FOOTHILL COLLEGE
Planning and Resource Council (PaRC)
Wednesday, May 17, 2017
MEETING MINUTES

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

ITEM	TIME	TOPICS	LEADERS	OUTCOME
1	1:30 – 1:35	General Announcements & Reminders	PaRC Tri-Chairs	
2	1:35 – 1:40	President's Report *(Board, Chancellor's Cabinet, President's Cabinet)*	Nguyen	
3	1:40 – 1:45	Approve Meeting Minutes – May 17, 2017	PaRC Tri-Chairs	Approval
4	1:45 – 1:55	Program Review Committee (PRC) – Comprehensive Feedback – *2nd Read*	PRC Tri-Chairs	Approval
5	1:55 – 2:05	Program Review Committee (PRC) – General Observations – *2nd Read*	PRC Tri-Chairs	Approval
6	2:05 – 2:10	Program Creation Proposal – NCBS Math Bridge – *2nd Read*	Reed, Lee, LaManque	Approval
7	2:10 – 2:40	Operations Planning Committee (OPC) – Resource Prioritizations – *1st Read*	OPC Tri-Chairs	
8	2:40 – 2:50	May Revise – Budget Update	Watson	
9	2:50 – 3:00	Student Success Scorecard – Report Out	Ly	

FACULTY/STAFF PRESENT: Micaela Agyare, Veronica Bliss, Rachelle Campbell, Carolyn Holcroft, Adrienne Hypolite, Debbie Lee, Thuy Nguyen, Erin Ortiz, Denise Perez, Ramiel Petros, Samah Shaiq, Lan Truong, Bret Watson, Donna Wolf, Laureen Balducci, Karen Erickson, Nazy Galoyan, Andrew LaManque, Lisa Ly, Thom Shepard, Denise Swett

(1) GENERAL ANNOUNCEMENTS
Erin Ortiz thanked Thuy Nguyen and all the other administrators who donated raffle prizes for the Classified Staff Flex Day. She also noted that snacks will be served in the lunch room on Friday, May 19 as there will be voting for Classified Staff of the Quarter (4x), Classified Staff of the Year (1x), and Administrator of the Year (1x).

(2) PRESIDENT'S REPORT
-For a year, 10 faculty members committed to an FTLA; will be on the agenda for the June BOT meeting, discuss of equity and quality of teaching and learning
-International program is seeing a downtown with nonresident students enrolling; part of it was a decline in general, a large part is with the federal challenges around VISA laws, etc.
-Chancellor & cabinet in discussion with De Anza - what do we need to do to put ourselves in the best position ... in the process of looking at the Dean of International Programs; housed at Foothill but oversees District-wide ... there is some schism about that .. going to mirror De Anza ... operational units report to Rob Mieso .... in our situation, operation unit at FH would report to another person **-->** Nazy Galoyan (connect the Student Services position).
-Dean position would be elevated to an executive director ish level at the District **-** very outward facing, lots of travel
-2nd structure: hire interim VP of Workforce while learning how best to organize workforce. Thuy thinks CTE is instruction and threads every division almost ... Sunnyvale Center is in some ways, almost like Judy Baker with Online, a vehicle to put instruction and CTE offerings
-Not having a VP of Workforce, but an associate VP of workforce & CTE reporting to the VPI
-May still get feedback from the AMA classification committee regarding these planned changes
-Carolyn: for the CTE, for the hiring committee, would we want an instruction oriented person chair that? Thuy: YES ... Carolyn: possibly reconsider that a little bit, with a parallel of the idea of having to behave like instruction operates. advocate from someone on the workforce side with strong expertise in workforce to chair the committee ... something to consider
-Reminder that the president is the ultimate hiring decision, the chair just facilitates the process ... goal is to have a very diverse hiring committee representation
-Wrapping up all the faculty tenure track hires ... 14 hires overall ... thank you to everyone for participating
-College is embarking on an Early College Promise program .. ours is unique, a commitment to provide free college tuition to MVLA high school students in the AVID program; 1st generation students; can work towards getting an AA degree or starting at a sophomore when you go the 4year university. serving the immediate community (high schools); equity standpoint, when we prepare them for college early, they are more ready when they get here ... almost 1,400 students to pull from; soft launch in early June 2017

(3) APPROVE MEETING MINUTES – MAY 03, 2017
The minutes from the May 03 PaRC meeting were approved by consensus; no changes.

(4) INSTITUTIONAL SELF-EVALUATION REPORT – 2ND READ
(5) ACCREDITATION QUALITY FOCUS ESSAY (QFE) – 2ND READ
Andrew LaManque and Carolyn Holcroft noted that there was a robust discussion at the Academic Senate regarding the self-evaluation report - senators were even assigned individual standards to read and provide feedback. A similar in-depth discussion took place at the May 2017 meeting of Managers' College. The team has collected feedback from various sources and worked to incorporate as many of those suggestions and/or revisions into the document. Both items are scheduled to go to the June 12th Board of Trustees meeting. Following Board approval, the document(s) will be transferred to a desktop publishing software for final formatting and editing. It was also noted that both documents still need to be brought to Classified Senate for discussion and review. The Institutional Self-Evaluation Report and the Quality Focus Essay (QFE) were approved by consensus.

(6) FOOTHILL COLLEGE GOVERNANCE SURVEY - UPDATE
- Lisa Ly: for the governance survey: IR will connect with Academic Senate, will revisit last year's survey to make some minor tweaks.
goal: release the survey the week of Memorial Day .. open for two weeks. then bring back to PaRC for the final June 21, 2017 meeting
- Andrew: will we want to ask questions about SHEA and the EMP goals and metrics .. all tied in to be relevant to this current year
- Erin: can you come to Classified Senate too?

- any thoughts on how to get better involvement and participation
- need to do this as early as possible ... Rachelle: can we have division champions to drive and push participation
- volunteer: Rachelle (BHS), Michaela (LA), Debbie Lee (PSME), BSS + FAC/KA divisions

(7) Foothill Equity, Planning, & Governance Graphics - 2nd Read
- these will go on into the self-study
-personnel requests vs. resource requests ... planning on adding more details on the process
- involving the Deans etc.
-EMP ... *other planning documents --> coming out of the EMP ... each have aspects of operationalizing the EMP

OPC - HIGH, MEDIUM, LOW ... not LIGHT, MEDIUM, LOW
-quizzable by the accreditation team

- Debbie ... VPs present to PaRC for personnel,
- dotted line .. VPs present at PaRC ... where is this coming from???
-issue is what do we mean by resource request ... B-Budget vs. personnel .. technically, all of that is going from program review to OPC
- two processes ... should the dotted line specifically state "VPs present personnel requests to PaRC" - SEND TO ELAINE
- pending revision, approval by consensus

over 250 middle and high school students, Pharmacy Technology program had bottles of jelly bellies to hand out .... @ Sunnyvale Center

(8) PRC - Comprehensive Feedback - 1st Read
- at the last PaRC meeting, did an overview of the work of the PRC
- this presentation is to discuss the specific feedback for the comprehensive program review
- SEE POWERPOINT and POST TO PaRC WEBSITE
- roughly 1/3 of the campus is doing a comprehensive each year, the remainder are doing the annual program reviews
- program review data is 5 years available for discussion and analysis
- program goals ... make sure they are tied to program level outcomes, SHEA, EMP, and resource requests extend from those goals ...
- it is possible to get a lower rating (YELLOW, RED) in one area but still get GREEN overall
- there were some YELLOWs, but we did not ask for an out-of-cycle comprehensive
- RED ... is there something in the program review that causes sufficient concern (want to make sure we communicate why the program is receiving that red)
- WILL POST THE INDIVIDUAL RANKINGS TO PaRC WEBSITE FOR REVIEW and EVENTUAL APPROVAL
- model program review: Mathematics Department -- take a look!

(9) PRC - Global Observations
- see above presentation for post the overall form ...
- overall: learning a lot from reading the program reviews
- general acceptance of equity as a College goal ... but there is deficit thinking .. a tendency to blame the students for their failures or blaming lack of preparation ... YES, we see a gap, but NO discussion about efforts around that ... particularly in the ONLINE realm
- what does an equity-minded syllabus look like ...
- ownership and data collection for interdisciplinary degrees is difficult

- Andrew: commend the faculty who got together on the General Studies Science degree .. getting together across 2 divisions ...
- as we go into pathways; we can look at the data for the students by major (in-major and general education, etc.)
- right now, departments are looking at their departmental courses, NOT their actual program/degree which includes MANY courses ...
LAN: for the instruction side, the data is great ... for the student services side, the data is more difficult to get/analyze (no ready made data)
- Carolyn: there are faculty who will NOT use the data tools and do not have any interest in using the technology; they need assistance from institutional research
- Thuy: which indicators are we focusing on as a College ... then make sure that getting data around those students is readily available
-Kathryn: questions that I kept thinking about the process itself ... clearer guidelines as to what PRC is really looking for ... what should faculty be asking of themselves, are there certain targets? how far off the target should certain actions be triggered?
-request that the template come out very soon ... earlier earlier earlier ... not Mid-October / November with December deadline
- THUY: when you make the feedback, what proof that it is discussed at the division/department can be requested in the template ...
- Director of Equity / Dean fo Equity --> engage in greater discussion and feedback around Equity as part of the program review process

(10) PROGRAM DEACTIVATION NOTICE – PRIMARY CARE ASSOCIATE
As of August 2017, the Foothill College Primary Care Associate Program (also known as Physician
Assistant Program) is no longer offered at Foothill College. The following excerpt in red is found on our
website (https://foothill.edu/bio/programs/primary/) to provide information to the public and to students interested in the program.

PROGRAM NO LONGER OFFERED AT FOOTHILL COLLEGE
Applicants should contact the Stanford School of Medicine: med.stanford.edu/pa for more information.
Due to changes in the accreditation standards for physician assistant programs (arc-pa.org), PA students will be required to graduate from a PA program that offers a master's degree effective January 1, 2020.

Since Foothill College is not able to offer a master's degree, the Primary Care Associate Program, a collaboration between Foothill College and Stanford School of Medicine that has provided PA education for over four decades, will be discontinued. The last Foothill College physician assistant class was enrolled in June of 2016 and will graduate in 2018.

Stanford University will be offering a Master of Science degree in Physician Assistant Studies starting August of 2017. For more information about the Stanford program, visit med.stanford.edu/pa.

The discontinuation of the program was discussed at the BHS Division Meeting, reported to the College Curriculum Committee and announced at an ad hoc committee which included college representatives from counseling, admission & records and financial aid to ensure that all groups were informed of the impending change and would have accurate information to share with students.

There are currently 31 students in the last cohort of this program. They will graduate in 2018

(11) PROGRAM CREATION PROPOSAL: NCBS MATH BRIDGE – 1ST READ
see the proposal
- did exemption for retesting policy for the summer bridge students
- objective makes it sound like they take this bridge certificate and then will be ready for college level math ... REWORD THIS ....
- needs to go to division curriculum committee and College curriculum committee
- this is the goals of the certificate, not the course

- if you are able to place the students higher, you might end up getting more enrollment in the long run.

(12) INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE (IEPI) GOALS

Pursuant to Education Code section 84754.6, the Board of Governors (BOG) adopted the Year-Three goals framework at its November 14, 2016, meeting to measure the ongoing condition of a community college's operational environment. This statute also requires that, as a condition of receipt of Student Success and Support Program funds, each college develop, adopt and post a goals framework that addresses, at a minimum, the following four areas: (1) student performance and outcomes, (2) accreditation status, (3) fiscal viability, and (4) programmatic compliance with state and federal guidelines.

Each institution should adopt the framework of indicators approved by the BOG, and colleges/districts should set both short-term (1-year) and long-term (6-year) goals for each of the Year-Three indicators marked as "Required" in the Indicator Portal. The College needs to develop, adopt and publicly posted the goals framework.

Required Indicators [College]: *(1) Course Completion (2) Basic Skills Achievement (3) Accreditation Status*
Required Indicators [District]: *(1) Fund Balance (2) Audit Findings (3) State Compliance (4) Federal Compliance*

2017 IEPI Goals

Indicators	3-Yr Avg	2016-17 (to be submitted)		2015-16 (last year)	
		1-Yr Goal (Fall 2017)	6-Yr Goal (2022-23)	1-Yr Goal (Fall 2016)	6-Yr Goal (2021-22)
College					
1. Course completion	77%	78%	80%	77%	79%
2A. English basic skills completion	56%	57%	59%	57%	59%
2B. Math basic skills completion	47%	48%	50%	48%	50%
2C. ESL basic skills completion	47%	48%	50%	45%	47%
3. Accreditation Status	-	Fully accredited; no action		Fully accredited; no action	
District					
4. Fund balance*	-	5%	5%	5%	5%
5. Audit findings**	-	Unmodified		Unmodified	
6. State compliance**	-	Unmodified		Unmodified	
7. Federal compliance**	-	Unmodified		Unmodified	

*End of year unrestricted general fund balance as a percentage of total expenditures. This indicator demonstrates the district's ability to maintain solvency and adjust to unforeseen circumstances.
**Independent audit opinion relating to financial statements and internal controls over financial reporting. "Unmodified" or "unqualified" findings with minimal or no material weaknesses or significant deficiencies.

The Institutional Effectiveness Partnership Initiative (IEPI) goals for 2017-2018 were approved by consensus.

(13) EDUCATIONAL MASTER PLAN (EMP) – METRICS

-post the powerpoint presentation ... (1) EQUITY (2) COMMUNITY (3) STEWARDSHIP OF RESOURCES
- we need to identify our key performance metrics to track our progress and evaluate, adjust goals accordingly moving forward
- post the methodology in the summary ....
--> English Basic SKills ... instead of 48%, suggest at least increase to 51% (not below 50% ....)
- for governance ... emphasize the use of sign-in sheets to determine participation (actual)
--> PRC, Academic Senate, Classified Senate, etc. and advisory committees; tracking by job area (faculty, staff, admin, student)
- possibly tracking of individuals ... many are on MULTIPLE committees, duplication of headcount
- SLO committee, curriculum committee
$1500 for staff, $1600 for faculty; no cap for staff if leadership or governance focused
- part timers who just start do not have access to those funds