

**FOOTHILL COLLEGE**

**Student Equity Workgroup (SEW)**

**Tuesday, June 21st, 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 – June 7th, 2016 | Trichairs | Approval |
| 2 | 2:05-2:25 | Feedback on SE Plan | LaManque | Discussion |
| 3 | 2:25-2:35 | Ongoing Budget Options | LaManque | Discussion |
| 4 | 2:35-2:45 | Course Completion Rates | Tzeng | Discussion |
|  5 | 2:45-3:00 | Academic Coaching | Webber | Discussion |
| 6 | 3:00-3:10 | Courageous Conversation | Fernandez/Holcroft | Discussion |
| 7 | 3:10-3:20 | Student Probation Class | Jiminez | Discussion |
| 8 | 3:20-3:25 | Director of Equity Programs | Starer | Discussion |
| 9 | 3:25-3:35 | Meetings in the Fall | Starer | Discussion |
| 10 | 3:35-4:00 | ~~District & College Opening Day~~ *Postponed* | All | Discussion |

**PRESENT:** Adrienne Hypolite, Micaela Agyare, Hilda Fernandez, Carolyn Holcroft, Angel Tzeng, Kelaiah Harris, Kimberlee Messina, Andrew LaManque, Kurt Hueg, JR Jiminez, Paul Starer, Jinn Liang, Justin Schultz, Roberto Sias, Pat Hyland, Liz Leirserson, April Henderson, Nazy Galoyan, San Lu, Janet Webber, Sarah Cooper

1. **APPROVAL OF MINUTES – June 7th, 2016**

Meeting minutes were approved by consensus.

**ANNOUNCEMENTS**

1. A funding proposal was submitted to the tri-chairs by the Sam White (English Faculty) representing the “Reading Initiative (RI) group” from the English Department to host a faculty retreat from 9:00am to 2:00pm each quarter during fall, winter, and spring. The retreats will foster conversations around reading pedagogy, and meaningful and innovative instructional approaches to help disproportionately impacted groups in both developmental and transfer-level English courses. The $1,900 funding request will cover expenses for the first of the three retreats, food, materials, and additional pay for adjuncts participating in the retreat.

The tri-chairs approved this request.

1. Beginning in fall quarter the committee will use a consent calendar to review proposal requests.
2. Pat Hyland reported that DDEAC/HRAC and district personnel are collaborating with EquityworksNW. EquityworksNW is a firm focused on helping organizations develop a shared understanding of equity and equitable decision making by assessing areas of strength and opportunity. For more information see <http://hr.fhda.edu/diversity/c-meeting-minutes-and-agendas.html>
3. April Henderson presented a request for EOPS to collaborate with Equity on working with students who are ineligible for EOPS and in need of financial assistance. She is concerned that students who are ineligible for EOPS and Learning Communities may not receive financial assistance and therefore have a higher risk of discounting their academics. The student success collaborative is currently working to solve this. In the meantime, April suggests a clear documentation standardizing a way to connect these students with resources by providing a handout with a complete list of programs and resources for students.

**(2) FEEDBACK ON SE PLAN**

Andrew LaManque presented a summary of the feedback from the California Community Colleges Chancellor’s Office on the 2015-16 Student Equity Plan.

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| **FEEDBACK** |
| **Commendations** | **Suggestions for Improvement** |
| Executive summary | Integration of SEP with Master Plan |
| Breakdown of equity funds using pie chart | Activities to support improving access |
| Use of disaggregated data | Citation of literature for access |
| Professional development & ESL activities | Proactive approaches to support and research students completing their degree & certificate |
|  | Transfer indicator is unclear |
|  | Participant of student stakeholders |

The Chancellor’s Office does not require a new plan each year, therefore the committee will make revisions and update the SEP to incorporate the feedback and address new goals. The updated SEP will elaborate on the activities to strongly identify their connection to success indicators. There were suggestions to highlight SEW’s collaboration with 3SP regarding student success collaborative, outreach efforts, and recruitment, and to include the proposal rubric.

The committee will also include diversity training for hiring committees in the updated plan. A standard training can be implemented for those who wish to serve on a hiring committee. Diversity training can bring equity to hiring committees by improving the hiring process, such as outreach and job descriptions, and employee diversity can help serve target populations and disproportionately impacted students.

Hilda Fernandez suggested to form groups categorized by success indicators to reflect on the plan and make revisions during the first few SEW meetings in fall quarter.

**(3) ONGOING BUDGET OPTIONS**

Andrew reviewed the equity budget with the committee.



The budget for next year will remain the same as 2015-16. No new template has been received yet and the committee will continue to report expenditures to the state. This year’s budget will flow into next year. The committee will review their commitments for next year and determine priorities of the budget to include in the revised SEP.

The ongoing positions are

* Director of Equity Programs
* Instructional Support Technician Discipline
* Administrative Assistant
* Instructional Service Coordinator
* Fulltime Non Instructional Faculty
* and Umoja Release/Counseling.

The Student Success and Retention Team that will focus on Early Alert and the Mentoring program are the Early Alert Coordinator, Director of Equity Programs, Early Alert Counselor and Instructional Services Coordinator. Possible areas for reallocation include professional development, direct student support, and online data tools. Some activities are funded by other workgroups or resources, for example FYE counseling support may be covered by 3SP. SEW will connect with Basic Skills to discuss what they can cover (embedded tutoring/supplemental instruction).

 **(4) COURSE COMPLETION RATES**

Angel Tzeng reported the DRAFT course completion rates for the target and disproportionately impacted populations in an effort to eliminate the achievement gap. In summary and comparison to the 2014-15 report, Latino enrollment has increased and improved by 1% of the college success rate. African American enrollment has decreased and the success rates were not improved. Angel will continue to work with data and send finalized numbers to SEW when completed.

**(5) ACADEMIC COACHING**

Janet Webber and San Lu gave a presentation capturing the services provided by the academic coaches supported in part by equity funds. Academic coaching in the DRC provides students with disabilities coaching from graduate student interns. These coaches help students develop skills such as time management, location of resources, navigation of MyPortal, and accommodation requests.

This year a total of 90 students have been served by academic coaches and approximately 45 of those students attended coaching sessions regularly. The DRC is currently working to improve this program by providing updates and more training. In the 1st year there were 3 graduate interns and in the 2nd year there were 2.

The academic coach position is a temporary employee assignment (TEA). San and Janet would like to continue offering this program for next year. They would also like to offer consistency by increasing hours for the coaches or offering a full time position with the help of equity funding. The hours offered as an academic coach are not enough for interns and as a result they will not commit to the program. Students are also requesting the coaching sessions to be focused more towards academics and tutoring. Kimberlee suggested to hire adjunct faculty instead and run the sessions as part of a supplemental instruction course.

No decision was made on funding for next year. Discussions will continue in the context of the mentoring models the college is looking at with the new Director of Equity Programs in the fall.

**(6) COURAGEOUS CONVERSATIONS**

Courageous Conversations received great feedback as reported by Hilda and Carolyn. Many attendees found the information useful and beneficial. Hilda and Carolyn would like to use the learned experiences from the workshop to develop strategies to use on campus. They suggested bringing Beyond Diversity 2 to campus for next year’s Courageous Conversation. Beyond Diversity 2 is co-facilitated and will require a larger number of participants. There may be an opportunity to collaborate with other community colleges in the area for this workshop.

Carolyn suggested a weekly brown bag, in which people get together to discuss their experiences with race on campus. Weekly open discussions such as these can increase awareness on campus and may encourage people to attend Beyond Diversity 2. These meetings will need to be equipped and productively engage in conversation and form action. There are many different approaches that can be taken to continuing this awareness and encouraging these conversations. Subgroups will be created in the fall to continue with these conversations.

The committee recommended bringing Beyond Diversity 2 to Foothill for next year’s Courageous Conversations.

**(7) STUDENT PROBATION CLASS**

The probation course is a robust program to inform students of the 5 Levels of probation, reasons why they may be on probation, and intervention activities to improve their academic standing. JR Jiminez from Counseling presented that majority of students on probation are in the first 3 levels.

All students on academic probation are required to either: register, find information, or complete assignments. Probation status is not lifted until students reach good academic standing.

There were approximately 847 students on probation for winter quarter and about 485 of these students were on Level 1 probation. With the help of ETS, Admissions and Records, and Online Learning, an interactive video was created for Levels 1 and 2 in an effort to capture and inform large groups. After watching the video, students must take the quiz and score greater than 80%. JR has received good feedback from the students in regards to the videos. See below for academic levels of probation.

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| **Levels of Academic Probation** |
| **Levels** | **Name** | **Consequence** | **Action required of student** |
| 1 | Basic | * Hold on student account
* Counseling appointment hold
 | * Watch Basic Probation video on Canvas
* Take quiz
 |
| 2 | Moderate | * Hold on student account
* Counseling appointment hold
 | * Watch Student Success Strategies video on Canvas
* Take quiz
 |
| 3 | Severe | * Hold on student account
* Counseling appointment hold
* Loss of BOG Fee Waiver (effective F'16)
 | * Complete worksheet and student agreement on Canvas
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| 4 | Pre-Dismissal | * Hold on student account
* Loss of BOG Fee Waiver (effective F'16)
 | * Meet with a counselor
* Complete 3 quarter educational plan
* Sign student agreement
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| 6 | Dismissal | * Hold on student account
* Loss of BOG Fee Waiver (effective F'16)
* Sit out 1 qtr.
* Noted on transcript permanently
 | * Meet with a counselor during the quarter that student is sitting out
* Complete 3 quarter educational plan
* Complete Admission After Disqualification petition
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**(8) DIRECTOR OF EQUITY PROGRAMS SEARCH**

The hiring committee for the Director of Equity has been formed. The meeting dates for interviews have been scheduled for later July / early August.

**(9) MEETINGS IN THE FALL**

The lack of members attending SEW meeting have been disappointing. Paul Starer received feedback that the SEW meetings conflict with some faculty schedules which resulted in low attendance. To improve attendance, the meeting times can be changed if the committee is in favor, however there is no guarantee that the change in time will result in an increase of attendance. Some members of the workgroup are also spearheading equity efforts and may not have time to meet. Attendance was heavy during fall quarter and as the year progressed the attendance declined. SEW meetings could be scheduled as an online conference for those who can’t attend the meetings physically, however faculty and staff may have other priorities in which case a web presence would not make a difference in attendance. Another option is to recruit more students to join the workgroup. It is important to identify the pattern of absence and report strategies, because in order to impact equity, participation is required.

SEW meetings will continue to be scheduled every other Tuesday from 2pm-4pm.