

**FOOTHILL COLLEGE**

**Student Success Collaborative**

**Thursday, November 10th, 2016**

**MEETING MINUTES**

**LOCATION:** Room 1901

**TIME:**  10:30 AM – 12:00 PM

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| **ITEM** | **TIME** | **TOPICS** | **LEADERS** | **EXPECTED OUTCOME** |
| 1 | 10:30-10:35 | Approval of Minutes- September 26, 2016 | Kuo | Approval |
| 2 | 10:35-10:45 | Review State Chancellor’s Alignment and Integration Request | Kuo | Discussion |
| 3 | 10:45-11:20 | Aligned Activities: Current and Future | Kuo | Discussion |
| 4 | 11:20-11:40 | ~~Student Success Collaborative Membership~~ *Postponed* | Kuo | Discussion |
| 5 | 11:40-12:00 | ~~Review and Coordination of Student Success and Retention Team~~ *Postponed* | Kuo | Discussion |

**PRESENT:** Adrienne Hypolite, Kelaiah Harris, Angel Tzeng, Carolyn Holcroft, Elaine Kuo, Micaela Agyare, Lori Silverman, Andrew LaManque

**(1) APPROVAL OF MINUTES- SEPTEMBER 26, 2016**

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

**(2) REVIEW STATE CHANCELLOR’S ALIGNMENT AND INTEGRATION REQUEST**

Elaine Kuo briefly reviewed the State Chancellor’s memo for integration and alignment of BSI, SEP, and 3SP initiatives. The State Chancellor’s Office has yet to provide the Action and Expenditure Plan template for integrating the three programs. Once the template is released (memo indicates template may be available February 2017), it would be helpful to use the format as a guide to determine areas of alignment and integration. At this time, it appears unlikely that the state will not require the integration of the budgets from all three plans.

At the previous Student Success Collaborative meeting, the members agreed by consensus to update the charge of the Collaborative. The new charge is the integration and alignment of the 3 plans as requested by the State Chancellor’s Office. This charge has been taken to PaRC for the first read and will return to PaRC for the 2nd read on November 16th.

**(3) ALIGNED ACTIVITIES: CURRENT AND FUTURE**

The previous 4 initiatives of the collaborative were the mentoring program, professional development, Early Alert, and the Student Success and Retention team. Elaine presented a document of goals and activities written in the SEP, BSI, and 3SP (including credit and non-credit) plan. The activities were categorized and presented to the Collaborative to determine potential alignment and integration. These goals were identified by the context in which they were written in the plans. The worksheet did include requested proposals that were funded by SEW, BSW, or 3SP.

There are two possible strategies for choosing an initiative; by using the document Elaine provided, members can focus initiatives on areas that currently overlap or focus on areas that do not overlap, but have the potential to overlap. Another suggestion was to begin by identifying the overlap in populations served.

There is some concern that the topics addressed in one plan was not reflected in the same success indicator as the other plan. For example, marketing and outreach may fall under the access indicator for one plan, but may not fall under access for another plan. More information and explanation is needed on the goals and status of activities. It would be best to receive some form of progress report and description from each of the workgroups. If the collaborative can identify reoccurring activities in the same success indicators then there is potential to move forward on these areas.

The goal is to identify activities for integration and alignment under the new charge. Based on the area of alignment, the Collaborative will reassess the membership of the group, as well as the membership of the Student Success and Retention Team. The Collaborative will then discuss the relationship with the Student Success and Retention Team and whether the group will become a workgroup to guide the Retention Team or if it will transform into a taskforce with the responsibility of delegating tasks to the Retention Team.

In the goals and activities document Elaine presented to the group, she identified broad categories of potential alignment: assessment/placement, counseling, and at risk populations. The Collaborative discussed developing a program that could be integrated college wide and therefore build a broader experience for the students. The memo from the State recommended that colleges look at the life cycle of students for potential integration. For example, all students testing at basic skills are at risk, therefore the Collaborative can consider looking at the overlap with 1st year student who place in to basic skills courses.

There was a suggestion to consider Early Alert as an initiative for integration. Early Alert was created as an academic retention team to connect students to resources. If the collaborative considers an Early Alert integration, a larger population of students will be served; however, Early Alert will need to have adequate staffing to serve a population at this capacity. If the intention is to expand Early Alert, the Collaborative will need to have a larger discussion with Lan Truong and the Counseling division.

There was another suggestion that serving students who place in basic skills may be more manageable to narrow the focus within the basic skills student population. Additionally, the Collaborative may have a better chance at integrating an activity in this population. The Collaborative could begin with a pilot program and build on the program as needed and identify best practices. The group can also begin by targeting subgroups, identify the lack of services, and develop services that the students need. For example, some students can be flagged for Early Alert and their needs can be tracked. For example, if students need an embedded tutor, this can be tracked in the pilot program and the Collaborative can discuss providing an embedded tutor in the cohort section. However, someone mentioned there may be more to gain if the program is not limited to basic skills students and includes the disproportionately impacted students as well.

These ideas focus primarily on serving students; however, they do not impact the student experience in the classroom. There was a suggestion to consider a professional development approach in the integration initiative. The Collaborative could invite interested faculty into this conversation for a larger discussion. Foothill College is participating in FTLA this year provided by 3CSN, the faculty attending FTLA can be invited to attend a Collaborative meeting and share their experience and learned practices from FTLA.

A member added that there is a Teaching and Learning Academy in Delaware. The organization provides the instructors with training on pedagogy in the classroom. Another suggestion was to consider creating a campus-wide FTLA and make it mandatory for all faculty. The college should consider strategies increase faculty involvement and participation in professional development activities. It is the college’s responsibility to design a purposeful and meaningful professional development workshop. The PDC is hoping to launch a peer to peer program in spring, focusing on faculty participation.

In some districts, colleges are allotted 10 days of professional development built into the teaching load and faculty are required to attend these events. There was a discussion to negotiate with the district to consider making professional development a requirement and as part of the load, not an option. Thereby, the college will receive more participation from faculty. The district could negotiate flex days and cancel classes for a mandatory faculty event. This will also allow a place for faculty to contemplate the content received and reflect on their students’ experience in the classroom. To move forward on this, the Collaborative will need to involve FA and the negotiations team, which would include administrators like Andrew LaManque. Also, the Collaborative would need to lay out a detailed plan about what the flex days would be used for to convince people to make them mandatory.

Elaine will gather more information on organizations such as FTLA and the Teaching and Learning Academy in Delaware, and create a document of the 3 potential areas of alignment to share at the next meeting. She will also try to get the item of mandatory professional development on the agenda for the President’s Cabinet meeting.

For the Collaborative’s reference, Elaine will create a document that identifies the relationship and function of the Student Success Collaborative and the Retention Team. She will also create a document that identifies the type of professional development referenced in the meeting and if it is specifically referring to curriculum and teaching for faculty.

Elaine has created a document for the SEW, BSI, and 3SP to fill in the status of activities in each plan. This documentation will aid in the Collaborative moving forward and identifying an area of integration. The minutes from today’s meeting will be sent out well in advance to allow time for the SEW, BSI, and 3SP tri-chairs to gather a progress report on their plan activities and add to the document. This information will be shared at the following meeting. At that time, the Collaborative will make a decision on which population to serve and the area for integration and alignment.