justice and progress. Equip every level of the organization from faculty to frontline teams, with the tools, voice, and trust to co-create equity-centered change. **(From governance as compliance to governance as a catalyst.)**

2. Strategic Finance and Talent Innovation

Secure long-term resiliency through bold financial stewardship and human capital strategy. Rethink budgeting, human resources, technology, facilities, and resource development as integrated levers for innovation, equity, and mission-aligned growth. **(Fuel the future with smart investments and inspired people.)**

3. Partnerships for Impact

Build dynamic ecosystems of partnership across industry, education, government, and community. Move beyond transactional collaboration to shared purpose, expanding opportunity for learners, accelerating workforce transformation, enrichment possibilities, and anchoring regional resilience. **(From partnerships of convenience to coalitions of consequence.)**

4. Sustainability and Resilience as Core Design Principles

Infuse climate justice, institutional adaptability, and systems thinking into every plan, policy, and project. Prepare the district to not only withstand disruption but to lead through it, modeling stewardship of planet, people, and purpose. **(Adapt to disruption. Design for durability. Lead for the long-term.)**

5. Culture of Trust, Inclusion, and Courageous Engagement

Foster a districtwide culture where trust, belonging, and courageous dialogue are foundational to learning and leadership. Build policies, professional development, student engagement and human resources systems that affirm dignity, invite challenge, and unlock

the full potential of every student and employee. **(Well-being is not just a benefit. It is a shared responsibility for a thriving institution.)**

Five Strategic Priorities Serve as Transformational Aims: Designing the Future of Learning and Society

1. Equity by Design: Empower Every Learner for Impact

Advance justice centered student success by reimagining learning experiences that remove systemic barriers and center possibility, especially for historically marginalized communities. Build pathways where every student becomes not just a graduate, but a changemaker in their family, workforce, and society. **(From achievement gaps to transformation by design.)**

2. Learning, Innovation & Liberal Arts Education

Transform how and what we teach by integrating liberal arts education, critical thinking, civic engagement, and career-aligned learning that prepares students for a complex world. Strengthen transfer pathways alongside workforce preparation to ensure students are equipped for further education, meaningful careers, and active civic participation. **(Preparing whole humans to navigate an increasingly complex world.)**

3. Digital Transformation & AI Readiness: Build a Human-Centered Tech Future

Equip our institutions, faculty, and students to lead, not just adapt to the digital frontier ethically and responsibly. Through a unified, equitable tech infrastructure, infuse our culture with the tools, mindsets, and systems needed to thrive in an age of AI. **(Not just future-proof, future-making.)**

4. Career Pathways & Economic Opportunities

Create the opportunity for every student to be on a career pathway that leads to a family-sustaining livelihood and economic mobility. Build bridges in higher education between learners and employers that are rooted in equity, relevance, and regional transformation. **(Transforming student success into economic vitality.)**

5. Global Citizenship & Civic Innovation: Educate for a Borderless World

Prepare learners to thrive as ethical, digitally fluent, globally minded, and civically engaged citizens. In a time of climate crisis and geopolitical complexity, infuse curricula with global competence, ethical digital fluency, and participatory democracy. **(Because the future belongs to those who can connect across cultures, sectors, and systems.)**

Five Wildly Important Goals: What they Are

In order to focus our energy on what matters most, the Chancellor implemented five wildly important goals (in alignment with the *4 Disciplines of Execution (4DX)* strategic framework) which represent a deliberately narrow set of high priority focus areas designed to drive meaningful progress toward the district’s mission. These goals translate long-term strategic priorities into a small number of clear, actionable, and measurable outcomes.

To track these goals effectively, the district will utilize two different types of performance metrics:

- **Leading Measures:** Predictive activities that directly influence a future outcome (e.g., number of redesigned courses or industry advisory meetings).
- **Lagging Measures:** Results that track past performance after an activity has been completed, confirming whether the wildly important goal was achieved.

By emphasizing **leading measures**—the predictive activities we can directly influence—we ensure that our collective efforts result in meaningful, quantifiable progress toward our most critical institutional outcomes.

The five wildly important goals are complementary to the strategic plans of Foothill and De Anza Colleges. They do not replace or compete with college goals but instead serve as the district’s “plus five”: a focused set of districtwide commitments that add value, strengthen alignment, and accelerate impact across colleges and central services. However, these goals cannot be achieved without work taking place at the colleges, collaboratively working towards achievement of these plus five. Together these plans, with their respective goals, establish a common framework for accountability across the district to be achieved by 2030.

Below are the five wildly important goals and the measurable metrics aligned with each goal:

Goal 1. Equity by Design

By fall 2027, redesign course scheduling to support workforce Pell Grant implementation to ensure 30% of eligible programs are in accelerated pathways.

Goal one focuses on structurally redesigning workforce programs to reduce time, cost, and scheduling barriers that disproportionately impact working learners and historically marginalized students. Progress is driven through leading measures which include

scheduling eligible programs to be completed in 12 weeks or less that meet Pell clock-hour requirements and redesigning course materials with faculty and industry partners to ensure academic quality and labor market alignment.

Success will be measured using lagging indicators that measure student success and retention in accelerated pathways. Together, these measures ensure that equity is achieved not only in access to aid and accelerated completion, but also in student persistence and success.

Leading Measures:

- # of accelerated programs scheduled in 12-week or less formats, 150 clock hours
- # of structured engagements (workshops, co-design sessions, advisory board meetings) held with faculty and industry partners, specifically focused on mapping curriculum changes and validating program acceleration and labor market alignment, bi-annual audit.

Lagging Measures:

- 80% course success rate for accelerated courses
- 85% course retention rate for accelerated courses

Goal 2. Learning, Innovation & Liberal Arts Education
Create five academic pathways for dual admissions articulation with UC/CSU transfer institutions by fall 2027.

Goal two strengthens transfer success by clearly mapping Foothill and De Anza pathways to [CSU](#) and [UC](#) for dual admitted students in accordance with Senate Bill 640, which was chaptered in October 2025. The UC and CSU [Dual Admission](#) programs are designed to increase access for underrepresented students, increase graduation rates, reduce costs and time to degree completion and improve transfer pathways. Participating students receive a guarantee of future UC and CSU admission within three years of entering the program, contingent on successfully completing the requirements of the agreement.

This goal will be achieved through instructional faculty and academic counselors working together to create and vet pathway maps, approval of the pathway maps by UC and CSU partners, and implementation of the pathways locally to ensure students can complete all coursework as outlined in their pathway map to institution pathways. Progress is propelled through lead measures focused on faculty and counselor vetted pathway maps, structured

working sessions with UC and CSU partners, and completion of internal approvals that ensure pathways are fully operational—not merely conceptual.

Achievement of goal two will be measured through lagging indicators which will track the number of fully approved pathways, the number of students enrolled in the pathways, and subsequent successful transfer. By tightly coupling pathway design with implementation and student uptake, this goal ensures innovation in curriculum results in tangible transfer opportunities and improved student mobility.

Leading Measures:

- Number of pathway program maps (course sequences + GE pattern) completed.
- Number of structured working sessions or feedback cycles with UC/CSU articulation/transfer counterparts.
- Number of pathway maps that have all internal approvals and implementation steps completed (curriculum approvals, catalog language, degree audit setup, website content, counseling materials).

Lagging Measures:

- Number of fully approved pathways
- Number of students enrolled in an approved dual-admission pathway.
- Number of students who successfully transferred to a UC/CSU within three years of enrolling in an identified pathway.

Goal 3. Digital Transformation & AI Readiness

By fall 2027, a framework for digital transformation is defined and applied to enhance the student experience.

Through strategic investments in a digital infrastructure, responsible AI adoption – utilizing the [PEOPLE framework](#), and professional development, the district will position itself as a leader in accessible, human-centered digital transformation and AI readiness. This goal will be achieved through modernizing our technological infrastructure such as scalable cloud architecture, integrated student management systems, and AI-enabled tools to reduce workloads and improve service delivery; modernizing data systems through access to real-time dashboards and outcomes that promote data-driven decision-making; professional development in AI literacy, digital pedagogies and data ethics, supporting faculty experimentation, communities of practice and pilot programs to increase comfort and use of AI innovations; and increasing digital literacy and skills and support for students and employees in ethical use of technology in all its forms.

Leading Measures:

- Employee participation in digital pedagogy, AI literacy, data ethics, and culturally responsive digital design training
- Growth in number of students utilizing digital technologies
- Number of innovation grants, AI pilot projects, cross-campus digital initiatives underway
- # systems migrated to cloud or modern architecture

Lagging Measures:

- Student satisfaction related to digital services
- Employee self-reported confidence in digital learning skills
- Increased utilization of dashboards in decision-making
- Increased user satisfaction with major platforms

Goal 4: Career Pathways & Economic Opportunities

Ensure all CTE programs are aligned with labor market demand by the end of spring 2029.

Goal four requires Career Technical Education (CTE) programs translate directly into economic mobility by aligning every CTE program with current and regional labor market demand. Progress is advanced through leading measures that emphasize timely and meaningful industry engagement, public transparency of labor market and return on investment data, and the systematic revision of programs based on employer input and market demand. Progress is advanced through market and return on investment data, and the systematic revision of programs based on employer input. Success is confirmed through lagging measures that track increased student enrollment in high wage, high demand cohort programs and post completion employment in fields of study. By linking program design, employer input, and employment outcomes, this goal anchors student success to real economic opportunities.

Leading Measures:

- # of programs with input from industry advisors/regional employers
- # of programs with publicly posted labor market and ROI data
- # of students enrolled in CTE programs with revised curriculum
- # of meetings with city officials to review economic development regional plans
- # of programs trained on the [BILT](#) model

Lagging Measures:

- % increase in wages for students enrolled in high-wage, high-demand program
- # of students employed in their field of study within 12 months of completion
- Presentation to Board of Trustees on Comprehensive Local Needs Assessment (CLNA) and labor market data
- # of programs that implement the [BILT](#) model for advisory committee meetings

Goal 5.

Global Citizenship & Civic Innovation: Every student enrolled in Area 4 (CalGETC) will engage in civic and community engagement by fall 2030.

Goal five requires a commitment to build out the infrastructure needed to support faculty in implementing community engaged learning into their classes to empower students with the knowledge and skills to thrive as globally aware, civically engaged citizens. Progress on goal five will be measured through leading indicators that track the number of professional development opportunities available to support faculty in incorporating global and civic learning outcomes into their courses as defined by the faculty per their respective Academic Senates. Other leading indicators may include tracking the number of courses that include global and civic learning outcomes as well as professional development opportunities for faculty choosing to include an engaged learning component in their courses.

Lead Measures:

- # of faculty who attend professional development on global and civic learning
- # of faculty who attend professional development on the engaged learning model
- # of courses with global or civic learning outcomes listed on the course outline and the course syllabus
- # courses offered with an engaged learning component

Lag Measures:

- # of students enrolled in a course with global and civic learning outcomes
- # of students who earned the transcript designation for [Community Engaged Scholar](#)

Focus on Accountability

The strategic plan monitors progress through a specific [Cadence of Accountability](#) in accordance with the 4DX Framework, involving quarterly reviews and renewed commitments to ensure targets are met. District executive leadership (college presidents and vice chancellors) plays a critical role in sponsoring and stewarding the five goals, acting collectively as champions of a focused set of breakthrough priorities that advance districtwide impact. As outlined in the strategic planning framework, executive leaders move beyond functional oversight to assume a shared, strategic responsibility for ensuring the conditions, resources, and alignment necessary for success.

In this role, each member of the executive leadership will be responsible for the required districtwide coordination and collaboration, to collectively work together toward these five wildly important goals. Executive leaders will support small, cross-functional districtwide working groups (inclusive of faculty and staff) with subject matter expertise aligned to each goal. These working groups will be charged with advancing execution through clearly defined lead measures—the predictive actions within the district/college’s direct control—and will regularly report progress, learnings, and adjustments back to the broader community through established shared governance committees. This model ensures that execution is disciplined, collaborative, and transparent, while keeping the focus on measurable progress toward the district’s most critical outcomes.

Appendices

Resources, References, Relevant Data for Each Wildly Important Goal
[forthcoming documents and hyperlinks to national, state, local sources]

[Foothill College 2030 Blueprint for Success](#)

[De Anza 2030 Strategic Plan](#)

4 Disciplines of Execution (4DX)