SEW Meeting

Tuesday, January 30, 2018

LOCATION: Room 6501

TIME: 1:30-3:00 PM

Attended—Micaela Agyare, Jiin Liang, Andrew Lamanque, Patrick Morriss, April Henderson, Adrienne Hypolite, Lisa Ly, Laura Gamez, Tracee Cunningham, Voltaire Villanueva, Tess Hansen, Allison Herman, Pauline Brown, JR Jimenez, Paul Starer, Andre Meggerson

Minutes— Approved by consensus

Announcements— postponed to next week.

Learning Communities Update— FYE & Umoja Outcomes for cohorts AY16 to AY18; data presented today is based on prior cohorts, with some data for this year’s cohort.

Looking at course success, persistence, and basic skills sequence completion

**FYE**--data will reflect summer and fall because FYE starts in the summer. Demographics given are over a 3 year average. Key points: 82% are 19 or younger; 84% are from the DI group; Course success rate is improving but it does trail the college. The dip in FYE course success rate can be attributed to the GE classes. Who is more likely to complete an FYE course. Female FYE students seem to be outperforming male counterparts. Latinx students comprise the majority of students in FYE as well as who is succeeding.

***Persistence***: FYE students tracked in one FYE course from quarter to the next. Persistence rate to spring was less than the first year. Currently this cohort is persisting at 80% from fall to winter.

***Basic skills sequence completion***: Half of the AY16 completed the English basic skills pathway. Who is likely to be a completer of the pathway. While Latinx and females in the AY17 FYE cohort comprise the majority of completers, there are still less than half that completed the sequence.

**Umoja**--data has two cohorts and will only reflect fall because they don’t offer a summer section. Predominantly male, half are African American followed by Latinx. Umoja in the AY18 is currently trending higher than the college average. Umoja males students were more likely in AY17 to complete compared to females but it’s the reverse for AY 18 so far. AFAM success rates are improving and have been over the average for the cohort. For AY17 a little over half of the Umoja cohort is retained through to Spring. For this year’s cohort the fall to winter persistence is higher than the college’s.

**Basic skills**: For students in the AY17 cohort, a little over half completed the English basic skills pathway. Who are the completers? Males and AFAM make up the majority of the completers, but fewer than half completed the pathway.

What is occurring? Improvements to the course success, persistence and retention rates are improving and it is promising.

***What are we learning about the learning communitie****s*? The pattern is a focus on the pathways. It seems to be beneficial to be students who maintain the same instructors through the majority of the pathway. Additionally, increasing the counseling focus and reducing the GE focus for the students. The numbers for this particular year seems promising because of this change. The themed/linked learning for FYE has been around social justice. Quarterly retreats are occurring this year to bring both cohorts together. Some of the FYE projects have been developed around service learning and in preparation for the research symposium. Umoja themed/linked learning is also around social justice. This is the first year that they are doing one pathway; having two pathways wasn’t useful for the program.

***Have they had any opportunity to assess program outcomes for the students independent of the particulars of the course (like social skills, etc)? Is there learning that takes place independent of the academic learning*?** For Umoja, the focus has been on African American authors and how that plays into social justice. Tracee notes that the sense of the community is very strong within the Umoja program. Umoja hosts a number of events that help with this. Planned are HBCU trips and transfer workshops. Umoja has also launched a mentor program this year. FYE had program-learning outcomes and the program review touches on those other learning outcomes. Katie Ha noted that there are ways to measure some of the soft skills like activating resources on campus (by pulling SARs data). Andre Meggerson, who is mentoring Umoja students, noted that students are learning about their ability to self-advocate, feeling comfortable in their skin, but they still feel uncomfortable when they leave the classroom. He also noted the importance of listening to the students and understanding what the students really need and not ignoring some of those basic needs that will make the students successful (like sending students to HBCU visits, but ignoring the fact that the student can’t afford their textbooks).

Paul raised the question on what the learning communities and the college community can do to help soften the landing for students leaving the cohorts but empowering them to remain connected to their learning community. What are we dong to address the lack of structure and community that can leave for a student once they complete the sequence? Puente discussed how they have worked on building that piece to their program. They mentioned a Puente honors course as a possibility. They’ve also discussed the way the students have formed Puente clubs.

***What are some immediate challenges to the program?*** Students work/life/school balance. The requirement/commitment to the program. Do we need to find ways to expand their communities so that the individual learning communities stop being “silo-ed”?

**Integrated Plan, Governance, Guided Pathways, SEW Budget—**

***Governance:*** The governance leadership (redesign) council has been meeting and reviewing the governance structure. Looked at different models and came up with 7 different ways the college could organize themselves. The group has settled on focusing the model on the Educational Master Plan and its goals of equity, community, and resources, while keeping an overarching group like PaRC. The next step is to bring it back to PaRC and then the committee. The idea is to have an agreement by spring and launch the new governance structure in the fall 2018. Some additional ideas are to have a facilitator that would facilitate the meetings and be trained. The senates are separate from this restructure. The focus of governance would be on planning and feedback and assessment and visioning for the college. A question arose about what to do with the operational side of shared governance. Andrew responded and noted that the administrators would staff the committee/provide staffing for operational purposes. Another question arose whether this was just a reshuffling of the same folks that participate or will there be a concerted effort to get a true representation of the campus on these new committees. A suggestion was also made that we start video recording/streaming the shared governance meetings.

***Integrated plan***—has been sent to the state. But we need to come back to drill down the details of the plan.

***Budget***—How are we doing? Our allocation for 17-18 has gone down. We still have carry forward funds from last year. Overall we’re in good shape. We have to use the carry forward funds by June 2018. However, we have until June 19 to spend the full amount of the allocation received this year.

Noted that Thuy has taken on the direct running of the equity office. The office currently exists of Carolyn Holcroft, and Lisa Ly with administrative support from Peter Chow.

***Student Affairs & Equity***--- Sean Bogle, new Dean of Student Affairs. One of the things he’s done is send out notification letters from his office when there is an academic integrity concern submitted as well as follow up letters when the case has been adjudicated with information about the findings. Discussed the importance of stream lining the academic integrity process (instead of handling things “in-house”) so that the processes of adjudicating these concerns are the same for all students. Feb 132018, Sean will roll out a program (panel) discussing plagiarism.

Students should have a roll in the upkeep of the student academic integrity process. He noted that the ASFC position of Student Rights and Responsibilities is being under utilized. So he’s working on developing more student buy-in to have input on the process.

***What are the other areas that your position encompasses?*** Oversees student activities, and working with Daphne and Thuy around student engagement. Is also looking at improving the food pantry. Crisis management is another area that his role focuses on.