

Foothill College

Integrated Planning & Budget Task Force

Agenda
May 21, 2019
1:00pm-2:00pm

| ITEMS | TOPICS |
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| 1 | Meeting Minutes |
| 2 | Vocabulary List |

Members in Attendance: Eric Reed, Adrienne Hypolite, Doreen Finkelstein, Kristy Lisle, Anthony Cervantes, Melia Arken, Isaac Escoto, Lan Truong, Kurt Hueg, Paul Starer, Elaine Kuo, Teresa Ong, Lene Whitley-Putz, Debbie Lee

1) Meeting Minutes

- The committee voted and approved the meeting minutes by consensus.

2) Vocabulary List

- The committee reviewed and discussed the vocabulary list. See page 2-4 for approved definitions.
- The committee will continue reviewing the vocabulary list at the next meeting.

For additional information on meeting minutes, please contact Kelaiah Harris at harriskelaiah@fhda.edu.

| Term | Definition |
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| Actionable | <p>Capable of being acted upon.</p> <p>For example, Stan’s idea to close the equity gap by “ending racism” was well-intended, but far too vague to be <i>actionable</i>.</p> <p>Stan’s idea to close the equity gap by having the department faculty enroll in the Foothill course for culturally relevant pedagogy is an example of <i>actionable</i>.</p> |
| Disproportionate impact | <p>Occurs when a subgroup of students attains an outcome at a rate substantially lower than the student subgroup attaining that outcome at the highest rate.</p> <p>Resource for further exploration:</p> <p>https://visionresourcecenter.cccco.edu/sites/default/files/wp-content/uploads/2017/01/ASK-DD-DisproportionateImpact-GSosa-Revised-1707-Remediated.pdf</p> |
| Distinctive | <p>Characteristics of a program, serving to distinguish it from others.</p> |
| Demonstrable | <p>Capable of being demonstrated, proven, or illustrated through concrete evidence.</p> |
| Equity Gap | <p>The quantifiable disparity between a disproportionately impacted group and the most successful group. Often used in reference to achievement rates.</p> |
| Full Time Equivalent Faculty (FTEF) | <p>Generally equal to the sum of teaching load. A department offering 10 courses at .111 load uses $10 \times .111 = 1.11$ FTEF, regardless of the number of full-time and part-time status of actual instructors.</p> |
| Full Time Equivalent Students (FTES) | <p>Equal to the number of total student contact hours divided by 525 (annual number of hours of full-time students). 40 students in a 5 unit lecture course accumulate 40 (number of students) \times 5 (number of lecture units) \times 11.67 (number of weeks in a standard quarter) = 2334 course contact hours, or $2334/525 = 4.4$ FTES</p> |
| Institutional Learning Outcomes (ILOs) | <p>Broad, “big-picture” outcomes woven through all aspects of the college that represent the knowledge, skills, and abilities that students will gain as a result of completing their studies. At Foothill, the ILOs cover the 4Cs:</p> <ul style="list-style-type: none"> • Communication • Computation • Creative, Critical, and Analytical Thinking • Community/Global Consciousness and Responsibility |

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| Learning Outcomes | Statements that articulate knowledge, skills, or abilities students should have after completing an educational activity (this can range from an individual exercise to a degree or certificate). Outcomes focus on what students can <i>do</i> and should be crafted to reflect an appropriate cognitive level. |
| Non-Success | Receiving a non-passing grade (D, F, FW, W) in the class with the exception of MW, EW, |
| Persistence | Staying enrolled for consecutive terms (e.g., fall to winter persistence is enrolling in both fall and winter quarters) |
| Productivity (including mathematical explanation) | 4-term total Weekly Student Contact Hours (WSCH) / 4-term total Full Time Equivalent Faculty (FTEF), excluding all release/re-assignments. Prod = WSCH/FTEF |
| Program | an overarching term that intentionally encompasses both educational programs (courses leading to a defined objective such as a degree, certificate, transfer, etc.) and services that support student success. |
| Programmatic Factor | An element specific to a program |
| Rubric | The program review rubric articulates institutional expectations, provides formative feedback, and supports self-assessment by carefully articulating goals and standards. |
| Stabilize | To maintain at a given or flat level or quantity |
| Course Success | Receiving a passing grade in the class (C or above, or P) |
| Trend | The general movement of a statistically detectable change over time (i.e., upward, downward, or steady) |
| Unduplicated headcount | The number of individual students receiving a service or taking a class. Students may be enrolled in more than one class or receive a service more than once, but they are counted only once. |
| Within Department Control | Can be acted upon by those in the department through programmatic, curricular, and/or pedagogical activities/actions/goals (e.g., not attributed to the students or the marketing office). |

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| Weekly Student Contact Hours (WSCH) | For a section calculation, the number of students enrolled multiplied by the number of contact hours. 40 students in a 5 unit lecture course contribute 200 Weekly Student Contact Hours. Total contact hours for a course is found by multiplying WSCH by TLM (Term Length Multiplier = 11.67). $200 \text{ WSCH} \times 11.67 = 2334$ total contact hours. |
| Program Learning Outcomes (PLOs) | Broad and overarching, but speak specifically to knowledge, skills, abilities, and/or attitudes students should acquire after completing a program or using a student service. |
| How does the college define region? (CTE related) - | California is grouped into seven different areas. Foothill, together with 27 other colleges, is in the Bay region. We are part of the Bay Area California Community Colleges Consortium. |
| Regional living wage | The minimum income necessary for a worker to meet their basic needs. This living wage is calculated, by CCCCO, California Workforce Development board and various state agencies. The regional living wage is different for each region. |
| Strong Workforce Outcomes/Metrics for funding | <p>In the college's state reporting, programs that use SWP funding must report in at least one of the following areas:</p> <ol style="list-style-type: none"> 1) Enrollment 2) Completion 3) Transfer 4) Employment outcomes 5) Improved earnings <p>Strong workforce looks for "more and better". The "more" is increasing the number of students enrolled in programs leading to high demand, high-wage jobs. The "better" is improving program quality, as evidenced by more students completing or transferring programs, getting employed or improving their earnings.</p> |