PURPOSE: Participatory Governance Leaders Meeting – *Additional Meeting*
LOCATION: Administration Building / Room 1901 / President's Conference Room
TIME: 1:30 PM – 3:00 PM

ITEM	TOPIC
1	EMP Updates + Open Forum Feedback
2	Additional Discussion – Core Mission Workgroup Objectives 2015-2016
3	Student Equity Plan – Additional Feedback
4	Accreditation Training Update

PaRC MEMBERS PRESENT:
Bernata Slater, Bernie Day, Carolyn Holcroft, Breeze Wen Liu, Debbie Lee, Hilda Fernandez, Joh DuBois, Karen Smith, Kimberlee Messina, Lan Truong, Paul Starer, Robert Cormia, Roberto Sias, Teresa Zwack, Dawn Girardelli, Victor Tam, Courtney Cooper,

EX-OFFICIO MEMBERS PRESENT:
Andrea Hanstein, Andrew LaManque, Justin Schultz, Denise Swett, Elaine Kuo, Meredith Heiser, Kurt Hueg

1. EMP UPDATES + OPEN FORUM FEEDBACK
Feedback from the EMP Open Forum (W 11.11.15) included the following suggestions for revision to the proposed College Mission Statement:
- … offers ~~a variety of~~ programs and services …
- … we work ~~as a community~~ to obtain …
- … In creating these learning experiences ~~that fulfill our mission~~, we are guided ...
- … we ~~allow~~ empower students to achieve ...

The new proposed College Mission Statement, based on feedback, is as follows:
Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, future students, and global citizens. We work to obtain equity in achievement of student outcomes for all California student populations. In creating these learning experiences, we are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.

Some members of PaRC were concerned with the verbiage used regarding 'empowering students to be … future students' and the use of students 2x in the same statement. The members of the

drafting committee agreed to look at this section in greater detail and provide an update at the upcoming PaRC meeting, W 11.18.15.

Elaine Kuo provided an update that the next step for the EMP will be to start drafting the document (which would need to go to the Board of Trustees, for approval, along with the revised College Mission Statement). She also noted that an online survey will be used solicit feedback from the community regarding both the EMP goals + objectives and the Mission Statement.

2. ADDITIONAL DISCUSSION – CORE MISSION OBJECTIVES 15-16
Workforce Workgroup: Clarification was provided regarding the objectives template and mapping any objectives back to at least 1 of the 3 main EMP goals. Dawn Girardelli added to the information presented at the previous PaRC meeting that BioHealth and Apprenticeship will be piloting a data collection method this year in hopes of eventually pushing that out to other programs.
Stewardship of Resources (OPC): No additional updates.
Basic Skills Workgroup: No additional updates.
Transfer Workgroup: No additional updates.
Student Equity Workgroup: No additional updates.

3. STUDENT EQUITY PLAN – ADDITIONAL FEEDBACK
The Student Equity Plan will be presented for 2nd Read for Approval at the upcoming PaRC meeting, W 11.18.15. Prior to that meeting, additional feedback was solicited as members have had a chance to review the draft document.

Hilda Fernandez expressed her concern regarding moving forward and the implementation of the tasks at hand that need attention. She noted that the timetable we are dealing with is trick as we are looking ahead and planning but also need to respond to immediate funding requests as they come in (as there is a deadline to spend the funds).

Andrew LaManque provided an update on the new positions detailed in the Student Equity Plan. The Director of Equity Programs is currently up for 2nd review with the Classification Committee – following that approval, it will move to the Board of Trustees. The Instructional Services Coordinator – Equity position is currently in the search process – interviews will begin as soon as the candidates are discussed.

Karen Smith requested *classified staff* be included in the executive summary section regarding 'development of a mentoring program that includes faculty as well as peer-to-peer'.

It was noted that research and data collection/analysis is critical. Consideration of the disaggregated data is a key component for the Student Equity Agenda (across the component areas – access, transfer, basic skills, etc.).

Denise Swett provided an update on STARFISH – a webinar is being held on Monday for colleges interested in participating in the 2nd round (Foothill is #1 on the list for this). Student Services hopes to have STARFISH implemented by January 2016.

4. ACCREDITATION TRAINING UPDATE
Several campus community members attended an ACCJC accreditation training at Solano
Community College on Friday, 11.06.15. Kurt Hueg noted that one of the major change in the
inclusion of a Quality Focus Essay (QFE) and individual self-improvement plans provided as
each standard is discussed. It was noted that whatever the College includes in the QFE couldn't
be sanctioned (only commented on).

It was noted that the granularity of the assessment data must be at a higher level and the College
must show that we are making changes to your programs/classes based on SLO assessment +
reflection. If there is a difference between face-to-face and online, then the College must
explicitly address this. As 30% of our courses are online, the visiting team will expect that the
College be fully engaged with the online initiatives (inside and outside of the classroom). Bernie
Day noted a major issue – how do we know of the needs of our online students?

As consideration of disaggregated data (based on the SLOs) is a major expectation for
determination of program performance and for guiding program improvement, Andrew
LaManque noted that one goal is to help the programs disaggregate AD-T data. Carolyn
Holcroft added that the newly formed SLO Committee will help address these expectations –
they will discuss how to make accreditation and the SLOs a smooth process.

It was noted that we can really only control what we do in the classroom and the support services
– we cannot control the students' lives and other outside variables. It was emphasized that faculty
need to focus on what faculty can control inside the classroom, especially after reflecting on
disaggregated SLO and other student success data.