



FOOTHILL COLLEGE

PLANNING & RESOURCE COUNCIL

AGENDA

December 1, 2010

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

DATE December 1	AGENDA TOPIC	DISCUSSION LEADER	EXPECTED OUTCOME
1:30 - 1:35	Introduction of Guests & New PaRC Members	Miner	
1:35 - 1:40	Approval of Minutes for November 17, 2010*	Miner	Approval
1:40 - 1:50	• Accreditation update	Hueg	Information/Discussion
1:55 - 2:15	• FTEF Survey Results	Kuo	Information/Discussion
2:10 - 2:20 2:20 - 2:30 2:30 - 2:40	• Presentation of ESMP Appendices plans: #6 – Distance Education Plan #7 <input type="checkbox"/> Student Equity Plan #8 – Facilities Plan	Baker Myers Treanor/Visas Davis	Information/Discussion
2:40 - 3:00	• Questions/Rumors/ Announcements	Miner	Information

*ATTACHMENTS:

Agenda/Minutes 11.17.10

Power Point Presentations Nov. 17: Transfer, Sustainability, Technology Plan

New Membership List

FTEF Survey Results & Priority Ranking

FTEF Rationale

Foothill College PaRC FTEF Request Prioritization 11.24.10

Weighted FTEF Ranking

	Overall Ranking	Total Score
Business and Social Sciences: History Instructor (Division rank 2 of 5)	1	101
Physical Sciences, Math and Engineering: Physics/Engineering Instructor (Division rank 2 of 3)	2	91
Physical Sciences, Math and Engineering: Math Instructor (Division rank 3 of 3)	3	81
Business and Social Sciences: Child Development Instructor (Division rank 3 of 5)	4	80
Fine Arts: Music Technology Instructor (Division rank 1 of 1)	5	76
Physical Education: Women's Softball Coach/Instructor (Division rank 1 of 1)	6	73
Adaptive Learning: SPED Instructor (Division rank 1 of 2)	7	67
Business and Social Sciences: Psychology Instructor (Division rank 4 of 5)	8	51
Adaptive Learning: SPED Learning Disability Specialist/Counselor/Instructor (Division rank 2 of 2)	9	46
Language Arts: Chinese Instructor (Division rank 3 of 3)	10	39
Business and Social Sciences: Business Instructor (Division rank 5 of 5)	11	37
	N=11	

"Total Score" is the sum of all weighted rankings, where a rank of 1 would be given a weight of 11; a rank of 2 would be given a weight of 10; and so on such that a rank of 11 would be given a weight of 1. The total score sums all the weighted rankings.

"Overall Ranking" is the rank order of all Total Scores. "N" is the number of participants.

Person 1

I used the Foothill College Governance Handbook Guidelines for "Determining and Allocating Full-Time Teaching Faculty Positions" as well as the data and ranking by each Department. Increasing enrollments, highly "viable" programs, the college mission, strategic initiatives and student learning played a key role in the ranking. I also took into consideration the number of Full-time faculty already in the division. Also, compliance with state requirements (PE coach), partnerships with business & program development (Music Technology), and growth in the job market (Child Development) were taken into consideration. Because of the booming career paths in "Green/Clean Tech" and the building of a new PSME building, my first hiring choice is an Engineering/Physics instructor.

Person 2

My first two choices went to departments that needed to replace faculty who have retired. Not granting FTEF to these existing programs would significantly impact those departments. My next two choices went to positions that benefit students at the Basic Skills level--the Math and the LD Specialist/ Counselor positions respectively. We need instructors/faculty to serve those most at risk and most needy. These are students who have limited pathways to an education. As an institution committed to basic skills, we must put these students' needs as a priority.

Person 3

#1) The Transition to Work program is an important program here at Foothill. With veterans returning from overseas, this program is vital right now. Additionally, the future of this program could be severely compromised with the retirement of the lead instructor and coordinator. As such, the need for an FTE is critical.

#2) The Women's Softball Coach/PE/Personal Trainer position is critical to help ensure compliance with Title IX, provide necessary services to our students taking PE courses, and to ensure that resources formerly allocated towards the softball program (i.e., the \$2.5 million field) won't be squandered.

#3) The History Department is an integral part of GE and transfer for many Foothill students. The program has grown over the years, and WSCH remains strong. However, with the retirement of a FT faculty member who has taught overloads every quarter, this could negatively impact the department going forward. As such, the need to allocate an FTE in the department is great.

#4) The Physics/Engineering Dept is in desperate need of a FT faculty member. There are new technologies emerging which demand a FT faculty member to roll these courses out and ensure their success going forward. Growth potential is high, especially given the recent changes in the economy and the labor market. Therefore, it is critical an FTE is allocated here.

#5) The Child Development Program is a popular program here at Foothill College. Currently, 78% of Fall 2010 classes are being taught by PT staff. Clearly, there is a need for a FT faculty member to help lower the ratio between FT/PT, but also assist the one FT faculty member curriculum alignment with four-year institutions, solidify relationships with organizations such as Google and Cisco, as well as assist with accreditation issues and grant opportunities (since Child Development is technically a Workforce program housed within the BSS Division). As such, the need for an additional FTE is great.

#6) With the promotion of the previous Director of the Music Technology Program to Dean of the Fine Arts and Communication Division, there is clearly a need to allocate an additional FTE to this program. Currently, the FT/PT ratio is 16%/84%, which is incredibly high. Furthermore, the one FT faculty is badly oversubscribed, and thus the program is not reaching its full potential. New technologies are emerging which makes this second FT faculty position even more vital for the program and for students.

#7) Currently, the Chinese Language Program is taught solely by PT faculty. The program data indicate that there is potential for growth, and the addition of a FT faculty would go a long way to realizing that growth potential. Additionally, China's economy will become the largest economy in the world within the next decade given current growth trajectories. As such, it would benefit the college to establish a viable Chinese Language Program to capitalize on the changes taking place in the global economy.

#8 - #11) These positions were ranked down towards the bottom, largely due to their rankings within their respective divisions, but also because there are other programs that have greater needs at this time.

Person 4

Women's Softball Coach/Athletic Trainer

It is clear that we need to fulfill the request for a women's softball coach/Personal Trainer Instructor in order to be in compliance with Title IX regulations. The value of the PHED/athletics program is often undervalued by the greater community. This program supports student diversity, boasts an impressive student success record and is of value to the campus community. The department unexpectedly lost faculty members (not due to reassignment or retirements) and were left in a bind.

Physics Instructor

In order to prepare students for transfer, it is critical that we offer additional physics and engineering courses. It is a shame that we are located in the Silicon Valley, yet unable to offer the requisite physics and engineering courses to meet our students' needs. This is a much-needed position.

Chinese Instructor

In order to keep pace with other CCCs and universities, it is critical that we have a full-time CHIN instructor who can further develop the curriculum and meet student demand.

SPED Learning Disability Specialist

We are unable to meet the demand for supporting students with learning disabilities. With proper assessment and counseling by additional SPED faculty, more students will be able to live productive professional and academic lives. We need to support an often forgotten population.

Music Technology

This program is grossly understaffed and needs a full-time instructor. The campus community should not be penalized because the department chair stepped up to lead the division.

SPED Instructor

Foothill fills a unique niche by teaching some of the "forgotten" or invisible members of society how to lead more productive lives. Without an instructor to work with this special population, the students will lose a valuable opportunity. Hopefully, with additional instruction, more of these students may eventually transition to some of our workforce programs. As a "community" college, we must remember to serve all members of our "community" even those who may not directly increase our marketability.

History Instructor

I would have ranked this course lower, but am respecting the dean's prioritization of division needs. Although demand for history courses appears to have declined somewhat, it will continue to remain an important course for students and should be filled if possible. Faculty reassignment and retirements should not be a factor in the decision to fill this position.

Child Development

Child development is a unique cross-over program because it supports both work force and (some) transfer students. The need to support training for additional child care providers is well-documented. Having an additional full-time faculty member would provide for the development of additional curriculum and course offerings.

Psychology Instructor

I would have ranked this need higher but am respecting the Division Dean's own prioritization. Psychology is a course needed by students in dozens of majors and is of general interest to the community as well.

Business Instructor

The need for business instructor is clear-it remains high in the list of non-transfer and transfer educational plans. I would have ranked this higher if the division dean had not ranked it so low as a priority. In order to better serve students and develop/update curriculum, Foothill needs more full-time business faculty.

Math Instructor

There is no doubt that Foothill needs additional full-time math faculty; however, the fact that 12 of 17 full-time faculty have reassigned time for projects is not a sufficient reason to prioritize the position higher than others. If given the opportunity for so much reassigned time, in all likelihood, every department would seize the chance to develop new centers and/or curriculum as well as to work on state and national projects. In these economic times, that is luxury which we may not be able to fully support.

Person 5

History has high volumes and is required for transfer and with a FT faculty leaving demand will be high.

Physics/Eng also has high demand and the areas mentioned are good growth opportunities. It is like two birds w/ one stone, to combine with engineering.

Child Development growth is apparent and I think there is much potential growth that is not even visible yet. Needs the extra FTE to be competitive as a new program.

PE Strong numbers, several lost FT faculty and compliance issues make this a high priority.

SPED difficult without the numbers, but what I did find show this area will continue to grow and despite other funding

cuts.

Music Tech They do have a FT, but seems to be an area that is not that easy to find PT faculty and does look like there is possible growth, but is a smaller program with less impact on a great number of students.

Person 6

We need math faculty to assist with all of the math and engineering transfer courses.

Likewise, there is a more of a need with the Social Sciences programs than say Physical Education.

Persons 7-11

No written additional rationale.

Foothill College: 2010 Distance Education Plan

Goals, Action Steps, Measures, and Timeframes

The following goals and action steps are proposed in order to increase the likelihood of online student success, course completion, and retention. Implementation of some Actions Steps will be contingent upon availability of adequate staffing resources.

Goal	Action Steps	Measures & Timeframes
1. Meet all legal requirements for distance education delivery.	<ul style="list-style-type: none">Encourage faculty to work with FGA staff to ensure that all online courses are in compliance with requirements of the ADA Section 508 guidelines for accessibility.Encourage faculty to work with FGA staff to ensure that all online courses are in compliance with copyright laws, fair use, and the TEACH Act.Encourage faculty to work with FGA staff to ensure that all online courses are delivered in compliance with FERPA.Conduct workshops in each division discussing copyright and fair use guidelines.Encourage faculty to work with FGA staff to ensure compliance with regular effective contact by faculty with students as required by Separate Course by engaging the support and assistance of the Academic Senate.Encourage faculty to work with FGA staff to ensure compliance with regular effective contact by faculty with students as required by Separate Course Approval, California Code of Regulations, Title 5 Distance Education Guidelines; 2008 Omnibus Version, Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.55206. <p><i>Implementation of the following Action Step is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.</i></p> <ul style="list-style-type: none">Establish a policy to ensure compliance with student authentication requirements of the Higher Education Opportunity Act reauthorization.	<ul style="list-style-type: none">Increase in compliance with requirements for regular effective contact by faculty with students by at least 20% above baseline by fall 2011.Compliance with requirements of the ADA Section 508 guidelines for accessibility by at least 20% above baseline by winter 2011.Compliance with requirements of copyright laws, fair use, and the TEACH Act by at least 20% above baseline by spring 2011.Compliance with requirements of by at least 20% above baseline by fall 2012. <p><i>Achievement of the following Outcome is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.</i></p> <ul style="list-style-type: none">Compliance with requirements for student authentication requirements of the Higher Education Opportunity Act reauthorization in by at least 20% above baseline by spring 2012.
2. Ensure adequate student preparation for success in online courses.	<ul style="list-style-type: none">Encourage faculty to send a Welcome message to students enrolled in their fully online courses either prior to or on the first day of the term. This Welcome message should contain information about: a) how to access the online course; b) the availability of on-campus Student Orientation to Etudes sessions; c) requesting accommodation for disability; d) specific attendance requirements in order to avoid being dropped for non-attendance; and e) alternatives to any on-campus attendance such as proctored testing.Encourage faculty to develop an Instructor's Welcome video that can be made available to student via the Course Summary.Encourage online faculty to integrate an online	<ul style="list-style-type: none">Welcome message sent by at least 50% of online faculty by winter 2012.Online orientation activities used by at least 50% of online faculty by fall 2012. <p><i>Achievement of the following Outcomes is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.</i></p> <ul style="list-style-type: none">Demo online course developed and made

	<p>orientation as the first assignment, supported by a quiz that will test and report the students' preparedness level (readiness assessment). Encourage faculty to provide students with an option to opt out of the readiness assessment for those who have already completed it.</p> <p><i>Implementation of the following Action Steps is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.</i></p> <ul style="list-style-type: none"> • Provide students with open access to a demo online course to view prior to their enrollment. • Develop a video for students illustrating step-by-step instructions on how to access Etudes and post to the Foothill Global Access website. 	<p>available by fall 2011.</p>
<p>3. Implement a quality assurance system for fully and hybrid online courses.</p>	<ul style="list-style-type: none"> • Work with faculty and division deans to develop a formal process for conducting student course evaluations for fully online courses. • Work with faculty and division deans to develop a formal process for observing faculty performance in their online courses. • Develop and implement a Quality Assurance System for online course delivery. • Provide faculty with a formal process for their students enrolled in fully online courses to complete the Student Evaluation survey. • In collaboration with division deans and faculty, support the development of an administrative checklist for reviewing all fully online classes. • Support faculty in their efforts to use quality assurance checklists to assess their own and their peers' online courses. <p><i>Implementation of the following Action Steps is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.</i></p> <ul style="list-style-type: none"> • Develop and maintain a faculty mentoring program to support novice distance educators. • Assist faculty in development of a vetting process for faculty to select open courseware and content for use and customization. • Encourage faculty who are engaged in development of new online courses to receive training and instructional design consultation. • Develop an Online Course Development Procedure. • Encourage faculty to follow the Online Course Development Procedure. • Monitor and review success rates of distance learning students in all programs in order to assist distance learning students who are experiencing academic difficulties in order to identify ways to improve 	<ul style="list-style-type: none"> • Workshop conducted by spring 2011 to guide faculty in the process of vetting and selecting open courseware for use and customization • Formal process implemented for conducting student evaluations for fully online courses by fall 2012 [<i>Pending FA contract negotiations</i>] • Formal process implemented for administrators and peers to observe faculty performance in their online courses by fall 2012 • A Quality Assurance plan for online courses considered by the Academic Senate by winter 2013 <p><i>Achievement of the following Outcomes is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.</i></p> <ul style="list-style-type: none"> • A faculty mentoring program developed by fall 2011. • Online Course Development Procedure developed by fall 2011

	performance.	
4. Ensure parity for support of online students, faculty, and courses with on-campus students, faculty, and courses.	<ul style="list-style-type: none"> • Imbed the culture of the distance learning into the traditional campus curriculum, logistics, budget and administrative activities. • Work with faculty, staff, and administrators to identify barriers to integrated use of distributed and technology-mediated instruction. • Support efforts by academic deans and department chairs to be involved in oversight, rigor, and quality of distance learning instruction. <p><i>Implementation of the following Action Steps is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.</i></p> <ul style="list-style-type: none"> • Work with key college committees to integrate distance learning concepts and programs into plans, policies and procedures. • Communicate with college administrators so that they will be familiar with distance learning activities that relate to their specific area of responsibility. • Work with counselors to ensure that placement and prerequisite policies for the college are properly adapted to the online environment. • Develop a Student DE Handbook (PDF and Online Versions) and a Faculty DE Handbook (PDF and Online Versions). • Regularly evaluate Foothill Global Access in terms of faculty and student satisfaction with services. • Establish and maintain a community of practice for online students via MyPortal Groups. • Establish and maintain a community of practice for online faculty via MyPortal Groups. • Coordinate with the Tutorial Center to improve tutoring access for online students. • Encourage key college committees to integrate distance learning concepts and programs into plans, policies and procedures. • Familiarize college administrators with distance learning activities that relate to their specific area of responsibility, especially enrollment procedures, term scheduling, budget and course assignment. 	<ul style="list-style-type: none"> • Develop and maintain a faculty mentoring program to support novice distance educators. • Assist faculty in development of a vetting process for faculty to select open courseware and content for use and customization. • Continued participation of faculty on the Distance Education Advisory Committee each year • Student and faculty communities of practice launched by fall 2011 • Placement and prerequisite policies for the college properly adapted to the online environment by winter 2011 • Student DE Handbook and a Faculty DE Handbook developed by winter 2011 <p><i>Achievement of the following Outcomes is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.</i></p> <ul style="list-style-type: none"> • Student DE Handbook (PDF and Online Versions) and a Faculty DE Handbook (PDF and Online Versions) developed and disseminated by fall 2011 • Steady enrollment in fully online courses and increased student retention among students enrolled in distance education courses by spring 2012
5. Support college initiatives to expand into new markets for delivery of instruction.	<ul style="list-style-type: none"> • Collaborate with other institutions to monitor and pursue grant opportunities. • Establish an online component to support degree initiatives with career and/or workforce education <p><i>Implementation of the following Action Steps is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.</i></p> <ul style="list-style-type: none"> • Develop and implement a Distance Learning Marketing 	<ul style="list-style-type: none"> • One online course developed and proposed to the Curriculum Committee to support degree initiatives with career and/or workforce education by spring 2011. <p><i>Achievement of the following Outcome is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent</i></p>

	<ul style="list-style-type: none"> Plan. Identify at least one grant opportunity in partnership with other institutions by winter 2011. 	<p><i>instructional designer position.</i></p> <ul style="list-style-type: none"> Open Educational Resources Center for California managed by Foothill Global Access through fall 2012. Distance Learning Marketing plan developed and implemented by fall 2012.
6. Integrate emerging technologies with distance education delivery.	<ul style="list-style-type: none"> Promote faculty use of Edustream video-streaming. Prepare faculty for use of rich media for instructional purposes. <p><i>Implementation of the following Action Steps is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.</i></p> <ul style="list-style-type: none"> Improve faculty and student interactivity through use of Elluminate via CCC Confer for instruction and office hours and mobile technologies. Enhance multi-media, gaming, embedded assessment, and interactive exam use in distance learning. Provide faculty with resources (e.g., software/hardware, etc.) so that faculty can integrate emerging technologies with distance education delivery Provide faculty with one-on-one technical assistance with technologies. Develop a library of rich media resources for faculty to use and share 	<ul style="list-style-type: none"> At least 10 faculty with Edustream accounts by spring 2011. <p><i>Achievement of the following Outcomes is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time permanent instructional designer position.</i></p> <ul style="list-style-type: none"> Increased use of CCC Confer by at least two online faculty by winter 2011. Increased use of multi-media, gaming, embedded assessment, mobile learning, and interactive exams by at least two online faculty by fall 2011.
7. Support inclusion of best practices for online student success, course completion, and retention.	<ul style="list-style-type: none"> Gain consensus among online faculty on definitions and criteria for high-quality online courses and programs based on established practices such as Quality Matters (http://www.qualitymatters.org/). Develop Best Practices for Online Teaching that increase student success, course completion, and retention. Disseminate the Best Practices for Online Teaching to all online faculty. <p><i>Implementation of the following Action Step is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time instructional designer position.</i></p> <ul style="list-style-type: none"> Host an annual showcase of online course best practices. 	<ol style="list-style-type: none"> Best Practices for Online Teaching developed and disseminated to online faculty by spring 2011. <p><i>Achievement of the following Outcome is pending the availability of additional staffing resources: reinstatement of a full-time dean of Foothill Global Access and reinstatement of full-time instructional designer position.</i></p> <ol style="list-style-type: none"> Showcase of online course best practices held by spring 2011.