



PLANNING & RESOURCE COUNCIL

AGENDA

April 20, 2011

Purpose: **Participatory Governance Leaders Meeting**
Location: **PRESIDENT'S CONFERENCE ROOM**
Time: **1st & 3rd Wednesday - 1:30 p.m. to 3:00 p.m.**

DATE April 20	AGENDA TOPIC	DISCUSSION LEADER	EXPECTED OUTCOME
1:30	Introduction of Guests	Miner	
1:35	Approval of Minutes for April 6, 2011 *	Miner	Approval
1:35 - 1:45	Accreditation Self Study Approval	Hueg	Approval
1:45 - 2:25	Updates from Core Missions: Operations Transfer Workforce Basic Skills	Murray Chenoweth/Day Anderson Starer/Ong	Information
2:25 - 2:50	Budget Update	Miner/Treanor	Information/Discussion
2:50 - 3:00	•Questions/Rumors/ Announcements	Miner	Information

*ATTACHMENTS:

Minutes 4.6.11

UPCOMING REPORTS DUE FOR MAY 4 MEETING:

Finalization of Appendices Plans - Post on PaRC Website ONLY - no report out at meeting - please submit to Mia Casey

People responsible: #1 Starer/Noone/Wilkes, #2 Anderson/Oeh, #3 Chenoweth/Balducci/Day, #4 Casey/Visas, #5 Hueg, #6 Baker, #7 Myers, #8 Treanor/Visas, #9 Treanor, #10 Gregorio

Report on non-technical changes to ESMP - Mummert

Accreditation Review Planning Agenda - Hueg

Review of ARCC Report - Kuo

Accreditation Report to be presented to board on June 6, 2011 – moved from June 20, 2011



FOOTHILL COLLEGE

**PLANNING AND RESOURCE COUNCIL
MINUTES**

April 6, 2011

IN ATTENDANCE:

Anderson, Balducci, Bourquin, Bowie, Casey, Cellilo, Chenoweth, Davison, Day, Dehnad, Gallagher, Heiser, Hueg, Kuo, McAlpin, Meade, Miner, Murray, Myers, Noone, Oeh, Ong, Okamura, Orrell, Patyk, Schreiber, Southerby, Starer, Stenger, Swett, Taketa, Treanor

ANNOUNCEMENTS AND INTRODUCTIONS – MINER

Guests: Chris White, Pat Hyland, Robert Garcia, student Jorell Dye, Carolyn Holcroft, Linda Robinson

APPROVAL OF MINUTES FOR MARCH 16, 2010

ADD CASHMORE TO GUEST LIST – APPROVED BY CONSENSUS WITH CORRECTION

ITEM I - ACCREDITATION UPDATE - HUEG

The website was reviewed showing sections available for feedback. Remaining sections are close to completion. Both colleges will present the Accreditation Report June 20 to the Board of Trustees as the “state of the colleges.” All those who worked on the report were invited to attend the board meeting so that they can be recognized for their contributions. All feedback should be communicated to the respective standard’s team.

ITEM II - TASKFORCE REPORT - STARER

The Taskforce has been exploring the programming, design and staffing of the 3600 building. The area to be addressed is where the media center and ETS currently reside. The Taskforce took a tour of the space and discussed how it could be apportionment generating. They felt the cost could be covered significantly if scheduled correctly. A survey will be conducted to gather feedback on services people would like to see in the space. By end of year, they will report back to PaRC with recommendations of top five priorities. Would anticipate needing a bond measure on ballot to get matching funds – it was noted that you cannot pre-spend a match.

It was noted by Treanor, that the Library improvements have been made a priority but we are shy \$4 million and would need to take that from other Measure C projects.

ACTION: Need to meet with Treanor to strategize immediate needs.

ETS will not be moving off campus but they will move out of library.
Taskforce will move forward with best-case scenario wish list and submit to PaRC.

Was noted that it is difficult to project eight years forward with the speed of technology upgrades.

ITEM III – LEARNING OUTCOMES ASSESSMENT – HOLCROFT

See handouts

Making excellent progress.

In 2010, 1,768 courses out of 2,201 had student learning outcomes defined (36%).

Have until 3rd week of this quarter to update and numbers are expected to rise.

Goal by end of year is to have 96-97% for course level student learning outcomes.

Workshops will be given to assist faculty with process.

A new program (TracDat) was purchased in conjunction with DeAnza. It will greatly simplify the process.

ITEM IV - MINER

QUESTIONS/RUMORS/ANNOUNCEMENTS

Budget Update

The District will need \$30 million in cuts to solve by June 30, 2011....Foothill's portion equals \$9 Million. To reach that goal, see attachment "Budget Reduction Timeline."

Timeline was framed at a joint administrators meeting with DeAnza.

Although some programs will be eliminated, will also consider "suspending" some programs with hopes that they will return.

July 1st budget will be \$9 million less than 2010-11.

Classified reductions will be effective January 1, 2012 and faculty/administrators letters will be effective July 1, 2012. During May of 2011, FT faculty will be advised if they are to receive a March 15 notice in 2012. Will give FA idea of the affected disciplines by late April.

Added complication for classified will be bumping rights. June 1st a dollar amount, not names, would be announced. Expected notices of layoffs to individuals will be sent no later than October 2011. Want to work with greatest level of certainty possible.

The \$9 million reduction in personnel is assuming there are no concessions with bargaining units. Units want to see what management is doing before they would consider making concessions. Anticipate we won't receive apportionment in July so colleges will need to go to "cash at hand." If we did nothing, we would run out of money by April 2012.

What \$9 million cuts look like:

- 600 sections will be cut 11-12 year = 59 FTEF (part-time faculty)

- full-time instructional faculty = 38 positions

- non-teaching faculty/administrators/classified = 61 FT positions

- cut \$400,000 in B budget

- doing all of the above still leaves a gap of approx. \$2 million for Foothill

What we have done thus far:

- approved 11 positions in PaRC for Fall 2011
- offered positions for Chemistry and Anthropology
- searches are open for English, ESL, Math and Physical Science/Engineering
- suspended History, Child Development, Library, Counseling, Music Tech searches.
Those suspensions will count as savings in those divisions.
- we have one faculty retirement and two vacant classified positions that have been eliminated.
- 50% of B-budget cut
- as of June 30 will be ending 40-year NASA Internship program due to uncertainty of funding.
- expanding resource development with grants and donations through Foundation.

ACTION: Classified senate will submit feedback on OPC draft on criteria for budget reductions. OPC guides us on cuts including, core missions, productivity, campus impact.

ITEM IV - ANNOUNCEMENTS - MINER

- Thank you ASFC for the "*Help Japan*" fundraiser
- ACE board acting president will be Shelley Schreiber
- Craig Watkins, author of "*The Young and The Digital*" on campus 4/29/11
would like a panel discussion with one faculty/student/librarian/counselor

ACTION: volunteer panel to be gathered by D. Davison and G. Okamura

- OPC meeting Tuesday. Will address budget allocations based on program review.
- Basic skills workgroups will be reviewing guiding principles for reductions as well.
- Stephanie Low from the California Community Colleges Chancellors Office has asked Foothill to host one of the state-wide curriculum study sessions - we were one of three colleges chosen to host.

FOOTHILL COLLEGE
CRITERIA FOR BUDGET REDUCTIONS
Revised 4/20/11

As we consider the very difficult choices in identifying reductions of \$9,000,000 or more by June 1, 2011, we need to be guided by criteria that are based on our missions of basic skills; workforce development; and transfer. We need to examine qualitative and quantitative measures of success in fulfilling those missions and consequently allocate resources to those efforts that best achieve our goals.

LEGAL MANDATES: To what extent is this class/program/position required to meet laws or regulations that require particular efforts, e.g., management of hazardous materials? **A cost benefit analysis needs to be analyzed in making these decisions.**

FUTURE NEED: What is the evidence that we are supporting a need that will continue? ... or responding to a newly perceived need in an innovative fashion.

PROGRAM MIX: What is the evidence that we have an appropriate mix of high quality programs and services to fulfill our vision of a comprehensive community college? Priority should be placed on programs that fulfill more than one mission.

BASIC SKILLS MISSION: What is the evidence that we are supporting successful progression through foundational skill building?

Strategic **PRODUCTIVITY TRENDS:** Is productivity increasing, stable, or decreasing?

ENROLLMENT TRENDS: Is enrollment increasing, stable, or decreasing?

SUPPORT SERVICES: Is this support service efficient/effective and necessary to achieve the mission? **If measurements or best practices exist, these should be analyzed.**

TRANSFER MISSION: What is the evidence that we are supporting high quality transfer preparation?

Strategic **PRODUCTIVITY TRENDS:** Is productivity increasing, stable, or decreasing?

ENROLLMENT TRENDS: Is enrollment increasing, stable, or decreasing?

SUPPORT SERVICES: Is this support service efficient/effective and necessary to achieve the mission? **If measurements or best practices exist, these should be analyzed.**

WORKFORCE DEVELOPMENT MISSION: What is the evidence that we are supporting high quality workforce preparation? What is the evidence that students achieve their educational goals (get employment) as a result of our programs and services?

Strategic **PRODUCTIVITY TRENDS:** Is productivity increasing, stable, or decreasing?

ENROLLMENT TRENDS: Is enrollment increasing, stable, or decreasing?

SUPPORT SERVICES: Is this support service efficient/effective and necessary to achieve the mission? **If measurements or best practices exist, these should be analyzed.**

ORGANIZATIONAL EFFICIENCY: What is the evidence that our structures, processes and services comprise the most cost-beneficial strategies?

Find innovative funding to fund programs/services.

What programs/services could be merged/consolidated within the college and within the District?

Have the two campuses discuss sharing resources more effectively?

Reassigned time needs to be accountable.

Data to be reviewed

Transfer rates

Persistence & Longitudinal success in a progression of classes.

Workforce Need

Productivity

Degrees granted

Compare our practices with other institutions (i.e. number positions needed to accomplish a task.

How are other colleges (also De Anza) solving their problems.

Surveys (i.e. internal ... like the Accreditation Surveys, Pam Cox Otto, etc.)

Definition/calculation of Faculty Obligation Number (formula or what are the choices).

Reassigned Time List (cost).

**Suggestions to OPC/PaRC
On
Criteria for Budget Reductions
From
FH Classified Senate**

The Senate would like to see more detail in the criteria. One particular area of concern is what type of measure will be used when deciding which services to cut or eliminate besides program review numbers. Using the writing center as an example, if the “sign-in” numbers did not show effective use by students, what other factors were taken into consideration? If we cut a service, how will we measure the loss of the service?

Accreditation guidelines should also be taken into consideration when making these decisions.

Since there are so many complex issues to consider, it may not always be evident why a decision was made or how it came about. It would be helpful if for each reduction or elimination that background could be shared. It is important to see what was considered in the decision making process and be as transparent as possible.



FOOTHILL COLLEGE

Workforce Workgroup

Report To PaRC April 20, 2011

The Workforce Workgroup met on April 12, 2011 to finalize Perkins Funding & Prioritization, and discuss proposed metrics.

Perkins Summary:

The Chancellor's Office has yet to release the allocation for the 2011-2012 academic year, but it has been advised that we budget to approximately 25% less than 2010-2012. Thus, the figures are as follows for the present:

Perkins funding for 2010-2011 = **\$255,305**

Requested for 2011-2012 = **\$537,546**

Estimated 2011-2012 allocation = **\$192,497**

- a. Based on this change, each division is being asked to look at the allocations and determine if changes need to be made in the amount allocated to each area within the division, which were then submitted on 4/18. It was suggested that any radical changes in allocation requests to be recorded and reported back to WWG before finalization. It was suggested that the entire college should consider following suit and post a public record of how funds are allocated and spent to quell any rumors being spread through various sources on how the institution is handling public funds.
- b. The division most impacted by the loss of Perkins funding is BHS, and the WWG agreed unanimously to allocate the unspent balance of approximately \$20,000 for 2010-2011 to BHS to purchase badly needed equipment to offset the loss in 2011-2012.
- c. A change in the prioritization process was recommended for 2012-2013:
 - i. Fall: Draft Prioritization worksheet with accompanying narrative describing use of funds submitted by programs to WWG.
 - ii. Winter: Finalize program requests.
 - iii. Spring: Final application forms submitted and approved.

Metrics Summary:

College Researcher Dr. Elaine Kuo presented draft metrics and targets to help guide the WWG in developing final metrics. Obviously, workforce metrics are measurable, but the WWG was advised to develop these metrics without factoring future budget cuts as these cuts have yet to be put into place. Changes can be made accordingly as cuts occur.

A discussion took place regarding tracking student success, and it was brought forward that our method of tracking non-transcriptable certificates is ineffective. Since these certificates are, in fact, a measure of student success, we should redouble our efforts encouraging students to apply for these certificates in addition to A.A. degrees and Certificates of Achievement (Certificates of Achievement can be tracked through A&R).

Our next meeting is Tuesday, May 10, at 2:30PM in the Toyon Room.

Basic Skills Workgroup

PaRC Presentation

April 20, 2011

Programs receiving Basic Skills Money 2010/11 Year

- Pass the Torch - used the funds to pay leaders who provide 1:1 tutoring for students in remedial English and math courses
- ALD - used the funds to pay teaching assistants to support the ALLD 206 & 207 classes which serve students with disabilities taking remedial English and math courses

STATway Update

- 2 quarter sequence that focuses on statistics and embeds algebra into statistics (1st quarter: Math 117 - 10 units and 2nd quarter: Math 17 - 5 units)
- Target students - those who are majoring in something that does not require math
- Pre-requisite is Math 230 (Math My Way)
- CSU transferable (on a 3 year trial basis)
- Awaiting UC decision on transferability
- Target start date: Fall 2011

IRW Update

- 2-quarter sequence (English 42 S/T and English 242 A/B)
- Emphasis on pedagogy that integrates reading and writing
- Alternative to students who test into English 100 and 110 (shortens the amount of time to reach and pass 1A from 3 to 2 quarters)
- CSU transferable for Area A2, written communication (contingent upon completion of both courses)
- Target start date: Fall 2012

Basic Skills Survey Highlights

- 69% of the students completing the basic skills survey have been at FH between 1 & 3 quarters.
- 79% of the survey respondents are attending Foothill with the intent on transferring to a 4-yr, earning a degree or certificate or improving their current skills set.
- The best time block for students to receive academic support services is in the afternoon (between noon and 5 PM)

What's Next?

- Work on Educational Master Plan
- Goals are already in place
- Need to discuss how the numbers were attained on the “equity plan”
- Need to work on new metrics for IRW courses
- Need to include trends we're seeing in basic skills courses

What's Next? Part II

- Need to include constraints and challenges in achieving goals