FOOTHILL COLLEGE
Student Success Collaborative
Tuesday, December 6th, 2016
MEETING MINUTES

LOCATION: Room 1901
TIME: 10:30 AM – 12:00 PM

ITEM	TIME	TOPICS	LEADERS	EXPECTED OUTCOME
1	10:30-10:35	Approval of Minutes- November 10, 2016	Kuo	Approval
2	10:35-10:40	Announcements	Kuo	Discussion
3	10:40-11:10	Review BSI, SEP, & 3SP Initiatives Crosswalk	Kuo	Discussion
4	11:10-11:30	~~Service and Instructional Alignment of Initiatives~~ *Postponed*	Kuo	Discussion
5	11:30-11:45	Student Success Collaborative Membership	Kuo	Discussion
6	11:45-12:00	Review and Coordination of Student Success and Retention Team	Kuo	Discussion

PRESENT: Kelaiah Harris, Angel Tzeng, Carolyn Holcroft, Elaine Kuo, Micaela Agyare, Lori Silverman, Andrew LaManque, Paul Starer, Lan Truong

(1) APPROVAL OF MINUTES- November 10, 2016
The meeting minutes will be revised to reflect changes. The meeting minutes were approved by consensus.

(2) ANNOUNCEMENTS
a) Elaine Kuo met with Thuy Nguyen and Andrew LaManque to discuss the possibility of flex days. The President's cabinet was open and supportive of the proposal, but more discussion is needed to determine the work load for implementing the flex days. The Collaborative should also consider how the flex days would assist in creating more time and space for professional development.

   The Collaborative will need to provide a plan and an agenda for the vision and implementation of flex days. Elaine Kuo will create a formal document of this proposal and the Collaborative will revisit the flex day proposal next quarter. The proposal will need to be discussed with the Faculty Association.

b) To follow up on the previous meeting, Elaine Kuo created a document to outline and clarify the term professional development. Professional development is a broad term and can be used to define opportunities of learning for all employees (faculty, staff, and administrators). Recently, the Collaborative has been using the term to describe professional development as it relates to faculty. In the broader definition, professional development is the concept of adult learning principles which include characteristics such as a safe space, shared experience, respect for participants, etc.

There are various articles of literature that capture the categories of the types of professional development such as attending conferences, research on learning by doing, and bringing in consultants. These are all practices for the college to consider moving forward, particularly the specialized learning including staff and faculty. The college should seek to improve and increase the capacity for educational training opportunities, such as mentoring or case studies.

In regards to evaluation, the college should also consider the goals and measurable outcomes of activities. In the previous meeting, the Collaborative spoke about expanding the Faculty Teaching and Learning Academy (FTLA) and this document can be used to guide this proposal.

c) Elaine Kuo presented a document outlining the relationship of the student, the Retention Team, and the Student Success Collaborative. The visual shows a representation similar to that of an ecosystem with layers. The students are in the center of the ecosystem and surrounded by the support of the Student Success Retention Team, which is guided by the Student Success Collaborative. The BSI, SEP, and 3SP plans should be aligned in their efforts to narrow the achievement gap. Once the Collaborative identifies the initiative(s), the Retention Team will be tasked to carry out the initiative(s).

(3) REVIEW BSI, SEP, & 3SP INITIATIVES CROSSWALK

The Collaborative briefly reviewed the initiative crosswalk as presented in the previous meeting. The potential areas of alignments discussed were assessment/placement, counseling, and at risk populations, there was also some discussion around mentoring/tutoring and professional development. The committee thought it might be best to continue conversations on instructional support and services in January along with the professional development aspect and the expansion of FTLA, once the initiatives have been decided.

The state has yet to release the template for the integrated plans; therefore, the Collaborative may want to be mindful in considering the overlap of commonalities to determine the initiatives. Since it is difficult to determine what would be expected of the template, the Collaborative discussed completing the BSI, SEP, and 3SP crosswalk to assist in the documentation and to possibly aid in completing the template once it is released. On the other hand, the Collaborative should be less concerned about the template as adjustments can be made as needed. It would be best to focus more on the integration aspect and identifying a student population to focus on. In the previous meeting, the Collaborative considered initiatives where alignment can be identified in all three plans by reviewing preexisting overlap (e.g. mentoring, tutoring, assessment). Some of these alignments may lead to new initiatives. If new initiatives are developed, it will not preclude the plans from continuing with their current objectives.

The Collaborative discussed considering the lifecycle of basic skills students as the focus of the initiatives. The SEP refers to basic skills students and identifies some of these students as members of the disproportionately impacted groups; however, the disproportionately impacted groups does not assume all students have basic skills needs.

There was further discussion of reviewing 1st year students with an emphasis on the basic skills population. The 3SP does not specifically identify disproportionately impacted students as those with basic skills needs, so the Collaborative considered expanding the focus population to consider all basic skills students to be tagged as at risk (as per the 3SP plan); this prevents the population from being too narrow. It may be beneficial to select 1st year basic skills students as this student population is included in all three plans. Thus, the primary alignment of initiatives would be focused on this group of students and present a more

thoughtful way of considering services to provide in the lifecycle of these students. This population allows for the college to work towards a larger impact on student success and offers an ideal population for tracking.

The document displaying the ecosystem of the relationship between the student and the college shows a nested idea of the inner and outer networks of the college. Sometimes there is a perception that all students need to be served the same (equally), but this may not be equitable. Basic skills students may need resource intensive services at the initial stage of college entry. As the students begin to move toward the outer college, they ideally become less resource intensive. For example, basic skills students may need longer counseling appointments. The college should encourage students to use services in the TLC and Owl Scholars (Early Alert) at the beginning stages and these programs would work specifically with basic skills students. The collaborative could work towards providing embedded tutors in particular classes and the BSI can continue to focus on curricular responses to basic skills student experiences. The focus on basic skills population will have an impact on the SEP, 3SP, and BSI goals. There is a long term benefit to this focus and the Collaborative should find more ways to bring intentional support to this group of students.

The basic skills population should be more clearly defined. There is a wide variation of what might constitute a basic skills student and the goal is to identify these students without labeling the group with a negative connotation. The challenge in identifying the basic skills population is that basic skills is context dependent. The Collaborative has the opportunity to decide what constitutes a basic skills student for the purpose of this initiative. The student can be determined by either enrollment or placement into basic skills courses. The data presented on the basic skills population at Foothill can assist in understanding the characteristics of the students, including their basic demographics, and help narrow the focus.

Defining the population could help prevent the duplication of services for students. The Collaborative discussed the idea of focusing efforts at the student level versus the course level. The benefit of focusing at the course level makes it easier to track students and also provides the opening to include faculty in this discussion. Students would only be targeted by their academic status of having basic skills needs. There was a suggestion to focus on basic skills students who are enrolled in at least one basic skills course that is not degree applicable. If a student is enrolled in a course that is not degree applicable, he/she is considered a basic skills student.

Courses that are not degree applicable include noncredit courses in ESL, Engl (primarily tutoring courses), and Math. This effort would also include international students that enroll in particular ESL credit courses; note that this does not include a significant amount of FEI students, as these students typically do not take courses outside of Non-Credit Parenting (NCP). It was discussed that the Collaborative could include FEI in this discussion regarding an initiative focused on students with basic skills needs.

Therefore, discussion continued to focus on a population of basic skills students who test into basic skills coded courses in fall 2017. The initial goal of the Collaborative was to get the population to persist to winter quarter. The focus will begin with communicating and supporting the educational planning to enroll students into the course. The Collaborative will remain mindful that the number of students placing into these courses based on trend data may be subject to change due to the use of multiple measures in placement.

The goal of the initiative should be to get more students through the basic skills course sequence to the transfer level. Even students who are successful in Engl 209 sometimes do not go on to enroll in the next course in the sequence. This is also an ideal area for the learning communities to help further bolster, as many of the existing learning communities have English course pathways. The end goal of the initiative is to get students who place into basic skills, which are non-degree applicable courses, into degree applicable

courses. Ideally, the goal would not extend further because it will then begin to overlap with the goal of the transfer department; however, students should also be supported in other courses as they continue to progress. Still, this opportunity should yield more collaboration with other workgroups, such as the Transfer and Workforce Workgroups (TWG and WWG). It continues to be important for the Collaborative to make the distinction between efforts focused at the course or student levels, as it would affect the type of support and interventions attempted.

Potential initiatives could include providing wrap around services for students. Services such as counseling can be brought into the classroom and faculty can be more involved in the conversation and play a more central role. This also provides an opportunity to introduce professional development. The 3SP plan also includes professional development for counseling services. The Collaborative thought it best to create a separate distinction for this category as it specifically refers to counseling services. The professional development with faculty provides an opening for the expansion of FTLA for instructors teaching basic skills courses. Another initiative could include how to get students who place at the basic skills level to enroll in the basic skills courses. The Collaborative should remain mindful that the people at the frontline working with the students are limited in staffing. Therefore, the goals of the initiative should be SMART (specific, measurable, achievable, relevant, time-oriented) objectives. The Collaborative may also want to consider being selective on which portion of the life cycle to focus on, otherwise staff are subject to burn out. The Collaborative should consider intermediate goals and pathways, and how this can be included in accreditation. The timeline for implementation and evaluation of success should be roughly 3-4 years (as completion through the basic skills pathway).

Now that the population has been identified, Elaine Kuo will conduct a needs assessment of the population in the winter and spring quarter to provide more information and help shape the professional development component. This effort will be based on guidance from the Collaborative. At the next meeting, she will provide data of students who begin at the basic skills level and continued to Math 105 and Engl 1A. The Collaborative can use the data to develop intervention components and an implementation strategy. By next fall, the pilot program should be ready for implementation in time to share the proposed efforts in the report to the state. The tri-chairs of the BSW, SEW, and 3SP will brainstorm activities to share at the next meeting. Elaine Kuo will also consider potential professional development efforts focused on instructors teaching basic skills courses. .

(5) STUDENT SUCCESS COLLABORATIVE MEMBERSHIP
After Elaine Kuo presents the data on the basic skills population and the Collaborative has reached a decision on potential initiatives, the committee will further discuss the membership of the Student Success Collaborative. If there are any changes to the current membership, new members will be invited to the meeting and brought up to speed on planning and implementation.

(6) REVIEW AND COORDINATION OF STUDENT SUCCESS AND RETENTION TEAM
Current members of the Retention Team should be invited to the Collaborative meetings, as well as areas that could potentially collaborate such as DRC coaches, VRC coaches, multiple measures, library representatives, learning communities, and additional faculty.

There was a suggestion to reduce the size of the Retention Team since the functionality of the team has been revised. The original vision consisted of the Director of Equity Programs giving direction to the Retention Team to assist students by providing wrap around services; however, the benefits of gaining knowledge from working with those who have experience working with students could be lost. The Collaborative will discuss the functionality of the Retention Team before meeting with the members. In

the interim, the Retention Team will be invited to the next Collaborative meeting to discuss initiatives and determine how the committee will work with Retention Team.