



MEETING MINUTES

Attendance:

- Katherine Schaefers
- Martha Rubin
- Valerie Fong
- Jordan Fong
- Doreen Finkelstein
- Teresa Ong
- Vanessa Smith
- Craig Gawlick
- Guests: Melissa Cervantes,
Not enough voting members for a quorum to approve minutes.

Vision For Success presentation

Vision for success presentation: different slides than shared w/AS

- What's happening at college level
- Adopted in 09/2017
- 6 goals over all, 5 yr. timeline
- Adopt goals that align with chancellor's vision for success
- Set goals #1-5
 - Goal year is 2021-22
 - Need board approval
 - May 31 deadline, but ask for extension for end of June.
- Not maxed out on goals – room to achieve goals based on current performance
- Accountability:
 - Direct up to 1% apportionment funds to support local goals
 - Report progress to legislature of finance.
- Not set a goal of less than what FC already achieved, which is why aiming for higher goals.
- Transfer students from FC to CSU – ADT's plus transfers
- Decrease avg. units by 10%
 - Match system goal
 - Earning 142 units avg. – earned upon graduation
- Workforce indicators
 - 4A median annual earning
 - What are they getting now?

- How and by how much are able to increase it
 - 4B Attain living wage
 - Is that self-reported?
 - UY wage employment database
 - Local living wage
 - 4C Job related study
 - Self-reported
 - CTE outcome survey
- Equity
 - Up to FC to what groups to set goals for
 - Metrics not aligned, measured differently
 - Transfer to CSU/UC
 - Percentage point gap – some additional groups ID'd by state because state uses slightly different method
- Ethnicity – looking for numbers
 - Difficulty reading and understanding chart
 - Percent increase propose – numbers vs. rates
 - Numbers
 - Baseline 1602 – 2003 student goal
 - What percent increase is that?
 - 25% more students will have transferred within 5 yrs.
 - Rates are not on slides
 - Numbers don't do a good job in decreasing the gaps
 - Students should be graduated
 - Who has transferred out of populations?
 - What prevents from transferring, what encourages to stay enrolled?
 - LGBTQ+, great to see population – when did tracking/reporting begin?
 - Required tracking from state
 - Information coming from CC Apply
 - Not been tracking locally
 - State, not FC, has been tracking
- Number of units – total units, not degree units? Correct.
- Living wage slide
 - college and career... earn essentially way higher starting wages than humanities and social sciences
 - Humanities and liberal arts never catch up with highest earning majors
 - Conversation around inter-disciplinarians makes shifts on its relationships with other disciplines.
 - Tech company say empathy is skillset that are lacking – liberal art disciplines are where find them
 - Liberal arts with CTE certificates

- 2014 state mandated that floors (accreditation)

Equity Plan presentation: state provided data

- Due every three years, 2014-15 was last one
- 1.1 – retention metric is added
- Align with vision for success with new state funding formula
- Goals are ambitious
- Grown w/o doing anything “differently/intentionally” – can always do better with intention
- State strategic plan – equity plan is three goals
- 5 goals – 15% goal increase over 3 years
- Access – applied then successfully enrolled, and took classes w/in same year
- Retention – fall to winter quarter only.
- w/in first academic year, need to complete by spring quarter
- are transfer rates only 12% of the college?
 - Yes – per the state’s definition based on all students who are enrolled not just those wanting to transfer.
 - 12% of all FC transfer
- We want feedback!!
 - In terms of what activities are C&C being asked to think about? How would we see this implemented?
 - If not on-screen, conversation has not happened or in progress
 - Metric is from fall-winter, so metric refers to persistence
 - Activities speak to retention, rather than persistence, are there any activities that pertain to persistence? No.
 - Guide pathways relate to these activities for retention.
 - Explores services and resources available to students.
 - All of these are great, instinctively they are important, from a research and reporting perspective how are we going to tie those activities to those metrics/single quarter retention? Evaluation of the equity plan
 - Also planning an assessment process – tracking, head counts, what is activity? How are they going?
 - Use state data year to year to see if needle is moving
 - A better way to track
 - Professional development of faculty practitioners – how is that going to be measured, sounds like tracking faculty professional development and tracking w/in their courses
 - Disconnect – how is it tied to measure FC is reporting on? Something to be aware about and to think about.
 - FC does a lot of things pedagogy that seems to support these activities, how do we begin to connect the metrics once start reporting them and the data shared

- There is proof to actually say what work and didn't work. Follow-up
 - Metric that needs to be seen is if retention rates went up or not.
 - Becomes negotiation issue
 - Performance evaluation issue
 - Won't be looking at individual data, but overall program data
 - Pt-faculty – how should they go about, so far as how to do that with pt-faculty who aren't here or here for trainings?
 - C&C can brainstorm how to be inclusive of this training with all FC faculty/staff?
 - Best practices – multi-faceted, as many different ways as possible to get everyone on board.
 - How to get ppl engaged – take some same strategies to bring pt-faculty on board
 - Implicit bias training may be wrong place – currently only in English/math faculty – implication here is that's the only faculty population that needs it
 - Not only faculty that could use a little professional development, but for new employees, all employees, faculty and staff.
 - Can't mandate current employees do training/activities, can't be retroactively enforced, must be on invitation basis.
 - English/math activities follows guided pathways
 - Connection of career in field to coursework
 - Work with unions in order to have as part of on boarding process – stipend for online training?
 - Timing-wise figure out how to get feedback from respective divisions.
- Results of mid-year governance update:
 - Was C&C responsibilities to figure out communication
 - Each governance
 - Between college
 - Dedicate time to talk about what communication with Simon
 - Facilitator group also met
- Next meeting is may 10th - Martha to talk about what happens on may 1st meeting
- C&C beginning of year goal:
 - Collaboration with the Revenue and Resources Committee, how should the college facilities be organized to promote community among students and among faculty/staff?
 - Martha reached out
 - Facilitator got together and formed sub-committee
 - Have six meetings planned – may 1st is first meeting to discuss:
 - Potential hub design/function
 - What resources are available that might promote community?

- How can the college “promote consistent and clear communication in order to create a more informed, cohesive and engaged community”?
 - The list of questions were confusing
 - Take stock of list of things we need to focus on
 - Ensure that things are going well
 - What we need to do and reconcile what we need to focus on – prioritize them
 - Other groups have set agenda items – this group doesn’t necessarily have check boxes that we need to complete
 - Hub design is #1 priority
 - Would like to see more numbers and structure – just have a couple few numbers to focus on
 - Start with what we know we need to do – from this list we know what to focus on, but focusing on two big things
 - Charged with evaluation of the governance structure – has timeline and check box associated with it – what does that look like? What is that leadership role? What does this group do now?
 - What does that evaluation look like? Up to this committee
 - Put up all the notes from mid-summit retreat and reassess again – take a look and see how to move on.
- What should be the college focus/priority be as it relates to the following EMP goals
 - Get Simon in the room is important, governance summit in the summer
 - Communication is a big deal – all governances have gelled into a community/assimilated into a community
 - Resonated from mid-year governance summit – what are we really supposed to do? What is each governance committee’s roles?
 - Community – if we take a leadership role in talking and thinking how governance functions, but in relation how it relates to curriculum, AS
 - Questions about communication
 - Lots of overlap in the room
 - Three priorities:
 1. Function of C&C?
 2. Hub design/function
 3. Service leadership at FC – campus definition and connect with president’s vision
 - Those three alone are enough to focus for C&C.
 - What are the procedures, and w/in our own meetings? Tasked with developing recommendations as to how governance may function more effectively
 - Brainstorm recommendations to make based on mid-year summit
 - If we still have money, spend to go on service leadership PD’s, sometime in March every year.

Meeting was adjourned.