

Board meeting of Aug. 27, 2012

SOME HEADLINES

Trustees approved or reviewed:

- A report on progress on accountability and performance measures
- A presentation on the challenges of enrollment management
- An update on plans for a new education at Onizuka
- A presentation on Foothill's Science Learning Institute
- A Measure C progress report
- A preview of the 2012-13 budget
- New transfer degrees at De Anza
- Professional achievement awards
- New administrator, faculty and classified employment

To see the background information on any of the items that appear below, go to http://www.fhda.edu/about_us/ArchivedAgendas and click on the link for Aug. 27. That will download a file containing the agenda and supporting documents.

STUDY SESSION (See below for actions from regular session)

Accountability reporting & performance measures: how we stack up

Trustees reviewed college performance data as part of the statewide Accountability reporting for Community Colleges (ARCC), along with district performance measures established in the Foothill-De Anza Strategic Plan. ARCC reports are submitted annually to the state Legislature. The district also uses ARCC results to evaluate progress toward some of its Strategic Plan goals.

In ARCC reporting, colleges are evaluated on seven measures in relation to a group of "peer" institutions. Peer colleges are determined on the basis of broad demographic factors that vary for each of the ARCC measures. As a result, the peer group is different for each ARCC measure. Foothill and De Anza are rarely in the same peer group.

Both Foothill and De Anza scored either "highest" or "above average" in their peer groups on all seven ARCC measures. Foothill scored highest in its peer groups for percentage of students who earned at least 30 units; successful course completion rates for credit vocational courses; and successful course completion rates for credit basic skills courses. De Anza scored highest in its peer groups for student progress and achievement; percentage of students who earned at least 30 units; fall-to-fall persistence; and improvement rate in credit basic skills courses.

Much of the discussion focused on reasons why the district from 2009-10 to 2010-11 moved further away from its Strategic Plan goal course success rates among under-

served students. At both colleges, the gap in course success rates widened from the prior year between under-served students (defined as Latino, Filipino and African American students) and all other students. At Foothill, this gap rose from 9.1 percentage points in 2009-10 to 12.2 points in 2010-11. At De Anza, the gap increased from 9.2 percentage points to 11.2 points in the same period. The district's goal is to narrow the gap to less than five percentage points. The gap in fall-to-fall persistence between under-served students and all other students also has widened at both colleges.

Responding to trustees' questions, Executive Director for Institutional Research & Planning **Andrew LaManque** noted that a significant reason for the growing gap in course success rates by ethnicity is due to increased enrollment in on-line courses where success rates, particularly for under-served students, are lower than for face-to-face classes. He said a multitude of factors can contribute to changes in ARCC outcomes from year to year, including diminishing resources to support student success as a result of budget reductions, and unintended consequences from changes such as tightening eligibility for BOG fee waivers, new requirements for career certificates, and restricting transfer.

He said year-over-year declines in basic skills course success at both colleges may be due to Foothill phasing out adaptive learning courses in which students had high success rates and De Anza eliminating half-unit co-curricular "readiness" courses in writing, reading and ESL, in which students had high success rates. Eliminating the Job Corps program, which also had high student success, and shifting Computer Applications and Office Systems (CAOS) classes to an online format, which have lower success rates, likely contributed to year-over-year drop in vocational course success rates at De Anza.

Foothill President **Judy Miner** noted that the college has launched initiatives to improve basic skills course success, including a two-week summer intensive for students who were "on the bubble" for developmental mathematics and an integrated reading and writing program developed by Language Arts faculty. She added that both campuses pay a great deal of attention to faculty performance and have not granted tenure to individuals who have not met high standards. "I stand by the quality of both Foothill and De Anza and what we are doing," she said.

Both campuses look closely at student success data disaggregated by age, gender and ethnicity down to the course level, said Director LaManque. This review is used in developing departmental and college action plans for achieving Strategic Plan goals, which in turn are used in the planning and budgeting process. Foothill Academic Senate President **Dolores Davison** commented that data from program review provide faculty with an opportunity to discuss how and what they teach.

President **Brian Murphy** said De Anza has benefitted from having grant funding that's made it possible to focus more staff and resources on basic skills students than is possible for many other colleges. He said growth in the number of very-low-income students enrolled would likely affect success rates.

De Anza Academic Senate President Karen Chow said that faculty and staff who engage with students can have a big impact on student success, as seen in the success English instructor **Marc Coronado** has had with Latina/o Empowerment at De Anza, the iLEAD! program.

One of the district's Strategic Plan goals is to increase enrollment from local feeder schools to 30 percent directly from high school, but the high school participation rate dipped slightly, to 21.5 percent, from Fall 2010 to Fall 2011.

On stewardship measures from the Strategic Plan, the district met its goal of achieving appropriate staffing, and came close to goal on the other three measures: achieving a structurally balanced budget, achieving environmental sustainability practices and aligning facility capacity with student load.

Trustee **Bruce Swenson** commented that the data shows a great job overall with a few exceptions and urged the colleges to develop plans that would lead to even greater improvement in student success.

The challenges of enrollment management

Foothill and De Anza Presidents Miner and Murphy discussed the complex array of factors the colleges consider in making decisions designed to influence enrollment. Both colleges consider a wide variety of data – “a blizzard of information” – as they wrestle with where to allocate scarce dollars.

In response to state budget cuts, Foothill and De Anza have sharpened their focus on the core community college missions of transfer, workforce and basic skills preparation. In deciding which courses or programs the colleges will or won't offer, President Murphy explained, the vice president of instruction and deans evaluate courses on such indicators as whether they count toward a degree, certificate or transfer; what the completion rate has been over the past few years; the educational level of those who take the course; and the rate at which the course has been filled.

In response to a question from Trustee **Betsy Bechtel**, President Miner spoke about how Foothill is finding new ways to serve international students, who pay higher tuition, without sacrificing services for domestic students. This fall, she said, Foothill will work with Meridian International College in the Philippines, to enroll students online and Foothill also is working to build enrollment by expanding contract training.

Trustee Swenson said he hoped to get more hard data about what is contributing to the district's enrollment decline over the past five years. New restrictions on repeating classes and changes in state regulations regarding lab hours have been cited but he wondered if there are other reasons.

As part of budget cuts, the state has instituted enrollment reductions, President Murphy said. Initially, the district was forced to turn away thousands of students. As state funding continued to shrink, lifelong learning offerings were removed from the curriculum and other courses were eliminated or “re-engineered”. In addition, he said, students may be discouraged as it has become increasingly difficult to transfer to a California public university.

Institutional research reports that other Bay Area community college districts are now reporting flat or declining enrollment. More students may be opting for private universities, President Miner said.

What's most relevant now is having a plan to rebuild enrollment, said board President **Joan Barram**. She added that the colleges are doing their best to achieve funded enrollment capacity in a way that is mission driven.

Trustee Bechtel noted that state restrictions on course repeatability in areas such as physical education, music and the arts have the greatest affect on local community members. In the future, she said, those voters may be less willing to support a district bond measure in the face of decreased access to the colleges.

Plans for a new education center at Onizuka

Foothill President Miner reviewed plans for building a state-of-the-art education center at the former Onizuka Air Force Station in Sunnyvale. She said the center will be unique in California for its combination of features: a partnership between Foothill-De Anza and Mission College, collaborations with community-based organizations, and alliances with companies in the Moffett Business Park and the Sunnyvale Chamber of Commerce.

The focus of the center at Onizuka will be on creating career pathways so students are able to begin work in an entry-level position while advancing their education in a related career field. To this end, Foothill can build upon its existing work with partners such as the Central County Occupational Center, NOVA Workforce Board, Year Up, Catholic Charities and veterans' services. She noted there has been some discussion about the Khan Academy possibly locating there.

President Miner said new programs are being planned for the center in allied health, geographic information systems, quality assurance, mobile applications, nanotechnology, and computer sciences. In addition, programs that have been successful at the Middlefield campus will move to the new site. These include general education, child development, pharmacy technology, EMT, the Family Engagement Institute and College & Career Connections. She said she hopes Foothill can continue to offer adaptive fitness and physical education classes at Cubberley Center in Palo Alto since the new center will not have a gym or fitness center.

In response to questions from the board, **Dave Younger** of the Lionakis design firm said newly opened education centers typically see substantial enrollment growth. President Miner reported that the center plans to use alternative delivery methods that are convenient for students, such as Cisco TelePresence, accelerated academies, weekend-only classes, late-start classes, and short-term certificates.

The center will open in fall 2015 in a 50,000 square foot building. It is being designed to meet the highest Leadership in Energy and Environmental Design (LEED) rating of platinum and will be built as closely as possible to net-zero energy use.

The district is awaiting transfer of the property from the federal government at no charge as a public benefit conveyance. The U.S. Department of Housing and Urban Development still must sign off on the city of Sunnyvale's plan to relocate homeless housing that had been planned at Onizuka to an alternative site, said **Charles Allen**, executive director of facilities, operations and construction management. He said transfer of the property is expected in the next few months. In the meantime, the district has continued moving forward with planning and design.

A new initiative: the Science Learning Institute

Peter Murray, dean of the Physical Sciences, Mathematics & Engineering Division at Foothill, briefed the board on the Science Learning Institute (SLI), an initiative for enhancing teaching and learning in science, technology, engineering and mathematics

(STEM) at Foothill. The end goal is to attract more students to STEM careers – particularly under-represented students, including women – by creating relevant curriculum; expanding scholarships and stipends; providing a ladder pathway to STEM careers; and developing partnerships that lead to internships and industry participation in developing and teaching courses.

Conceived while planning for the new Physical Sciences and Engineering Center at Foothill, which will open in January 2013, the SLI will offer new programs for transfer and workforce in sustainability; nanoscience; energy management; medical devices; and computer science with a focus on mobile computing and new technologies. Interdisciplinary by design, these programs will provide students with hands-on learning, from monitoring photovoltaics and tracking energy and water use on campus to participating in learning opportunities with partners including NASA-Ames, UC Santa Cruz, Stanford University, and industry partners.

Other components of the Science Learning Institute include internships; service learning opportunities such as taking STEM activities into local schools; summer STEM programs for under-represented high school students, perhaps in conjunction with the Kahn Academy; mathematics “bridge” programs for college students; and professional development for STEM teachers. Foothill already has a successful internship program pairing STEM students with Stanford University researchers. And since mathematics is so important in all STEM fields, Foothill this summer offered its first two-week math basic skills boot camp that Dean Murray said raised participants’ achievement by at least one course level and in some cases by as much as three levels. The Science Learning Institute intends to post its curriculum online to share with other community colleges.

Responding to trustees’ questions about resources to accomplish these ambitious goals, Dean Murray said he has excellent team of full- and part-time faculty and is also looking for external funding. In addition to seeking grants, he said he is working with the Foothill-De Anza Foundation on a plan to raise \$10 million by 2020. “We believe this is within reach,” he said. The SLI also has formed an advisory council made up of top-level Silicon Valley STEM entrepreneurs and industry leaders.

In summary, Murray said, Foothill aims to become “the Caltech of community colleges,” deeply engaging students in STEM pursuits and cultivating “the next generation of solution providers.” Trustees congratulated him on an exciting project.

Measure C: A report on progress and energy savings

Executive Director Allen reported that Measure C activity progressed as planned in 2011-12 with \$108 million spent on Measure C projects. These projects include purchase and installation of technology and instructional equipment, as well as new construction, renovation, maintenance and repair. Since passage of the bond measure in 2006, he said, the district has spent \$262 million in Measure C funds as approved by district voters. Measure C spending is expected to total about \$85 million in 2012-13.

He reported that the bond program met its target in 2011-12 for minimizing change orders on new construction projects, and came close to the target on minimizing change orders for renovation and maintenance projects. He said Media and Learning Center at De Anza is on schedule for its public opening the week before classes begin. The Physical Sciences and Engineering Center at Foothill is on schedule to open for classes in winter 2013.

Director Allen said plans are being re-evaluated for the Data Center building, which is slated for construction on Lot 1-E next to the District Office Building. Design of the ETS Office Building should be ready by early next year for submission to the Division of the State Architect, and the goal is to have construction bids in hand by next summer for the District Office renovation. He said he is confident the district is still on track to receive a public benefit conveyance of property at the former Onizuka Air Force Station for construction of a new education center.

He commented on how the district's investment in energy management is paying off in a big way. The district has been able to avoid some significant costs as the result of its existing co-generation facilities and photovoltaic (PV) arrays that were installed over the past few years on campus parking lots. He put the district electricity savings from cogeneration and solar in 2011-12 at \$700,000, which will only grow when De Anza's PVs have been operational for a full year. In June 2010, the district was purchasing 70 percent of its electricity, he said. This June, it purchased only a little more than 40 percent of the power it needs because it is producing the rest.

Trustee Swenson said it is exciting to see the progress made under Measure C, particularly the substantial contributions to sustainability that the bonds funds have made possible.

REGULAR SESSION

INFORMATION & ACTION ITEMS

The 2012-13 budget: As part of a public hearing, Vice Chancellor **Kevin McElroy** presented an overview of the 2012-13 budget, which the board is scheduled to adopt on Sept. 10.

He explained that the district must plan for a worst-case scenario in the event that Prop. 30, the governor's funding initiative, fails at the polls in November. Failure of the initiative would leave Foothill-De Anza facing a projected \$11.9 million budget deficit in 2012-13, partly as a result of mid-year trigger cuts from the state that will take effect if voters do not approve the new revenues. In that case, the district will move to make the staff reductions for which planning has been under way for months. If Prop. 30 passes, the district's deficit is projected at "only" \$5.7 million, reflecting the ongoing structural gap between revenues and expenditures.

Fortunately, Vice Chancellor McElroy said, the district has been able for the past several years to cushion state funding cuts using one-time dollars in the district's stability fund. This has allowed time to plan responsibly for the additional reductions that the district must make to live within its reduced funding. He said there is \$6.5 million set aside in the district's stability fund to offset cuts in 2012-13.

As difficult as the prospect of further cuts is, Foothill-De Anza is in a remarkably strong fiscal position given the state of the state, said Trustee Swenson. Board President Barram attributed that to the district's sound fiscal planning and a variety of efforts by employees throughout the district to reduce spending.

Vice Chancellor McElroy thanked Budget Director **Bernata Slater** and her staff for the many hours of careful analysis that go into producing an accurate budget document.

New transfer degrees: The board approved De Anza's application to the state Chancellor's Office to offer four associate degrees for transfer – in history, political science, sociology and administration of justice. Transfer degrees are intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. The degrees guarantee admission to the CSU system, but not to a particular campus or major.

Professional achievement awards: Trustees approved PAAs for 2012-13 for the following faculty: at Foothill, **Kathleen Duncan** in biological and health sciences, and at De Anza, **Judy Cuff-Alvarado** in biology, **Rebecca Board-Liljenstolpe**, **Becky Roberts** and **Julie Sartwell** in English, **Lydia Botsford** in accounting, **David Capitolo** and **John Walton** in automotive technology, **Robert Clem**, **Alicia Cortez** and **K.D. Lee** in counseling and matriculation, **Michele Dubarry**, **Clara Lam**, **Charles Lee**, **Letty Wong** and **Linda Yee** in ESL, **Michele Fritz** in business **Maurice Geraghty**, **Janice Hector** and **Lisa Markus** in mathematics, **Cynthia Kaufman** in philosophy, **Patricia O'Neill** in nursing, **Kristin Skager** in reading, **Li Wei Sun** in child development and early education and **Nicky Gonzalez Yuen** in political science.

HUMAN RESOURCES & PERSONNEL

Administrator appointments: Trustees ratified the employment of **Robin Galas** as assistant director of the Family Engagement Institute at Middlefield campus and approved the employment of **Reginald Duhe** as director of business and education partnerships at Foothill.

Full-time faculty employment: The board approved the hiring of the following full-time faculty in the Physical Sciences, mathematics and Engineering Division at De Anza: **Rebecca Fouquette**, **Usha Ganeshalingam** and **Erik Woodbury**.

Faculty retirements: The board ratified the resignation for retirement of De Anza counselor **Laurel Torres**, effective June 29, 2013.

Classified employment: Trustees ratified the hiring of **Amy LaGalante**, executive assistant in the President's Office at Foothill, and **Meghan Lloyd** as a child development teacher at De Anza, and approved the hiring of **Tammy Chuong** at a senior accountant in Central Services and **Scott Marchand** as De Anza Flea Market coordinator.

Classified retirements: The board approved the retirements of **Thomas Giebler**, PE facilities and equipment assistant at Foothill, effective Dec. 28; **Stan Judkins**, computer systems integration specialist in ETS, effective Oct. 31; and **Stephen Mitchell**, De Anza program coordinator, effective Oct. 14.

REPORTS & HEARINGS OF ITEMS NOT ON THE AGENDA

Public comments: Responding to questions from Palo Alto resident **Terry Terman** about how Propositions 30 and 38 on the November statewide ballot would affect Foothill-De Anza, President Barram said the board is on record supporting the governor's funding initiative (Proposition 30). She said the board would review the two competing propositions at its Sept. 10 meeting.

Presidents' comments: President Murphy announced that De Anza's new Media & Learning Center is a finalist for an award for environmental sensitivity from the Silicon

Valley/San Jose Business Journal. He offered congratulations to Director Allen and thanked all those involved in making the building a special place. He commented on election-year activities of the Democracy Commitment, a coalition of community colleges focusing on civic engagement, in which De Anza plays a leading role.

President Miner reported that Foothill will participate this year in the National Science Foundation-funded initiative, SENCER, or Science Education for New Civic Engagements and Responsibilities, a faculty development project devoted to engaging student interest in science, technology, engineering and mathematics by focusing coursework on real world problems. She thanked Vice Chancellor **Joe Moreau** for obtaining support from the Chief Information Systems Officers Association of the California Community Colleges (CISOA) for a national conference Foothill is co-sponsoring Oct. 12 with Innovative Educations. The free conference – Leveraging Technology to Support College Student Success – has about 500 registrants and a range of sponsors including the League for Innovation in the Community College, Coursera and the Krause Center for Innovation.

Chancellor's comments: Chancellor **Linda Thor** reported that the Central Services Classified Senate has won the Model Senate Award from the California Community Colleges Classified Senate. She said current President **Craig Gawlick** and immediate past president **Carol Skoog** had relayed thanks to the board and executive leadership team for their support. In response to a request from UC Santa Cruz Chancellor George Blumenthal, she said the district is co-sponsoring a roundtable discussion Sept. 11 at Foothill on higher education quality and affordability with U.S. Under Secretary of Education Martha Kantner and area college and university leaders.

Trustee comments: Foothill Student Trustee **Antonia Zavala** reported on plans by the Associated Students of Foothill College to hold a political awareness day Oct. 10 during the noon hour. The event will include political party representatives and is designed to make students more aware of the importance of the political process and upcoming ballot measures. She joined De Anza Student Trustee **Vincent Mendoza** in expressing appreciation for the opportunity they had to attend a statewide conference of student trustees. Trustee Mendoza described efforts among De Anza students and faculty to gear up to get people registered and voting in the November election.

Trustee Bechtel reported on the results of a recent special meeting of the Audit & Finance Committee to review the budget. Trustee Swenson reported on attending with Trustees Bechtel and **Laura Casas Frier** a presentation on the district by board President Barram, along with Chancellor Thor, to the board of the Mountain View-Los Altos Union High School District. He said that both members of that board and Superintendent **Barry Groves** had many complimentary things to say about our district.

Board President Barram reported on attending two campus events, a luncheon for participants in the Summer Bridge Program for foster youth at De Anza and the Summer Youth Leadership Academy operated by APALI, the Asian Pacific American Leadership Institute at De Anza, and how impressed she was with the students who participated. Trustee **Pearl Cheng** commented on attending a forum sponsored by the Campaign for College Opportunity that highlighted two new reports on access and opportunity in California higher education.

NEXT MEETING

The next regular meeting of the Board of Trustees is scheduled for 6 p.m. Monday, Sept. 10 in the district Board Room. Agendas generally are posted 72 hours in advance at

http://www.fhda.edu/about_us/board/agenda/. Please check the agenda to verify time and location of the meeting.

Board Highlights is designed to communicate board meeting news to faculty and staff across the district. This publication is not the official minutes. The official minutes are available at http://www.fhda.edu/about_us/board/minutes after their approval at a subsequent board meeting. Please contact Becky Bartindale at bartindalebecky@fhda.edu or (650) 949-6107 with comments or questions about *Board Highlights*.