

**FOOTHILL COLLEGE**

**Student Equity Workgroup (SEW)**

**Tuesday, May 10, 2016**

**MEETING MINUTES**

**LOCATION:**  Room 6501

**TIME:**  2:00 PM – 4:00 PM

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| **ITEM** | **TIME** | **TOPICS** | **LEADERS** | **OUTCOME** |
| 1 | 2:00-2:05 | Approval of Minutes – April 26, 2016 | Trichairs | Approval |
| 2 | 2:05-2:10 | Announcements | Trichairs | Discussion |
| 3 | 2:10-2:20 | Umoja Funding Request | Trichairs | Discussion/Approval |
| 4 | 2:20-2:30 | Student Success Conference Funding Request | Schultz | Discussion/Approval |
| 5 | 2:30-3:00 | Student Equity Update | LaManque | Discussion |
| ~~6~~ | ~~3:00-3:30~~ | ~~Brainstorming Success Indicator Groups~~ *Postponed* | ~~Starer~~ | ~~Discussion~~ |
| 7 | 3:30-3:40 | SEW Rubric | Fernandez | Discussion |
| 8 | 3:40-3:50 | Director of Equity Job | LaManque/Starer | Discussion |
| 9 | 3:50-4:00 | Getting Mentoring Started in the Fall | LaManque/Starer | Discussion |

**PRESENT:** Adrienne Hypolite, Micaela Agyara, Paul Starer, Hilda Fernandez, Sarah Cooper, Lan Truong, Justin Schultz, Carolyn Holcroft, Angel Tzeng, Kelaiah Harris, Kimberlee Messina, Roberto Sias, April Henderson, Nazy Galoyan, Elaine Kuo

1. **APPROVAL OF MINUTES – April 26, 2016**
Meeting minutes were approved by consensus.

**(2) ANNOUNCEMENTS**

Hilda Fernandez announced she is still looking for 20 attendees for the Faculty Teaching and Learning Academy (FTLA). Flyers were handed to committee members. If anyone is interested in attending or if you know a faculty member who may be interested, please provide Hilda with a list of names so she can personally reach out to them. FTLA will take place from August 15th to August 18th and August 22nd to August 25th. The 8-day workshop is followed by monthly Saturday meetings from September 2016 to June 2017.

Hilda also announced that May is Latino Heritage month at Foothill Campus. Students, faculty, and staff are encouraged to attend campus activities. Wednesday, May 11, 2016 is Flor Y Canto Poetry Slam in Hearthside Lounge (Room 2313) from 10:00am-11:30am.

**(3) UMOJA FUNDING REQUEST**
Umoja has finalized the program funding request for the 2016-2017 academic year. The funds will assist with the initial process for implementation in regards to marketing and outreach, counseling, providing student resources and activities, and tracking student progress. Committee agrees that this funding request should commit to the development of the program, and adequate faculty and staff training to ensure sustainability. For future references, Umoja should continue growth and sustainability with the use of state funding and other available resources. The Committee is concerned that the timeframe for Umoja may be too strict to meet the needs for disproportionately impacted students. Recruitment and counseling efforts should be taking place now in order to move forward with the program and enroll students. It is difficult to determine how much of a commitment is needed for counseling and whether counselors will be assisting in outreach efforts. Umoja program should decide what are the current tasks, how much time will they take, what will work best, and who will delegate. To release the counselors of recruitment tasks, Andrea Hanstein and Marketing team should assist with outreach efforts. It was suggested that counselors from Puente could help assist Umoja with counseling efforts. Also, a Student Success Specialist could be hired to assist with the coordination of connecting students with faculty and student outreach. The Committee approved the funding request with an additional note that the Umoja proposal serves as an example of the need for a larger college wide conversation. A discussion needs to take place in regards to how efficiently the Student Equity Workgroup will support programs, and a breakdown of the counseling and faculty support. Furthermore, faculty will need to agree to the proposed support structure. Elaine Kuo also suggested that programs should determine how they will track their student success rates. Will programs use the pilot or cohort model? How are they determining potential students for the program? These conversations should be taking place before implementation and built into the development of the program as a model for all learning communities.

**(4) STUDENT SUCCESS CONFERENCE FUNDING**
Justin Schultz submitted a proposal for funding request for the 2016 Strengthening Student Success Conference in Garden Grove, CA from October 5th to October 6th . The conference is an opportunity to meet with college professionals (faculty, deans, directors, and staff) and discuss strategies for building institutional effectiveness. The conference promotes interactive learning, building connections, and providing perspectives. The conference highlights a number of strands and discussion for collaboration and student success. This will enable Foothill programs to learn best practices to improve success rates. Justin’s current proposal has a total of 4 attendees but if committee members are interested please contact Andrew LaManque. Hilda Fernandez volunteered to attend the conference and agreed that this will facilitate larger discussions campus wide on program improvement. The Committee approved the funding request. She also reminded the Committee that when requesting funds for professional development, faculty and staff should also submit applications to the Academic and Classified Senate Professional Development Travel & Conference Funds.

**(5) STUDENT EQUITY UPDATE**

Kimberlee Messina requested the Student Equity Workgroup invite David Ulate from District Institutional Research to the next meeting to share information on Foothill’s equity achievement gap. There was also a suggestion to invite Casie Wheat from the Testing & Assessment Center to present on the current progress of the Pilot Multiple Measures Project.

Paul Starer, Angel Tzeng, and Kelaiah Harris presented an update on the 2015-2016 Student Equity Plan Activities. Equity has become a campus wide discussion as acknowledged by the Program Review Committee in the program review findings. In relation to the Student Equity Plan, there is limited activity for the Mentoring program, and use of Student Educational Plan Data to Project student needs. More work needs to be delegated to marketing and outreach, equity research, developing online data about subpopulations of students, multiple pilot measures, and facilitating the assessment of ADT learning outcomes. There is current progress for professional development, Early Alert, FYE, and reducing financial barriers. A prominent concern for the Committee is 33% of the Equity Budget is dedicated to mentoring activities even though little has taken place. More progress will need to be made on the mentoring program. Angel will follow up with FYE on the current progress for marketing. Faculty will use the inquiry tool to monitor success indicators and collect disaggregated data in individual courses. Hilda met with the Psychology, Sociology, and Biology departments and all agreed to use the inquiry tool as a pilot. The laptop rental service in the Bookstore to aid in reducing financial barriers is not limited to students in need. As of now, any student can rent a laptop, as no guidelines have been set. Students are able to rent out laptops for all 3 quarters if needed. As this service expands, the Committee will determine if guidelines will be needed to increase the number of disproportionately impacted students served. No marketing has been used to advertise the laptop rentals - students are recommended through Early Alert or word-of-mouth. There was a suggestion to use left over equity funds to purchase more laptops for the rental service. Lan Truong discussed that Equity and Early Alert should communicate with Financial Aid in advance to improve the success rate of the textbook voucher program. If students are aware in advance that they qualify for book vouchers then we will be more likely to serve more students. Nazy Galoyan is currently working with ETS to obtain Degree and Certificate Completion reports and expects it to be available by June.

**(6) BRAINSTORMING SUCCESS INDICATOR GROUPS**

In preparation for planning of the next Student Equity Plan, Paul will separate the committee into subgroups of success indicators at the next meeting. The desired group number was suggested to be 5. Success indicators include Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. If you are interested in being a part of a specific category please make a note. Hilda provided preliminary bullet points and objectives for each success indicator.

 ***Access -*** *Getting marketing to reach the targeted population and Institutional Research*

***Course Completion -*** *Mentoring program, Early Alert, and Institutional Research*

***ESL and Basic Skills -*** *Basic Skills, Math, English, ESL, Early Alert, and Institutional Research*

***Degree and Certificate Completion -*** *Transfer workgroup, Institutional Research, and Evaluations*

***Transfer -*** *SLO committee, Transfer Workgroup, and Institutional Research.*

Paul will send an email of success indicators and objectives to the committee.
**(7) SEW RUBRIC**

Hilda presented the revised SEW rubric to the committee to discuss the updated information and language. This rubric is used to align with the Student Equity Plan. Hilda created a new timetable to assess the proposals. Features of the new rubric include providing target population and change of student and indicator focus. Suggestions for the revised rubric include providing a separate response section for program follow up, the link to access the Student Success and Retention Team website, possible link to include guidelines to report back, logging of dates to report back, expenditure table, and a category of whether the proposal requests long term or short term funding. Committee will write up feedback and send to Hilda to make changes. Additional conversation took place on using two separate proposals, one to determine if requirements are met and the other to determine the merit of a proposal. There is a concern were the merit to not meet requirements or vice versa. Since programs are long term funded and equity funding is not continuously guaranteed, the committee will need to consider how they address proposals for funding requests. An institutionalized process for all program proposals was suggested. Perhaps program proposals should be submitted to Student Success Collaborative before the Student Equity Workgroup. Follow-up discussions will commence at a later date. It was noted that any changes to the SEW rubric will have to be compared to the current funding request template, to ensure that all criteria for review can be answered via template.

**(8) DIRECTOR OF EQUITY JOB**
Paul met with Andrew in response to the unsuccessful search of the Director of Equity Programs position. Paul and Andrew will take the lead of rewriting the classification for the position and submitting to the Classification Committee. In the meantime, Paul provided the committee with a few ideas to fill the position. Similar to De Anza, a non-teaching tenure track faculty could be hired for 100% reassign time for the position and report to the President. There are benefits and draw backs to hiring faculty for this position. Faculty can provide a pedagogical background in terms of experience in equity and faculty are more likely to take direction from other faculty. However, some drawbacks include the inability to supervise a classified staff member or complete administrative tasks (e.g. budgeting/approvals), and the position will be 10-11 months. Another option for equity is 100% reassign time and distribute 50% for Professional Development and 50% faculty for the mentoring program (likely 2 faculty members). The split reassign time is in anticipation of faculty who may be interested in this position but would like to continue teaching. Splitting 50/50 will provide additional support, as the job description can be very challenging for one person. These options will serve as an interim Director until the revised classification of the Director position is submitted and approved by the Classification Committee. The committee favors the idea of an Interim Director to move forward with equity efforts and give enough time to evaluate. The committee also supports hiring a Director that is on board with the success of the program. Paul suggested that the committee continue with this conversation outside of the meeting and report back to get a sense of how everyone feels about this idea.

**(9) GETTING MENTORING STARTED IN THE FALL**

Along with the conversation of the Director of Equity position, the committee briefly discussed how these changes effect the development of the mentoring program. The mentoring program has had little activity and the current state of the Director position has made the development of the program challenging. The agreement to hire an interim Director will allow for the development of the beginning stages of mentoring program in hopes of implementation in the fall.