

PURPOSE:

Item 3: Vision Statement

Item 4a: Biomedical Technology Technician Program Certificate

Certificate approved by consensus.

Tam continued on to present the

6. Core Mission Workgroup Objectives 2014-15: Workforce Workgroup

Workforce Workgroup Administrative Chair Teresa Ong presented the Workforce Workgroup Objectives for 2014-15: 1) continue to verify, enhance and improve the use of Perkins and other CTE enhancement funds at Foothill College; and 2) improve data collection in order to track student success and outcomes in all vocational programs. Regarding Objective 1, Ong noted that the Perkins rubric was under review. Also, the workgroup was pushing for the full participation of advisory boards for each Perkins funded program. Student Equity Workgroup (SEW) Administrative Chair Paul Starer commented that the verb 'verify' was an interesting choice in words, and requested more information on how the workgroup would verify this objective. Vice President of Workforce & Institutional Advancement John Mummert replied that the workgroup was required to verify Perkins funding from an auditing perspective per federal grant regulations.

Ong continued on to note that the workgroup already participated in data collection; however, the group would now like to collect the same data across all Perkins funded groups. Ong commented that, in light of accreditation data and the Student Success and Support Program (3SP) Plan, there was an objective to track the progress of targeted groups. Miner added that the workgroups should reflect on their objectives so to include student equity efforts. Starer asked if the reporting of targeted group progress

LaManque commented that the University of California (UC) application had expanded to include each country of the world, so that students could identify by their country of origin. Responding to Solvason's comment, ASFC Representative Ava Gerami stated that Middle Eastern students were identified as White. Gerami continued on to say that ethnic identification was a political issue of race, which could not be required by the State. Heiser suggested that Foothill's application include a disclaimer, which explained that ethnic identification data would be used for funding purposes. Starer commented that Heiser's suggestion would be counter productive, as some students did not wish to subscribe to the social constructs of race. Conversely, Solvason commented that it was imperative that students state their ethnicity because this data was required to measure student success. ASFC Representative Behrouz Amirbadvy commented that the UC application was helpful to identify students in terms of country of origin. Holcroft stated that concerns for measuring student success could not be a justification for data collection.

7. Core Mission Workgroup Objectives 2014-15: Transfer Workgroup

Transfer Workgroup Faculty Chair Bernie Day presented the 2014-15 objective: to improve student transfer outcomes and close the achievement gap. Day then gave PaRC a Transfer Fact Quiz and reviewed the answers. Day announced that John Dubois was the new Classified Chair for the group. In addition, Day stated that Title V mandated the Transfer Workgroup, and that there was a community member as well as a student serving on the workgroup.

Day shared on the challenges that the workgroup faced, which included: high grade point average (GPA) requirements for UC admission; student anxiety caused by high GPA requirements; and the disconnect between students and CSU transfer pathways as the focus for most students was on UC transfer. Day stated that Title V required a Transfer Plan to be submitted to the Board of Trustees. The workgroup was working to establish a plan, which would include best practices for successful transfer institutions. The workgroup would also update the transfer webpage. Lastly, the workgroup would develop interventions for transfer milestones so to create a positive culture of transfer and promote opportunities for Foothill students.

Referencing the drop in community college enrollment to California State Universities (CSU) and UCs, Miner asked, how many international and out of state students were being accepted? Day stated that about 30% of UC Berkeley's freshman class was from out of state.

Lee, speaking from the faculty point of view, acknowledged the student anxiety during the transfer process. Lee stated that there was grading pressure from students and also that there had been an increase of students dropping courses when earning a 'B' grade; in addition, cheating incidents were on the rise. Lee asked for guidance on how to deal with such incidents. Day stated that these incidents were witness all across the state. Day then noted that there was a need for colleges to celebrate transfers to other institutions and not just the UCs.

Starer commented that achievement was key; faculty and the college should encourage students to take pride in the grades they earn. DuBois stated that Foothill's plus and minus grade system also added increased pressure on students because not all colleges used the same grading system. Messina suggested th/F1.0 1 1 1 all a 0 0 0 1 Tf (q 0.24 0 0 24 05 Tc1 05 Tc1 33 (t) 0.5(l) 0.7j1 Tf [(t(h) -4 14 (a) 0.30.5 (t) 0.5 (e) (

Holcroft presented the 3SP Plan Executive Summary as a distillation of the 3SP Plan highlights. Holcroft noted that the plan's background and goals were highlighted in the summary. Holcroft stated that it would be ideal to receive feedback from the constituent groups so to record what each group hoped the plan would achieve. Heiser noted that the mention of part-time faculty was a good start. Heiser requested that the ratio of counselor to student be included in the plan. Regarding the counselor to student ratio, Vice President of Student

Language Arts tutoring service and approved. Heiser asked, what steps were taken prior to choosing Smart Thinking? Swett responded that De Anza had already subscribed to Smart Thinking and Foothill had to provide an immediate temporary tutoring solution to meet needs of the students. Swett then added that the Online Education Initiative (OEI) grant would provide additional resources in the near future. Heiser commented that it was surprising that there was not more discussion prior to choosing Smart Thinking. Swett noted that there was a feedback link on the website for faculty. Henderson announced that there was a drop-in Smart Thinking workshop on Monday at 11:00AM. Heiser requested that an additional workshop be scheduled for those who could not attend. Swett confirmed that another workshop would be planned.

McKellar asked if the Ed Center had been approved to begin construction. Mummert could not confirm the construction date at this time.