

**FOOTHILL COLLEGE**

**Planning and Resource Council (PaRC)**

**Wednesday, December 07, 2016**

**MEETING 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

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| **ITEM** | **TIME** | **TOPICS** | **LEADERS** | **EXPECTED OUTCOME** |
| 1 | 1:30-1:40 | General Announcements & Reminders | PaRC Tri-Chairs | Information |
| 2 | 1:40-1:50 | Approve Meeting Minutes- November 16, 2016 | PaRC Tri-Chairs | Approval |
| 3 | 1:50-2:10 | Accreditation Self-Study Updates & Timeline | Ortiz/Holcroft/Hanstein | Information |
| 4 | 2:10-2:30 | District Strategic Plan- *1st Read* | Nguyen/Ulate | Discussion |
| 5 | 2:30-2:50 | Program Creation Proposals – *1st Read** Non-Credit Certificate; Language Arts Foundations
* Non-Credit Certificate; ESL Beginning
* Non-Credit Certificate; ESL Intermediate
* Non-Credit Certificate; Bridge to College ESL Pathway
 | Starer | Discussion |
| 6 | 2:50-3:00 | Service Leadership | Nguyen | Information |

**MEMBERS PRESENT:** Micaela Agyare, Sonia Beckstrom, Rachelle Campbell, Courtney Cooper, Carolyn Holcroft, Debbie Lee, Thuy Nguyen,

Ramiel Petros, Lori Silverman, Lan Truong, Donna Wolf, Teresa Zwack

**EX-OFFICIO PRESENT:** Laureen Balducci, Karen Erickson, Moaty Fayek, Elaine Kuo, Justin Schultz

**GUESTS PRESENT:** Katie Ha, Valerie Fong, Lisa Ly, Angel Tzeng, David Ulate

**(1) GENERAL ANNOUNCEMENTS & REMINDERS**

Anthony Cervantes noted that he will be serving in place of Erin Ortiz for as classified PaRC Tri-Chair (for the current meeting), as she is out of the office. Thuy Nguyen bought a few items from Foothill’s Pottery Club (the Clay Body Club) and tweeted out that the first person to respond to her tweet would win one of the pieces. Courtney Cooper, Foothill Student Trustee, was the first person to respond – Thuy presented Courtney with the piece of pottery. Debbie Lee announced that finals week begins on December 12. Thuy announced that she appreciated those who participated in the Accreditation Leadership Summit in November and expressed gratitude for the valuable input and conversations around accreditation, including Valerie Fong for facilitating many of the activities. Andrew LaManque will eventually present on potential options for topics for the Quality Focus Essay (QFE).

Laureen Balducci noted that following their demonstration of the EduNav software package at the PaRC meeting on November 2, 2016, student and staff feedback appeared to be positive. Due to the bidding process, this will not be going to the Board of Trustees in December 2016; however, it is anticipated to go to the Board as soon as possible and be available for implementation soon after. De Anza has expressed interest in the software, so this is also being discussed in the contract negotiations and customization process prior to going to the board.

It was noted that enrollment is soft, with Early Summer no longer being offered – so a hit to the enrollment numbers is anticipated. The instruction team and the division deans are all doing the right things to ensure that the hit to enrollment will not be too hard, but there are budgetary consequences. Kevin McElroy will be invited to an upcoming Winter 2017 PaRC meeting to discuss the budget implications and our current standing.

Micaela noted that the College is in the process of creating an Equity Librarian: Equity Outreach & Instruction position. The position will consist of analyzing resources and instruction with a student equity lens and targeting services and resources for disproportionately impacted groups. It was also noted that the College will be hiring 14 faculty positions and would like to increase diversity efforts around hiring, particularly because diverse faculty help in our efforts to close the achievement gap. Thuy will be doing more focused outreach than what has previously been done. There will be a Registry Job Fair held by the State Chancellor’s Office on February 4, 2017 (last year’s Registry Job Fair in Los Angeles had over 1,000 attendees). Thuy will work with Human Resources to have a separate room to meet with potential candidates. On Wednesday, January 11, 2017 Foothill will offer a tour of the college with HR for potential candidates and discuss the application process, equivalency, etc. On Friday, January 13, 2017 candidates will be allowed to call-in (via ZOOM) to ask questions and learn more about the process from Human Resources.

On Monday, December 12, 2016, the Board of Trustees will welcome new members Peter Landsberger and Gilbert Wong.

**(2) APPROVE MEETING MINUTES – NOVEMBER 16, 2016**

The meeting minutes from November 16, 2016 were presented and approved by consensus. No edits.

**(3) ACCREDITATION SELF-STUDY UPDATES & TIMELINE**

Andrew gave a brief summary of the notes from the Accreditation Summit. The team will meet on Wednesday, January 18, 2017 with a goal of choosing two quality focus essay (QFE) topics. Topics for the QFE range from technology/online learning, shared governance and communication, pathways and program review. The QFE draft will be submitted in late February and the draft for the Self-Study will be submitted in late March. An ‘Accreditation Town Hall’ will be scheduled afterwards to gather feedback on the draft. Currently, the standards teams are drafting their individual pieces – once completed, these pieces will be combined and revised in time for the March deadline.

**(4) DISTRICT STRATEGIC PLAN – 1st READ**

David Ulate attended the PaRC meeting to present on the District Strategic Plan and collect feedback. It was noted that the plan will be scheduled for a 2nd read for approval at the January 18, 2017 PaRC meeting and then presented at Chancellor’s Advisory Council (CAC) on January 20, 2017. It was also noted that the strategic plan taskforce was made up of the Vice Chancellors, Carolyn Holcroft, FHDA Foundation representatives and various District folks.

It was summarized that the purpose of the FHDA District Strategic Plan is to develop district-based strategies that work to support the mission of the district (and thus, support the colleges). The plan is supposed to be a very operational document – not a shelf document. As part of the development, the taskforce took the Educational Master Plans from both colleges and pulled out anything that appeared to be a goal – those goals were then arranged into various buckets (strategic priorities). Each strategic priority was then broken down further into college goals (which map to the EMPs and the District Mission Statement) and district strategies (ways in which to meet the various college goals).

Overall, there are seven District Strategic Priorities, each with their own set of college goals and district strategies (and associated metrics):

1. EDUCATIONAL ACHIEVEMENT

Feedback: *District Strategy 1.1 – Cohort tracking is on the District’s radar, particularly with the online faculty inquiry tool.*

1. DISTRICT COMMUNITY

Feedback: *District Strategy 2.3 – Both metrics mention faculty only, but the actual strategy states ‘employees’.*

1. LEARNING & SUPPORT SERVICES

Feedback 1: *Emphasis should be placed on how to access services and determination if students will even ask for certain services on campus.*

Feedback 2: *District Strategy 3.1 – Please reach out to Katie Ha and Eric Reed if you need feedback about online tutoring services.*

1. CAREER GOALS

Feedback: *Appeared limited in scope, particularly in relation to CTE feedback. Alignment to help the colleges would be useful.*

1. LEARNING FACILITIES

Feedback: *Metric 5.2B – Adding wording as to who is responsible for what piece would be helpful.*

1. FISCAL RESPONSIBILITY

Feedback: *N/A*

1. GOVERNANCE

Feedback 1: *College Goal 7.1 – Uncertainty as to how the listed district strategies lead towards the stated college goal*

Feedback 2: *District Strategy 7.2 – Folks at the College need to know more about the District; communication from the District to the College needs to increase.*

**(5) PROGRAM CREATION PROPOSALS – 1st READ**

It was noted that there are a number of non-credit courses right now – if they are sequential, they can be packaged together as a certificate and submitted to the State for approval. This allows the College to receive additional apportionment. Four non-credit certificates were presented to PaRC:

NC Certificate: Language Arts Foundation

Details can be found here: [*http://www.foothill.edu/president/parc/minutes/parc2016-17/12.07.16/NonCredit\_Cert\_LA\_Foundations.pdf*](http://www.foothill.edu/president/parc/minutes/parc2016-17/12.07.16/NonCredit_Cert_LA_Foundations.pdf)

NC Certificate: ESL Beginning

Details can be found here: [*http://www.foothill.edu/president/parc/minutes/parc2016-17/12.07.16/NonCredit\_Cart\_ESL\_Beginning.pdf*](http://www.foothill.edu/president/parc/minutes/parc2016-17/12.07.16/NonCredit_Cart_ESL_Beginning.pdf)

NC Certificate: ESL Intermediate

Details can be found here: [*http://www.foothill.edu/president/parc/minutes/parc2016-17/12.07.16/NonCredit\_Cert\_ESL\_Intermediate.pdf*](http://www.foothill.edu/president/parc/minutes/parc2016-17/12.07.16/NonCredit_Cert_ESL_Intermediate.pdf)

NC Certificate: Bridge to College ESL Pathway

Details can be found here: [*http://www.foothill.edu/president/parc/minutes/parc2016-17/12.07.16/NonCredit\_Cert\_Bridge\_ESL\_Pathway.pdf*](http://www.foothill.edu/president/parc/minutes/parc2016-17/12.07.16/NonCredit_Cert_Bridge_ESL_Pathway.pdf)

Clarification was requested as to how completion of such non-credit certificates would affect the transcripts of the students. Does it even go on the (official vs. unofficial) transcript? It was noted that some students do not like the non-credit notation appearing on their transcript. Anthony Cervantes added that the non-transcriptable courses appear on the unofficial transcripts but not on the official transcripts. Non-credit certificates must be given to the student directly from the division offices.

It was also noted that the NCLA courses are just in the TLC – many students often are not aware that they are actually registering for a course. It would be helpful to have a notification pop up that they are registering for a course that WILL appear on the unofficial transcript.

**(6) SERVICE LEADERSHIP**

Thuy presented on SERVICE LEADERSHIP as a potential Foothill-wide ‘branding’ initiative. Service Leadership would be broken down into several components:

1. COMMUNITY SERVICES (Medical Brigade, Allied Health Turkey Handout)
2. SERVICE LEARNING
3. CIVIC ENGAGEMENT (LGBTQ employee group, ASFC voter registration, APAN, sustainability committee)
4. CAREER TECHNICAL EDUCATION (21st Century Skills – emotional intelligence, public speaking, business writing)
5. LEADERSHIP COURSES
6. EQUITY (get students to feel the agency to be their own advocate; agents in their own lives)
7. MENTORSHIP (early alert, professional development)
8. RESEARCH, SCHOLARSHIP & PUBLICATION

Thuy emphasized that this would not be a requirement that every course and every instructor must do this; this is instead an opportunity to those interested to get together, discuss and grow. It was noted that a student newspaper would be an excellent approach – it was also noted that some CTE programs already have their own newsletters, but could benefit from greater exposure. It was also emphasized that is it critical for students to have documented opportunities for leadership and service at the campus and in the community. Thuy asked members of PaRC to digest this information and provide feedback – this will likely be a topic of discussion at an upcoming campus-wide event/assembly.