



**FOOTHILL COLLEGE**  
**Student Equity Workgroup (SEW)**  
**Tuesday, February 14th, 2017**  
**MEETING MINUTES**

**LOCATION:** Room 6506  
**TIME:** 1:30 PM – 3:30 PM

ITEMS	TIME	TOPICS	LEADERS	EXPECTED OUTCOME
1	1:30-1:35	Minutes—1/31/2017	Trichairs	Approval
2	1:35-1:45	Consent Calendar— Office of the President’s request for A2MEND conference STEM Center request for Brochures- Approved by tri-chairs, under \$2,000		Approval
3	1:45-1:55	EAC/SEW Joint Meeting Report Back	SEW Members	Discussion
4	1:55-2:10	Trichairs Proposal for LC’s	Trichairs	Action
5	2:10-2:45	Program Review Homework	SEW	Discussion
6	2:45-3:30	Student Engagement	SEW	Discussion

**PRESENT:** Adrienne Hypolite, Micaela Agyare, Angel Tzeng, Kelaiah Harris, Hilda Fernandez, Carolyn Holcroft, Samera Hadi, Kevin Herral, Pat Hyland, Andrew LaManque, Jiin Liang, April Henderson, Katie Ha, Elaine Kuo, Lan Truong

**1) MINUTES- January 31, 2015**

The meeting minutes will be revised to reflect changes. The meeting minutes were approved by consensus.

**2) CONSENT CALENDAR**

**a) Office of the President’s request for A2MEND conference**

The SEW received a funding request for up to \$7,500 from the Office of the President for administrators to attend the A2MEND conference. The workgroup reviewed the proposal and approved by consensus.

**b) STEM Center request for Brochures-**

The tri-chairs approved a request under \$2,000 for the STEM center brochures.

### **3) EAC/SEW JOINT MEETING REPORT BACK**

On Wednesday, February 8<sup>th</sup>, some of the SEW members attended the joint equity meeting hosted by De Anza's Equity Action Council (EAC) and facilitated by Dr. Frances Kendall. SEW members who attended the meeting reported back on their experience. Members reflected that the conversation could have been more productive and the facilitation style could have been more engaging as there was limited discussion within the group.

Some members felt that the meeting was agenda driven and Dr. Kendall was not as efficient in the facilitation process. The topic touched on criticism and practices of white supremacy and there was some confusion on what was being discussed. According to previous emails regarding the agenda for the meeting, there was an understanding that both equity teams would get together to discuss how national crises, such as the executive order on immigration, impact students and how each campus could support faculty, staff, and students during these times. However, the agenda did not reflect this topic and it was later discovered the discussion focused on the topic of white allies and the approach to bringing more people into these conversations. As a result, members felt the meeting was De Anza-centric.

Going forward, the SEW may need to confirm the meeting agenda prior to meeting with the EAC. One member mentioned that there were outspoken students participating in the discussion, perhaps the SEW can consider student involvement regularly in meetings to hear their perspectives.

In future SEW meetings, the workgroup can discuss the impact of national crises on Foothill campus and how to support faculty, staff, and students. There was a suggestion to include the Behavioral Evaluation Strategies Team (BEST), also known as the Behavior Intervention Team (BIT), in this discussion. BEST has also discussed interest in this topic and the SEW can consider collaborating to drive this conversation and consider strategies to support the facilitation of these discussions. The SEW will reach out to Thom Shepard, who is actively involved in BEST, to discuss collaborating on this topic. Thom also has the advantage of working directly with students and overseeing student activities, perhaps he can encourage student participation at this event.

### **4) TRICHAIRS PROPOSAL FOR LC'S**

The SEW is interested in the program coordinator position for the learning communities and would like to make a formal recommendation. There is possible funding available between the SEW and 3SP for this position if the funding is split fifty-fifty. This discussion has not yet been to Cabinet, therefore the process of creating this position will begin once Cabinet approves of the program coordinator position.

The coordinator will be a classified staff position and provide operational support to the learning communities. Current operational support to these communities are provided by the Equity Programs' Administrative Assistant. Lauren Balducci is also in support of the position providing assistance to some 3SP components (Student Educational Plans, Orientation) along with outreach and registration. In the interim, a TEA will work with

Nazy Galoyan in Admissions and Records to assist with the registration process for the learning communities (spring quarter). The SEW will need to follow up with Laureen on her expectations of the position. There was some discussion on including the outreach and recruitment component in the position as the recruitment challenge has been at the forefront of the learning community conversations and there is still some confusion on who will be providing this support.

The coordinator would not necessarily be in charge of handling the budget, but can be involved in tracking and coordinating logistical support. There was some discussion on perhaps recommending this position along with the current ongoing discussion related to the job duties of the Director of Equity Programs and related positions. There is a scheduled meeting for all stakeholders to meet with Thuy Nguyen on Tuesday, March 21<sup>st</sup> to share recommendations regarding all equity programs positions (Director, Non-Instructional Faculty Professional Development Coordinator, Administrative Assistant I). Hopefully the college should have a sense of direction regarding the positions by the end of winter quarter.

The SEW approved by consensus to conceptually support and formally recommend that the coordinator position be hired to support the learning communities. If the position will have split funding from 3SP and equity, the SEW will need to determine specifically which aspects to support, as well as determine the expectations from 3SP. Further details, such as the job description, will be discussed and determined at a later date.

Elaine Kuo provided the SEW with a brief update of the Student Success Collaborative. The Student Success Collaborative met this morning to do some mapping of initiatives and move forward on the alignment. The Collaborative will be focusing on professional development, the mentoring program, and Early Alert (intervention) as its initiatives to align the plan. The development and implementation of the Collaborative's initiatives does not supersede the pre-existing plans of the SEW.

Mapping the initiatives will provide clear and defined tasks for the Student Success and Retention Team to develop outcomes and address strategies for implementation. The Collaborative discussed the alignment of Early Alert and Summer Bridge, and also student services such as counseling, and tutoring components in the TLC, Pass the Torch, and the BSS department. There was also some discussion on supplemental instruction and non-credit faculty embedded tutors in English and ESL to mirror MathMyWay, the Foundations Lab, and the Stem Center. Additionally, the students can be supported with workshops.

Ideally, the Student Success and Retention Team would be responsible for implementing these services to provide student support (in and out of the classroom) and the Director of Equity Programs would oversee the facilitation. The mentoring piece will consist of peer mentoring for students, and peer mentoring for faculty in relation to professional development and instruction with a focus on students with basic skills needs. The mentoring component will provide community engagement through peers to further facilitate course success while faculty mentors will support continued evaluation and efforts related to curriculum, pedagogy and assessment development. While the faculty mentoring piece is

currently limited regarding details, the Collaborative will consider the instructional component by building on FTLA with a focus on instructors who teach basic skills courses.

The goal of the 3SP-SEP-BSI alignment is course completion through transfer level for first time new students with basic skills needs. Note that all alignment efforts will be open to all students with basic skills needs regardless of student type. The Collaborative hopes to finalize the initiatives to provide to the Student Success and Retention Team by spring, thus allowing time for the Collaborative to focus on the template once it is released by the state.

## **5) PROGRAM REVIEW HOMEWORK**

To follow up on the program review template discussion, each group provided their recommendations. One group suggested that before an informed recommendation can be made, the process of program review needs to be further clarified. Some people do not have a direct connection to program review and therefore have limited understanding of the concept of program review; this is usually because program review has the same authors every year. More understanding is needed on the process in order to respond to revising the template. There was another suggestion to be direct with the questions and consider looking at course completion. Questions can be posed to ask faculty to consider why they think some students perform better than others and to review data, processes, and courses with the lowest success rates.

There was some discussion to get rid of the course success trend and include program review data in the concept of the equity plan by using the percentage point gap analysis. The percentage point gap analysis can be provided to the department or gathered from the program review tool, and request for departments to discuss strategies to address the gap. The program review template can also provide a list of initiatives for reference, for example any activity that the SEW has supported. Providing a list of initiatives is also beneficial in archiving and documenting strategies and techniques that have been used on campus to make this information more accessible. The goal is to encourage conversation on what the faculty can do to promote change, not what the student can do.

The resource requests can also refer to identified gaps and ask departments to determine potential strategies for improvement. There was another suggestion to provide both disaggregated data and the percentage point gap analysis and consider both aspects from the online course perspective. Another option proposed is to request departments to identify three courses with the lowest course success completion rates and ask for strategies to address these rates. It was also proposed that the three lowest courses can be provided to the departments when distributing each template, although this may be off putting.

The first initiative to consider is to get people to interact with the data. If departments are provided with the three lowest courses people may not understand how to respond to the question or the data. Additionally, the SEW should be cautious as to refrain from forcing people to engage in this issue that may result in creating a barrier to promoting better outcomes.

Ideally, program review should be viewed as an opportunity for discussion and sharing ideas; however, few people view it this way. Unless there is a shift away from what is perceived as the irrelevance of program review, people will continue to respond in the same manner. Perhaps having an indicator to provide more details will be helpful for those who face confusion on the questions in the program review. The PRC has a rubric for evaluating program review, and the SEW could collaborate with the committee to make recommendations on the rubric, which may maintain consistency related to the SEW's program review efforts.

There was a suggestion to give departments bonuses for resource requests if a strategy to address the gap is provided, but there was some concern that this approach may not lead to equal outcomes because some may be less inclined to provide strategies. The resource request can also be tied into how the program/unit objectives relate to the SEP and EMP goals. Faculty need guidance and feedback and the template format will need to be changed to provide information encouraging faculty to share rather than feeling targeted.

The metrics for program review varies for student services and administrative units. Instructional program reviews are likely to receive more data than student services because the instructional data is based in banner as opposed to SARS (which is not linked to banner). Thus, program review for counseling can be challenging because there is limited data to review to discuss data trends as related to counseling visits (as opposed to counseling courses). There is also a concern that collecting additional data for student services is potentially a privacy and ethical issue. The workgroup would need to think about how to evaluate student services with an equity mindset when providing recommendations to the template.

The SEW can submit recommendations for the template to PaRC, which would then be submitted for IP&B to review during the summer. If the SEW would like to pursue these recommendations, the workgroup will need to create a write up and submit it to PaRC or send recommendations directly to the PRC to explore if the PRC will review the charge of the committee to include the task of revising the template, although the revision of the template would not have an immediate impact for this academic year as programs reviews were due in December and January. To make an immediate impact on this equity initiative, the SEW can meet with the PRC to discuss reviewing the template and analyzing the program review through an equity lens. The PRC will meet this month to evaluate the first three program reviews.

The SEW can pursue meeting with the PRC to determine if the group would be mindful of reviewing the template through an equity lens. There are three members of the SEW who are also members of the PRC, and these members can report back to PRC regarding analyzing program reviews through an equity lens.

At the following SEW meeting, the workgroup will organize and consolidate the recommendations and submit to the PRC and it will be up to the PRC to discuss the recommendations with PaRC in the spring. The next SEW meeting will review all suggested edits to the program review templates and begin organizing the feedback.

## **6) STUDENT ENGAGEMENT**

They had a meeting about service leadership, and it was shared that Kathryn Maurer will be teaching an applied anthropology methods class in spring quarter. There was some discussion for the SEW to consider collaborating with Kathryn's class on a student engagement project. The SEW can propose a research project for students as it relates to the SEP. Typically, Kathryn has an existing model for this class, but she is open with collaborating with the SEW so this a potential approach to begin investigating students' experience with equity issues on the campus.

Perhaps the SEW can make this a campus wide multi-media project and speak to the instructors in Fine Arts or an open design class to assist students with creating an equity-minded project. It may be best for the students to be driving this project and come up with research questions.

Kathryn recommends for the workgroup to first identify if the campus is interested in this type of effort, who can join the effort, and the extent of the level of interest.

The SEW will need to determine if this will be an ongoing project for the next academic year and which courses might be willing assist in such a project. There are two courses for potential collaboration: Anthropology 12 and Anthropology 55. The workgroup briefly discussed using marketing efforts to recruit students into the Anthropology 12 course. No prerequisites are needed for these classes.

Eta Lin in Psychology also runs a research methods class and she may be able to encourage her students to participate, but the SEW will first need to discuss this effort with her. Also Allison Meezan from GEOG/GIST was cited as another potential participant as she teaches a course that practices viewing maps from a social and behavioral standpoint. The SEW can also consider strategies to link the dreamers mural project with current efforts related to the student research and multi-media project.

Perhaps students can be provided with a theme and the campus can host a showcase. Furthermore, the SEW can consider themes related to the SEP and its indicators for several classes (as referenced above). Volunteers will be needed to make this connection with interested instructors. Before proposing this idea to instructors, the SEW will need to finalize the theme; determine (research) questions; and develop a more defined and detailed pitch.

The SEW should also consider involving the learning communities in this project as well as reaching out to other instructors. Another option for the SEW to consider is to gather student perspectives by inviting the current student workers (e.g. work-study, district-funding, TEAs, etc.) to participate in discussions of their experience related to equity issues on campus.