



**FOOTHILL COLLEGE**  
**Planning and Resource Council (PaRC)**  
**Wednesday, March 16, 2016**  
**MEETING 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

ITEM	TIME	TOPICS	LEADERS	EXPECTED OUTCOME
1	1:30-1:35	Welcome & Announcements	Messina	
2	1:35-1:40	Approval of Minutes: March 02, 2016	Messina	Action
3	1:40-1:55	Institutional Effectiveness – Standards & Goals ( <i>2<sup>nd</sup> Read</i> )	Kuo	Action
4	1:55-2:10	CTE Program Standards ( <i>Information Item</i> )	Kuo	
5	2:10-2:30	Subgroups for Participatory Governance Discussion	Messina	
6	2:30-3:00	District Mission Statement Updates	Ulate	

**Future PaRC Meetings:** *Apr 20, May 4, May 18, June 1, June 15*

**PaRC Members Present:** Donna Wolf, Bernata Slater, Bernie Day, Breeze Wen Liu, Carolyn Holcroft, Maureen McCarthy, Debbie Lee, Denise Perez, Hilda Fernandez, Kimberlee Messina, Teresa Zwack, Dawn Girardelli, Victor Tam, Courtney Cooper

**Ex-Officio Members Present:** Justin Schultz, Elaine Kuo, Meredith Heiser, Kurt Hueg

**Guests Present:** David Ulate, Erin Ortiz

**(1) WELCOME & ANNOUNCEMENTS**

Kimberlee Messina noted that she accepted PaRC's recommendation not to approve the out-of-cycle faculty request from the History department; the department is encouraged to include the faculty request in their program review as part of the regular faculty request prioritization process.

Erin Ortiz noted that Welcome Week is scheduled for April; it is also Asian/Pacific Islander Month. May is Latino Heritage Month and June is LGBTQ Month. She expressed concern that attendance has dropped during the weekly College Hour events. She added that Club Day is still a big hit, but many students miss it due to class. The student representatives added that more than 10 min break between classes would be nice, especially around College Hour. Robert Cormia asked when Sustainability Month was scheduled – Erin noted that she would follow up with him.

Kimberlee Messina updated PaRC about student participation in the statewide IEPI Advisory Committee (there are 4 student representatives, including Courtney Cooper from Foothill)

Robert Cormia announced that NASA AMES, in conjunction with the Advanced Studies Lab, would be hosting an invitation-only event showcasing honors students projects and energy projects. Various NASA scientists will be present. If interested in more information, please contact Robert Cormia.

Bernie Day added that Foothill had its first group of students with guaranteed admission to UC Irvine. She added that of the several hundred students who submitted applications for the NorCal Honors Symposium, a few Foothill students have already been selected.

Debbie Lee noted that two excellent presentations were given to the Mathematics Department: Psych Services (meet new counselors, Q&A) and Assessment Center (multiple measure pilot program).

Bernata Slater added that the Facilities Master Plan is moving along. Last week, there was a district-wide meeting focused on sustainability and combining efforts for planning.

Carolyn Holcroft reminded the group about a few professional development opportunities:

- Spring Professional Development Day – April 22, 2016 (8:00 AM – 1:30 PM)
- Courageous Conversations (Part I) – May 26-27, 2016 (8:30 AM – 4:00 PM)

## **(2) APPROVAL OF MINUTES – MARCH 02, 2016**

The PaRC meeting minutes from Wed, March 02, 2016 were approved by consensus.

## **(3) INSTITUTIONAL EFFECTIVENESS – STANDARDS & GOALS (2nd Read)**

### **(4) CTE PROGRAM STANDARDS (Information Item)**

The PowerPoint (presented by Elaine Kuo) with specific goals, calculations and additional information can be found here:

[http://www.foothill.edu/president/parc/minutes/parc2015-16/03.16.16/Standards+Goals\\_V2.0.pptx](http://www.foothill.edu/president/parc/minutes/parc2015-16/03.16.16/Standards+Goals_V2.0.pptx)

Elaine Kuo noted that there is a question on the table that could impact our next accreditation cycle – do we want to establish an overall College completion goal as well as individual program completion goals. Programs are defined as those with degrees, certificates or pathways (ESLL, Basic Skills).

It was noted that there was an error in the currently program review document; the course completion standard was noted as 55% on the template, but it should actually have said 57%. This error will be fixed for the upcoming comprehensive program review templates.

For Job Placement Rate, the core indicator reports (from Chancellor's Office; used for Perkin's reporting) are used, along with MIS data and EDD Base Wage information (any employment a couple years later). Members of PaRC asked if we know, at some point, what jobs the people getting these CTE certificates are actually getting. As there are still some low student job placement rates, there must be discussion on how to move forward with these CTE programs (and the required reporting) – one thought was to make remove the stand-alone status of the some of the certificates and instead make them an elective part of an existing degree program.

For the purposes of Remedial Rates – Math (student pathway completion), MATH 105 is considered college-level, because they can graduate from Foothill College (as opposed to transferring, which requires Pre-Calculus). She also noted that the Remedial Rates – ESLL are lower because the pathway is longer

and there are more classes to get through.

It was also noted that on the Institutional Goals Portal, everything is reported to the tenth decimal point ... should we do this? There was agreement that Foothill should not measure at that level due to the level of uncertainty.

The Institutional Effectiveness Standards & Goals (and CTE Program Standards) were approved by consensus.

#### **(5) SUBGROUPS FOR PARTICIPATORY GOVERNANCE DISCUSSION**

There is a desire to have substantive discussion regarding participatory governance in the Spring 2016 term. Using the alternate Wednesdays to PaRC, separate meetings will be schedule to drive the governance discussion. An online survey will also be developed and distributed in the coming weeks.

#### **(6) DISTRICT MISSION STATEMENT UPDATES**

Last Spring, the District was looking at revising the District Mission Statement, so it went back to the drawing board with the Chancellor's Advisory Council (CAC). CAC met and did a brainstorming activity – they looked at the current Mission Statement and statements from neighboring districts ... overall, there was agreement that they really like our current District Mission Statement.

*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, equity, and innovation in meeting the various educational and career goals of our diverse students and communities. The district provides high-quality undergraduate education at an affordable price for students and reasonable cost to the state and maintains the primary mission of advancing California through education, training, and workforce improvement.*

Several areas of discussion included (a) a historical piece (b) the baccalaureate degree (c) equity (d) community + service. The current proposed revision of the FHDA Mission Statement is as follows:

*The mission of the Foothill–De Anza Community College District is student success. Driven by an equity agenda and guided by core values of excellence and sustainability, we accomplish the mission by providing access to a dynamic learning environment that fosters student engagement, opportunity, and innovation in meeting the various educational and career goals of our diverse students and communities. As a district, we are committed to the advancement of California by providing a high-quality, affordable education dedicated to the development of a modern-day workforce and an educated, community service oriented, citizenry.*

Suggestions from PaRC included:

- ... a dynamic learning environment. We foster student engagement ...
- Highlight student equity more-so; more service-oriented
- *Driven by an equity agenda* ... seems so passive; it doesn't capture our vision and passion towards student equity
- Does it matter to keep this concept of *affordable education*
- Workforce - should it come before education, community citizenry?
- The District doesn't have the bachelors degree, the College does - the District is not the College
- The District's mission statement should encompass both Colleges
- Make shorter; shorten many of the sentences.

Classified Senate and Academic Senate will be discussing the District Mission Statement and submitting feedback for CAC's April 2016 meeting. Any other feedback should be emailed directly to David Ulate ([ulatedavid@fhda.edu](mailto:ulatedavid@fhda.edu)).