

# Foothill College

## Integrated Planning & Budget Task Force

Agenda  
May 14, 2019  
1:00pm-2:00pm

ITEMS	TOPICS
1	Meeting Minutes
2	Vocabulary List

**Members in Attendance:** Eric Reed, Adrienne Hypolite, Doreen Finkelstein, Ram Subramaniam, Anthony Cervantes, Melia Arken, Carolyn Holcroft, Isaac Escoto, Lan Truong, Kurt Hueg, Paul Starer, Elaine Kuo, Teresa Ong, Lene Whitley-Putz

### 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 2-3 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](mailto:harriskelaiah@fhda.edu).

Term	Definition
<b>Actionable</b>	<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>
<b>Disproportionate impact</b>	<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. Resource for further exploration:</p> <p><a href="https://visionresourcecenter.cccco.edu/sites/default/files/wp-content/uploads/2017/01/ASK-DD-DisproportionateImpact-GSosa-Revised-1707-Remediated.pdf">https://visionresourcecenter.cccco.edu/sites/default/files/wp-content/uploads/2017/01/ASK-DD-DisproportionateImpact-GSosa-Revised-1707-Remediated.pdf</a></p>
<b>Distinctive</b>	<p>Characteristics of a program, serving to distinguish it from others.</p>
<b>Demonstrable</b>	<p>Capable of being demonstrated, proven, or illustrated through concrete evidence.</p>
<b>Equity Gap</b>	<p>The quantifiable disparity between a disproportionately impacted group and the most successful group. Often used in reference to achievement rates.</p>
<b>Full Time Equivalent Faculty (FTEF)</b>	<p>Generally equal to the sum of teaching load. A department offering 10 courses at .111 load uses <math>10 \times .111 = 1.11</math> FTEF, regardless of the number of full-time and part-time status of actual instructors.</p>
<b>Full Time Equivalent Students (FTES)</b>	<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 <math>40</math> (number of students) <math>\times</math> <math>5</math> (number of lecture units) <math>\times</math> <math>11.67</math> (number of weeks in a standard quarter) = 2334 course contact hours, or <math>2334/525 = 4.4</math> FTES</p>
<b>Institutional Learning Outcomes (ILOs)</b>	<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"> <li>• Communication</li> <li>• Computation</li> <li>• Creative, Critical, and Analytical Thinking</li> <li>• Community/Global Consciousness and Responsibility</li> </ul>

<b>Learning Outcomes</b>	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.
<b>Non-Success</b>	Receiving a non-passing grade (D, F, FW, or W) in the class
<b>Persistence</b>	Staying enrolled for consecutive terms (e.g., fall to winter persistence is enrolling in both fall and winter quarters)
<b>Productivity</b> (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
<b>Program</b>	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.
<b>Programmatic Factor</b>	An element specific to a program
<b>Rubric</b>	The program review rubric articulates institutional expectations, provides formative feedback, and supports self-assessment by carefully articulating goals and standards.
<b>Stabilize</b>	To maintain at a given or flat level or quantity
<b>Success</b>	Receiving a passing grade in the class (C or above, or P)