



FOOTHILL COLLEGE
Planning and Resource Council (PaRC)
Wednesday, November 19, 2014
Draft Minutes

PURPOSE: Participatory Governance Leaders Meeting
LOCATION: Administration Building / Room 1901 / President's Conference Room
TIME: 1:30 – 3:00 PM / First and Third Wednesdays

ITEMS	TIME	TOPICS	LEADERS	EXPECTED OUTCOME
1	1:30-1:33	Welcome	Miner	
2	1:33-1:35	Approval of Minutes: November 5, 2014	Holcroft	Action
3	1:35-1:40	Vision Statement – 2 nd Read for Approval	LaManque	Action
4	1:40-1:45	Curriculum Updates: Program Creation Proposals – 2 nd Read for Approval a. Biomedical Technology Technician Program Certificate b. Commercial and Industrial Technician Program Certificate c. Certificate of Achievement Geriatric Health Care Technician Program	LaManque	Action
5	1:45-1:55	FTEF Staff Prioritization Update	Miner	Hiring Authorization
6	1:55-2:05	Core Mission Workgroup Objectives 2014-15: Workforce Workgroup	Workforce Workgroup	
7	2:05-2:15	Core Mission Workgroup Objectives 2014-15: Transfer Workgroup	Transfer Workgroup	
8	2:15-2:25	Student, Success & Support Program (3SP) Plan Executive Summary – 1 st Read	Holcroft/ Swett	
9	2:25-2:35	Perkins Rubric Presentation – 1 st Read	Workforce Workgroup	
10	2:35-2:45	Program Creation Proposal: Instructional Design & Technology Certificate of Achievement – 1 st Read	Mummert	
11	2:45-2:50	Educational & Strategic Master Plan (ESMP) Update	Miner	
12	2:50-3:00	Questions/Comments	Miner	

Notes:

ESMP (ongoing through 2014-15)
Assess ILO “Communication” (ongoing through 2014-15)

ATTACHMENTS:

Item 2: Draft Minutes of November 5, 2014 Meeting

Item 3: Vision Statement
Item 4a: Biomedical Technology Technician Program Certificate
Item 4b: Commercial and Industrial Technician Program Certificate
Item 4c: Certificate of Achievement Geriatric Health Care Technician Program
Item 5: FTEF Staff Prioritization Update
Item 6: Workforce Workgroup 2014-15 Objectives
Item 7: Transfer Workgroup 2014-15 Objectives
Item 8: 3SP Plan Executive Summary
Item 9: Perkins Rubric
Item 10: Instructional Design & Technology Certificate of Achievement

PaRC Members Present:

Anthony Cervantes, April Henderson, Ava Gerami, Behrouz Amirbadvy, Bernata Slater, Bernie Day, Carolyn Holcroft, Charlie McKellar, Craig Gawlick, Debie Lee, Evelyn Chon, Hilda Fernandez, John DuBois, Josh Rosales, Judy Miner, Paul Starer, Sarah Munoz, Teresa Ong

Ex-Officio Members Present:

Andrew LaManque, Casie Wheat, Denise Swett, John Mummert, Kimberlee Messina, Nanette Solvason

Guests:

Al Guzman, Meredith Heiser

Meeting began at 1:33PM.

1. Welcome

2. Approval of Minutes: November 5, 2014

November 5, 2014 Minutes approved by consensus.

3. Vision Statement – 2nd Read for Approval

Associate Vice President of Instruction Andrew LaManque presented the Vision Statement as a second read for approval. LaManque provided a handout titled, Foothill College Vision Taskforce Background Information, which provided more in-depth information about the vision statement and process. President Judy Miner remarked that the statement had moved in a good direction with the removal of the core competencies that were first proposed in the President's vision statement last spring. Vision Statement approved by consensus.

4. Curriculum Updates: Program Creation Proposals – 2nd Read for Approval

Vice President of Instruction and Institutional Research Kimberlee Messina introduced the program creation proposals and asked the department deans to provide additional information on each proposal. Interim Dean of PSME Victor Tam presented the *Biomedical Technology Technician Program Certificate* as a second read for approval. Tam noted that no feedback was received since the item was presented at the November 5 PaRC meeting. Tam then announced that Cal Poly San Luis Obispo approved the course articulations for this certificate. Miner commented that this certificate was a National Science Foundation (NSF) grant proposal and that introductory courses for this certificate would be offered at the Mountain View Los Altos High School District. Biomedical Technology Technician Program

Certificate approved by consensus.

Tam continued on to present the *Commercial and Industrial Technician Program Certificate* for approval. Tam reported that no feedback was received since the certificate was first presented at the November 5 PaRC meeting. Operations & Planning Committee (OPC) member Meredith Heiser commented that the title was misleading; in addition, the title did not capture the future perspective that was expressed during the certificate's presentation. Tam responded that the industrial design component in the title referred to Fine Arts; and the commercial component emphasized workforce, as 3D printing originated in the automotive industry. OPC Faculty Chair Debbie Lee suggested that 3D printing be included in the title. Messina suggested that Tam work with the faculty to finalize the title of the program certificate once PaRC approved the certificate. Commercial and Industrial Technician Program Certificate approved by consensus.

Dean of Biological & Health Sciences (BHS) Nanette Solvason presented the *Certificate of Achievement Geriatric Health Care Technician Program* for approval. Solvason reported that no feedback was received since the certificate was presented at the November 5 PaRC meeting. Solvason noted that the division supported the courses and vision for geriatric training and skill set; also, the division supported faculty member Ken Horowitz's efforts. However, Solvason continued, the division could not support the certificate for credit due to labor market statistics, which did not demonstrated the need for certification in this minimum wage job field. Solvason acknowledged that there was a growing need for home care; and thus, the Division supported the offering of certificate courses through community education.

Solvason requested more information on the process of submitting the certificate's courses as stand alone courses to the Curriculum Committee. Workforce Classified Chair Charlie McKellar stated that the timeline should also be announced. LaManque stated that the Horowitz would have to complete paperwork for each stand alone course before the Curriculum Committee begin the review of materials. Certificate of Achievement Geriatric Health Care Technician Program denied approval by consensus.

5. FTEF Staff Prioritization Update

Miner gave a Full-Time Equivalent Faculty (FTEF) Staff Prioritization Update and reviewed the memo. Miner announced that the administration sought hiring authorizations for the following positions: Art History, Librarian, Business, Computer Science, English Generalist, and General Counselor. Lee asked if the prioritization rankings would move up because the Philosophy position was deferred. Miner responded that the English Generalist position would be filled. Miner then noted that Associate Vice President of Student Services Laureen Balducci requested that the DRC/Veteran Counselor position be modified to a General Counselor position. Miner stated that the counseling position, which was open due to a resignation, had been previously prioritized.

Heiser requested a definition of inactive faculty. Miner replied that the administration could not issue a response at this time because the discussion involved a confidential personnel matter. Heiser asked for the percentage of enrollment decline for the Philosophy Department. Heiser then stated that a full-time faculty member in that department was on personal development leave (PDL), which could be the cause of enrollment decline. Messina responded that Dean of Business & Social Science Kurt Hueg could provide that information at a later date (Hueg was not presented because he was currently attending a conference). Miner stated that the decline was not due to a singular event. Miner continued to state that the decision to defer hiring in Philosophy was set in the larger picture of college enrollment.

Basic Skills Classified Chair Craig Gawlick asked how Vice President of Finance & Administrative Services Bernata Slater's assistant position would be funded. Miner responded that the position had already been approved. Messina stated that classified hiring requests had been evaluated alongside faculty positions. Miner said that the administration would do everything possible to fund staff positions, and that Slater would propose funding schemes.

6. Core Mission Workgroup Objectives 2014-15: Workforce Workgroup

Workforce Workgroup Administrative Chair Teresa Ong presented the Workforce Workgroup Objectives for 2014-15: 1) continue to verify, enhance and improve the use of Perkins and other CTE enhancement funds at Foothill College; and 2) improve data collection in order to track student success and outcomes in all vocational programs. Regarding Objective 1, Ong noted that the Perkins rubric was under review. Also, the workgroup was pushing for the full participation of advisory boards for each Perkins funded program. Student Equity Workgroup (SEW) Administrative Chair Paul Starer commented that the verb 'verify' was an interesting choice in words, and requested more information on how the workgroup would verify this objective. Vice President of Workforce & Institutional Advancement John Mummert replied that the workgroup was required to verify Perkins funding from an auditing perspective per federal grant regulations.

Ong continued on to note that the workgroup already participated in data collection; however, the group would now like to collect the same data across all Perkins funded groups. Ong commented that, in light of accreditation data and the Student Success and Support Program (3SP) Plan, there was an objective to track the progress of targeted groups. Miner added that the workgroups should reflect on their objectives so to include student equity efforts. Starer asked if the reporting of targeted group progress was required for the Federal Government. Miner responded that targeted group reporting was found in gainful employment reporting requirements, and also for financial aid reporting requirements. In addition, Miner stated, there would be future reporting requirements on student salary, in relation to debit, and time spent to earn a degree. Mummert stated that there was push back from many colleges on the additional reporting requirements, and that revisions were expected to be made. McKellar stated that these types of requirements could penalize certificate students who were moving on to earn a transfer degree.

SEW Faculty Chair Hilda Fernandez asked how the college collected data on the undeclared major students of the target group populations when tracking course credit and degree progress. LaManque replied that the old college application required students to declare a major or select the decline to state option. However, the current CCCApply application had an undeclared option and therefore, the number of undeclared students was on the rise.

Regarding the reporting of student ethnicity on the college application, Fernandez asked how data could be disaggregated but still observed equitably. Fernandez said that when target group data was disaggregated, the group population decreased. Messina asked for clarification. Fernandez responded by stating that there were more choices for students to self-identify. Fernandez then asked, how could students be identified and equitably served? LaManque commented that the state mandated groups were based on census rules, so now students could choose multiple ethnicities. For example, LaManque noted, if a student chose Latino alongside any other ethnicity, the student would be identified as belonging to the Latino aggregate group. Fernandez asked how this process captured equity. Miner gave the example of the Pacific Island ethnicity, and stated that this group was broken down in to many smaller groups such as Samoan and Tongan. Messina commented that the District chose to study the larger target groups. LaManque stated that Institutional Researcher Elaine Kuo could provide a description of each of the targeted groups to PaRC.

Starer asked if the decline to state ethnicity option was increasing. Messina replied that the percentage was not increasing, but that the percentage was regressing to what it used to be due to the application options. Solvason stated that there had been complaints because there was no Middle Eastern category. Academic Senate President Carolyn Holcroft stated that there was work at the regional level on the desegregation of targeted groups, but it was clear that the State was not ready for this initiative.

LaManque commented that the University of California (UC) application had expanded to include each country of the world, so that students could identify by their country of origin. Responding to Solvason's comment, ASFC Representative Ava Gerami stated that Middle Eastern students were identified as White. Gerami continued on to say that ethnic identification was a political issue of race, which could not be required by the State. Heiser suggested that Foothill's application include a disclaimer, which explained that ethnic identification data would be used for funding purposes. Starer commented that Heiser's suggestion would be counter productive, as some students did not wish to subscribe to the social constructs of race. Conversely, Solvason commented that it was imperative that students state their ethnicity because this data was required to measure student success. ASFC Representative Behrouz Amirbadvy commented that the UC application was helpful to identify students in terms of country of origin. Holcroft stated that concerns for measuring student success could not be a justification for data collection.

7. Core Mission Workgroup Objectives 2014-15: Transfer Workgroup

Transfer Workgroup Faculty Chair Bernie Day presented the 2014-15 objective: to improve student transfer outcomes and close the achievement gap. Day then gave PaRC a Transfer Fact Quiz and reviewed the answers. Day announced that John Dubois was the new Classified Chair for the group. In addition, Day stated that Title V mandated the Transfer Workgroup, and that there was a community member as well as a student serving on the workgroup.

Day shared on the challenges that the workgroup faced, which included: high grade point average (GPA) requirements for UC admission; student anxiety caused by high GPA requirements; and the disconnect between students and CSU transfer pathways as the focus for most students was on UC transfer. Day stated that Title V required a Transfer Plan to be submitted to the Board of Trustees. The workgroup was working to establish a plan, which would include best practices for successful transfer institutions. The workgroup would also update the transfer webpage. Lastly, the workgroup would develop interventions for transfer milestones so to create a positive culture of transfer and promote opportunities for Foothill students.

Referencing the drop in community college enrollment to California State Universities (CSU) and UCs, Miner asked, how many international and out of state students were being accepted? Day stated that about 30% of UC Berkeley's freshman class was from out of state.

Lee, speaking from the faculty point of view, acknowledged the student anxiety during the transfer process. Lee stated that there was grading pressure from students and also that there had been an increase of students dropping courses when earning a 'B' grade; in addition, cheating incidents were on the rise. Lee asked for guidance on how to deal with such incidents. Day stated that these incidents were witness all across the state. Day then noted that there was a need for colleges to celebrate transfers to other institutions and not just the UCs.

Starer commented that achievement was key; faculty and the college should encourage students to take pride in the grades they earn. DuBois stated that Foothill's plus and minus grade system also added increased pressure on students because not all colleges used the same grading system. Messina suggested that faculty advertise the schools they attended to promote and increase awareness of other institutions. SEW Classified Chair April Henderson commented that the Palo Alto School District witnessed six student suicides due to school pressure and college admission anxiety. Henderson noted that the culture needed to change. Day concluded that today's conversation underscored the need for an articulate transfer plan because all transfers should be celebrated as accomplishments.

8. Student, Success & Support Program (3SP) Plan Executive Summary – 1st Read

Holcroft presented the 3SP Plan Executive Summary as a distillation of the 3SP Plan highlights. Holcroft noted that the plan's background and goals were highlighted in the summary. Holcroft stated that it would be ideal to receive feedback from the constituent groups so to record what each group hoped the plan would achieve. Heiser noted that the mention of part-time faculty was a good start. Heiser requested that the ratio of counselor to student be included in the plan. Regarding the counselor to student ratio, Vice President of Student Services Denise Swett responded that the data was not included to avoid controversy, and instead an overview of data was provided. Heiser noted that there was a state ratio that should be kept in mind. Swett stated that Counseling had hired several adjunct Counselors. Heiser stated that the hiring figures should also be included in the summary.

9. Perkins Rubric Presentation – 1st Read

Mummert presented the Perkins Rubric. Mummert noted that PaRC approved the rubric last year. Mummert commented that the only changes could be found in the student outcomes section, which has been reworded. Mummert stated that the rubric was used by the Workforce Workgroup to evaluate Perkins funded programs. Miner noted that the word 'data' was singular, and it was used incorrectly in the rubric. LaManque asked if the workgroup was considering an equity outcomes piece. Mummert, referencing page two of the rubric, stated that the Perkins funding formula was based on student equity.

10. Program Creation Proposal: Instructional Design & Technology Certificate of Achievement – 1st Read

Mummert presented the Program Creation Proposal: Instructional Design & Technology Certificate of Achievement as first read. Mummert stated that this was a unique certificate with a goal to prepare educators and trainers to utilize technology and increasing learning efforts. Mummert noted that the certificate would use existing LINC courses for the 27-unit program. Messina commented that prior the certificate proposal, the courses were all stand alone courses; thus the certificate was created for the purposes of unifying the courses.

Lee asked where the LINC courses were housed. Mummert responded that many of the courses were housed under the Fine Arts & Communication Division. Heiser asked if any new courses were going to be created. Messina answered that no new classes would be created; however, many courses would be reviewed, revised and consolidated so to efficiently repackage the certificate. Messina commented that the proposing group would need to meet and review the certificate description prior to submitting anything to the Curriculum Committee, but that the certificate substance was fine. Miner stated that the certificate might appear on the January 21 PaRC meeting for approval so to give additional time for the group to make any needed changes.

11. Educational & Strategic Master Plan (ESMP) Update

Miner provided an ESMP update, and announced that the goal would be to present a draft plan to the board by September 2015. Miner proposed that over the academic year, PaRC would convene for ESMP update meetings on non-PaRC Wednesdays. Miner noted that it would be understandable if constituencies wanted to change out memberships in the event that folks could not attend the ESMP meetings due to prior engagements. Between the Winter and Spring Quarters, Miner stated, PaRC should anticipate to meet for a total of five meetings. At the December 3 PaRC meeting, an ESMP meeting schedule would be proposed. Miner welcomed feedback.

12. Questions/Comments

Henderson announced that the EOPS/CARE Holiday Celebration would be held on December 11. Ornament donations were due December 9. Henderson stated that a reminder email with event and donation details would be sent out.

Lee requested more information on the Smart Thinking tutoring service. Swett stated that Smart Thinking tutors were Pearson employees and that anyone could visit the website to review tutor credentials and participate in tutoring demos. Swett stated that Starer tested out the

Language Arts tutoring service and approved. Heiser asked, what steps were taken prior to choosing Smart Thinking? Swett responded that De Anza had already subscribed to Smart Thinking and Foothill had to provide an immediate temporary tutoring solution to meet needs of the students. Swett then added that the Online Education Initiative (OEI) grant would provide additional resources in the near future. Heiser commented that it was surprising that there was not more discussion prior to choosing Smart Thinking. Swett noted that there was a feedback link on the website for faculty. Henderson announced that there was a drop-in Smart Thinking workshop on Monday at 11:00AM. Heiser requested that an additional workshop be scheduled for those who could not attend. Swett confirmed that another workshop would be planned.

McKellar asked if the Ed Center had been approved to begin construction. Mummert could not confirm the construction date at this time.

Fernandez announced that Basic Skills and Student Equity funding proposals were due December 9.

Swett announced that more than three hundred students, including ASFC President Josh Rosales, attended the College and Career Connection event. Of the attendees, about 85-90% were Latino students. Sessions included Spanish translators.

Miner announced that she could not attend the December 3 PaRC meeting because she would be in Washington, DC attending the White House Summit hosted by the Obama family.