

 **FOOTHILL COLLEGE****Integrated Planning & Budget Task Force**

Agenda
May 7, 2019
1:00pm-2:00pm

ITEMS	TOPICS
1	Meeting Minutes
2	Vocabulary List

Members in Attendance: Valerie Fong, Eric Reed, Adrienne Hypolite, Debbie Lee, Melissa Cervantes, Doreen Finkelstein, Ram Subramaniam, Anthony Cervantes, Melia Arken, Carolyn Holcroft, Isaac Escoto, Kristy Lisle, Lan Truong, Kurt Hueg, Paul Starer

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.

Term	Definition
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. 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	Characteristics of a program, serving to distinguish it from others.
Demonstrable	Capable of being demonstrated, proven, or illustrated through concrete evidence.
Equity Gap	The quantifiable disparity between a disproportionately impacted group and the most successful group. Often used in reference to achievement rates.
Full Time Equivalent Faculty (FTEF)	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.
Full Time Equivalent Students (FTES)	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
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

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, or W) in the class
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