



FOOTHILL COLLEGE
Planning and Resource Council (PaRC)
Wednesday, March 18, 2015
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	1:30-1:32	Welcome	Messina	
2	1:32-2:07	Collaborative Brain Trust (CBT) Introduction	Messina	
3	2:07-2:22	Dental Hygiene Sustentative Change Proposal – 1 st Read	LaManque, Spragge	
4	2:22-2:25	Approval of Minutes: March 4, 2015	Messina	Action
5	2:25-2:35	Emergency Hire – Learning Resource Center (LRC) – 2 nd Read for Approval	Starer	Action
6	2:35-2:45	Review of Institutional Standards – 2 nd Read for Approval	LaManque	Action
7	2:45-3:00	Perkins Career Technical Education (CTE) Allocation Requests for 2015-16 – 1 st Read	Workforce Workgroup	

Notes:

Week of March 16 – VPs Present their prioritized resource request to OPC (except for faculty & staff request prioritizations)
 ESMP (ongoing through 2014-15)
 Assess ILO “Communication” (ongoing through 2014-15)

ATTACHMENTS:

- Item 2: Collaborative Brain Trust Introduction Memo
- Item 4: Draft Minutes of March 4, 2015 Meeting
- Item 5: Emergency Hire – Learning Resource Center (LRC)
- Item 6a: Institutional Standards Memo
- Item 6b: Institutional Standards Presentation
- Item 7: 2015-16 Perkins CTE Allocation Requests

Upcoming Events:

April 23 – 24, 2015 Foothill College Beyond Diversity Seminar

PaRC Members Present:

Anthony Cervantes, Bernie Day, Charlie McKellar, Craig Gawlick, David Evans, Debbie Lee, Hilda Fernandez, Kurt Hueg, Robert Cormia, Sarah Munoz, Teresa Ong

PaRC Ex-Officio Members Present:

Andrea Hanstein, Andrew LaManque, Casie Wheat, Kimberlee Messina, Meredith Hesier

Guests:

Jon Rubin, Phyllis Spagge

Meeting began at 1:30PM.**1. Welcome.**

Vice President of Instruction & Institutional Research and Acting President Kimberlee Messina opened the meeting on behalf of President Judy Miner, who was on medical leave. Recently hired Executive Director of the Foothill-De Anza Foundation Tess Chandler and Research Analyst of Student Equity Chen Li were introduced to PaRC. Messina requested that Item: 4 Approval of Minutes: March 4, 2015 be presented as the second item of business. PaRC approved of the agenda amendment.

2. Collaborative Brain Trust (CBT) Introduction

Messina introduced CBT consultants John Spevak and Dan Rosenberg. Messina explained that CBT was chosen to work with Foothill on the Educational and Strategic Master Plan (ESMP) because of they had consulted with over thirty-five California community colleges on educational planning projects. Messina presented the ESMP Introduction PowerPoint presentation on behalf of Institutional Researcher Elaine Kuo, who was away on conference travel. The presentation provided an overview of the ESMP process. As previously proposed and agreed upon, the PaRC tri-chairs were assigned to the ESMP steering committee. The process would involve the entire college and the community as well. ESMP process goals included: a collaborative effort to determine timelines and the final product, data collection and analysis, the holding of a town hall and campus interviews. The role of CBT would be to provide an outside perspective, to promote conversation about the direction of the college, and also to provide support during the ESMP process.

Messina reviewed the presentation's ground rules, which included: collaboration, distribution of work, respect of space and perspectives, and the request for asking targeted questions. Workforce Administrative Chair Teresa Ong added that deadlines and timelines should be respected. Messina recommended that PaRC continue to think about the process rules in more depth.

Messina stated that the ESMP plan was required for accreditation, but it was also required to fulfill the college mission, and to increase student success. Operations and Planning Committee (OPC) Faculty Chair Debbie Lee noted that the college often reviewed data, such as success rates, but did not always look at the stories behind the numbers. Messina recognized that success rates could be incomplete, in terms of the larger picture; Messina replied that both qualitative and quantitative areas would be included in the process. Messina commented that the State required data analysis for the purposes of observing college processes and how the college might proceed differently. Fernandez commented on the challenge of capturing the student voice during such processes and asked how the campus could integrate elements, such as student opinions, which may not be reflected in the data. Spevak stated that a large amount of data, more than needed, would be reviewed for during the process. Spevak noted that Lee was correct, in that, there were valid stories behind the data. Spevak assured PaRC that interviews would be a tool to collect qualitative data; these interviews would include students. Rosenberg stated that CBT would plan for broad based perspectives to facilitate participation. Fernandez recommended that CBT go to highly populated student areas on campus, such as the Teaching and Learning Center (TLC), to speak with students.

Messina reported that the ESMP was also driven by the need to respond to the community that Foothill belonged to and served. Spevak stated that there would be one day spent off campus to collect community input. In addition, Spevak commented, the college's faculty and staff would shape the ESMP. Data would be a guidebook for the process. In addition, instructional goals would be obtained during the process. Qualitative data within the interviews, Spevak noted, would be confidential. CBT would work to gather ideas, opinions, and comments during the interviews and then package and deliver the product to PaRC. Spevak stated that the process hoped to capture candor.

Messina reviewed the ESMP timeline. Spevak reported that the majority of tasks would be completed during Spring Quarter 2015. Community interviews would be held on April 13. April 20 would mark the opening of the online survey, which would capture any staff and students who were unable to participate in person. The survey would close May 1. Lee recommended that incentives be provided for survey participation. Heiser commented that the survey could be posted on MyPortal for students and staff to access. Fernandez stated that faculty could administer surveys to classes. Rosenberg noted that for equity purposes, hard copies of the online survey should be provided on campus. The ESMP steering committee would discuss the environmental scan data at the April 22 meeting. April 28 and April 29 would be devoted to campus interviews and a townhall. Messina commented that the logistics of meeting were not yet determined. Spevak noted that all campus voices should be included during the interview process. Director of Marketing & Public Relations Andrea Hanstein added that an ESMP webinar was in development and more details would be announced shortly. Messina encouraged the campus to email Kuo with their ideas for rallying interview participation.

At the May 6 ESMP meeting, the data packet would be provided to the ESMP steering committee. At the May 13 meeting, Spevak stated, the steering committee would review data and identify the goals of the ESMP. The committee would discuss the needs and challenges of the college for the next five to ten years, and then discuss the college's goals for the next five to ten years. Spevak stated that the committee would draft and develop between eight and twelve goals for the campus. The draft goals would be circulated for comments. The initial feedback period would begin on May 26 and end June 5. The committee would revise as needed. A follow up and debrief with the steering committee was planned for June 10. The second feedback period would be held from June 15 to June 26. The ESMP would be finalized by June 30. Spevak estimated that the core work of the process would be completed by June 10.

Heiser asked if a webpage could be developed. Messina confirmed that an ESMP page was already on the Foothill website. Regarding data collection, Fernandez asked if survey location information could be collected, even if a participant wanted to submit anonymous feedback. Associate Vice President Andrew LaManque replied, assuming survey location information was included in the survey, the request could be fulfilled. Associate Students of Foothill College (ASFC) Senator David Evans asked about the community outreach framework and expressed hope that the ideas of local communities would be included in the process. Rosenberg stated that community voices were encouraged to participate and share their ideas. Spevak stated that during the process, the committee would develop broad overarching goals; the college should then look to the future to fulfill the specifics.

3. Dental Hygiene Sustentative Change Proposal – 1st Read

Dental Hygiene Director Phyllis Spragge presented the Dental Hygiene Sustentative Change Proposal, which detailed the offering of a bachelor's of arts degree (B.A.) in dental hygiene from Foothill College. Spragge stated that there would be two tracks developed for program. The program would admit twenty-four students each year. Graduates of the program would earn a B.A. instead of an associate's of arts (A.A.) degree. Foothill's current curriculum was almost equivalent to other B.A. dental hygiene programs. Small curriculum changes for the B.A. pilot program included the requirement of English 1B and Math 10.

In addition, Spragge reported that there would be a B.A. completion track for community college graduates. Currently, Foothill was working to align local community college program curriculums to allow students to continue with Foothill and earn a B.A. This track would not have any clinical requirements, but would require students to have an A.A. Spragge commented that there were many positions in the field that required a B.A. Spragge noted that California Community Colleges Board of Governors approved twelve of the fifteen B.A. pilot programs, which included Foothill's Dental Hygiene program. The State Chancellor's Office might have another request for proposals, so that there would be fifteen pilot programs. Spragge noted that California was late in process of allowing community colleges to offer B.A. programs. A key compromise to the pilot program success was the agreement that community college B.A. programs would not offer degrees in areas that were not already offered by the California State University (CSU) or University of California (UC) systems.

LaManque stated that the college was under the Accrediting Commission for Community and Junior Colleges's (ACCJC) May 7 deadline and State college curriculum deadlines, so any changes to this document needed to be completed by April 7. LaManque clarified that the accreditation piece required the college to submit notification of the new program to the ACCJC. Messina noted that if the ACCJC gave approval for the program, the college would receive preliminary approval for establishing the program; and then at next site visit, the college would receive approval to continue with the program.

Heiser asked if the A.A. degree would be eliminated with the B.A. program's start. Spragge stated that the college would not concurrently run the A.A. program and B.A. program. Transfer Faculty Chair Bernie Day asked if the A.A. degree would remain in existence, in the event that the B.A. pilot program was unsuccessful. LaManque verified that the college did not intend to discontinue the A.A. program; however, the substantive change proposal stated that only the B.A. degree would be offered at this time. Messina stated, in the event that the B.A. pilot program failed, the A.A. program would not have to be reevaluated if it was restarted. Day asked if the B.A. curriculum might also include honors sections of English 1B (ENGL 1B-H or ENGL 1B-C). Spragge stated that the program would be open to these sections. Heiser asked about the unit fees. Spragge reported that the unit fees were just approved and that only a minor fee increase was reflected. Spragge estimated that the total cost to earn a B.A. from Foothill would be \$10,000, while other institutions would cost from \$80,000 to \$150,000.

4. Approval of Minutes: March 4, 2015

Presented as the second item of business. March 4, 2015 Minutes approved by consensus.

5. Emergency Hire – Learning Resource Center (LRC) – 2nd Read for Approval

Messina presented the Emergency Hire – Learning Resource Center (LRC) as a second read for approval on behalf of Dean of Language Arts & LRC Paul Starer, who was unable to attend PaRC due to interviews.

Emergency Hire – Learning Resource Center (LRC) approved by consensus.

6. Review of Institutional Standards – 2nd Read for Approval

LaManque presented the Review of Institutional Standards as a second read for approval. LaManque noted that the Institutional Standards were due to the ACCJC later this month. Lee asked why the college reported raw numbers for some standards, instead of percentages. LaManque replied that the college wanted to track student cohorts; also, the college needed to identify each cohort and goal. LaManque noted that the standard was not a goal, but a reasonable expectation for campus programs. In addition, LaManque stated, raw numbers were easier to understand.

Lee asked why the institutional standard completion rate was increased from fifty-five to fifty-seven. Lee stated that the increase negatively impacted the Math Department because the success rates were currently just meeting the standard. Messina stated that if a department noticed a disproportionate success within a particular group, the department should work to address such issues. Messina continued, the college should provide needed interventions to legitimately and authentically improve student success rates and not lower standards based on performance.

Messina announced that the State was now asking the colleges to submit a document by June that outlined the institution's aspirational goals. Academic Senate President Carolyn Holcroft, Classified Senate President Karen Smith, President Judy Miner, Vice President of Instruction & Institutional Research Kimberlee Messina and Institutional Researcher Elaine Kuo planned to meet over Spring Break to discuss the goals framework.

Institutional Standards approved by consensus.

7. Perkins Career Technical Education (CTE) Allocation Requests for 2015-16 – 1st Read

Ong presented the Perkins Career Technical Education (CTE) Allocation Requests for 2015-16. Ong noted that capital outlay was provided for by CTE enhancement funds, which funded many of the large ticket items. Messina asked if the Dental Hygiene Program would continue to be funded by Perkins dollars when it became a B.A. program. Workforce Faculty Chair Robert Cormia replied that unless the TOP code changed, the program could argue for Perkins funding. Director of Business & Educational Partnerships Jon Rubin stated that he could verify this at the next PaRC meeting.

Day announced that the California Community Colleges Board of Governors agreed to forge a student transfer agreement with nine historically black colleges and universities. Day stated that 75% of all African American doctors and lawyers were graduates of historically black colleges (HBCs).