



**FOOTHILL COLLEGE**  
**Student Success Collaborative**  
**Tuesday, April 25th, 2017**  
**MEETING MINUTES**

**LOCATION:** Room 1901  
**TIME:** 11:00 AM – 12:30 PM

ITEMS	TIME	TOPICS	LEADERS	EXPECTED OUTCOME
1	11:00-11:05	Approval of Minutes- March 14, 2017	Kuo	Approval
2	11:05-11:15	Equity Programs Update	Kuo	Discussion
3	11:15-11:25	Review Timeline for Integrated Plan	Kuo	Discussion
4	11:25-11:45	<del>Integrated Planning Model Outcomes</del> <i>POSTPONED</i>	Kuo	Discussion
5	11:45-12:00	Integrated Plan Funding Parameters	Kuo	Discussion
6	12:00-12:20	Mentoring Program Models	Kuo	Discussion
7	12:20-12:30	<del>Student Mentoring Needs Assessment Survey</del> <i>POSTPONED</i>	Kuo	Discussion

**PRESENT:** Kelaiah Harris, Carolyn Holcroft, Elaine Kuo, Micaela Agyare, Lan Truong, Adrienne Hypolite, Andrew LaManque, Laureen Balducci

**1) MINUTES- March 14, 2017**

The meeting minutes were approved by consensus.

**2) EQUITY PROGRAMS UPDATE**

The Equity Programming and Positions meeting will be on Wednesday, April 26<sup>th</sup> at 3pm to discuss the recommended positions and the priorities of the student equity budget. If Thuy Nguyen is unable to attend the meeting, the college will pursue with the discussion and make a recommendation. Elaine Kuo will present the feedback and recommendations to the President’s Cabinet.

As discussed at the previous Equity Programming and Positions meeting, the college recommended reclassifying the Director, Equity Programs to a Dean-level position, moving forward with the hiring for the Non-Instructional Faculty Professional Development Coordinator and the Learning Community Coordinator, develop an Instructional Support Technician to support the expansion of the TLC, and reclassify the Administrative Assistant to Program Coordinator I.

The Learning Community Coordinator will be funded 50% from 3SP and 50% from Student Equity. There will be faculty representation on the hiring committee, but as faculty may not be available during the summer, the hiring committee should convene during spring quarter. Thus, the Learning Community Coordinator would be hired no later than June 30<sup>th</sup> and start in the summer.

Previously, the college hired an Instructional Service Technician position for the Stem Center. It was recommended that the SEW hire a second Instructional Service Technician for the TLC. Both positions will provide an opportunity for the STEM Center and TLC to bridge efforts. The hiring committee for the

Non-Instructional Faculty Professional Development Coordinator will convene this week with the goal to complete the hiring process in spring quarter.

Elaine Kuo has convened the hiring committee for the Instructional Service Coordinator positions for the 3SP researcher and the student equity researcher. The hiring committee will go out for both positions simultaneously. The positions will report to institutional researcher with a subsequent reporting line to the respective Dean of the division; thus, the 3SP researcher would report to Lan Truong, Dean of Counseling and the student equity researcher would report to the Dean, Equity Programs. Note: Only the equity researcher position will be funded out of student equity funds. Both positions have been posted and advertised, and will close in 3 weeks. Depending on the applicant pool, the committee may need to have a 2<sup>nd</sup> round of interviews in early June, with the hope to have both positions staffed in July.

The Administrative Assistant position is currently working out of class as a Program Coordinator I, with the goal to reclassify the position after the ACE study. By the end of the quarter the position will obtain all professional development administrative duties. There has been some discussion to continue with Courageous Conversations for those who participated in Beyond Diversity 1 or 2. There has also been additional conversation to develop a strategic plan regarding the focus of professional development priorities and capacity for next year to be used as a guiding document for this position. The Non-Instructional Faculty Professional Development Coordinator would be responsible for coordinating these events with the support of the Program Coordinator I.

The Director, Equity Programs reclassification will go to Classification Committee on May 8<sup>th</sup>. Once approved, the job description will be posted and the hiring committee would likely begin the search process in the summer. The hiring manager will need to coordinate with the Academic Senate to provide faculty representation for the hiring committee. The goal will be to have the new position as a permanent hire by fall. The Interim Director, Equity Programs position has been extended to September; this would provide enough time for the hiring committee to permanently hire for the Dean, Equity Programs and for Lan and Elaine to onboard the two researcher positions.

If the college decides to pursue and fund these positions along with the Umoja and FYE learning communities, there will be limited equity funds remaining. Umoja and FYE is estimated to cost \$100,000 per program, largely due to the counseling release time. Due to the existing allocations, there are still funds available for this year and as of February 15, 2017 the state has allowed colleges two years to use funds. However, once the positions are hired, and even with the carryover of funds and new allocations each year, the college will need to establish an ongoing sustainable cycle to continue to fund these positions. This is under the assumption that the college will be allotted the same amount for next year. This year, there was a decrease in funds based on FTES enrollment. With enrollment being down for the college, this could have some effect on funding, thereby impacting the positions and equity efforts.

If the student equity funds absorb all of the recommended positions, Umoja, and FYE, this would result in a deficit. There may be an opportunity to free up some of the funding if Student Services is willing to fund 50% of the counseling release time for the learning communities. The Umoja state organization has also requested for 1.0 faculty reassign time for next year, this is being negotiated. FYE will be requesting faculty reassign time for next year as well. FYE and Umoja will attend the next SEW meeting and present their budget proposal to the workgroup. Going forward, the SEW can discuss providing a fixed budget for both learning communities to operate. But this will still leave very little money for professional development efforts and for the Non-Instructional Faculty Professional Development Coordinator to scaffold events.

The Office of Instruction allocates money to the PDC, but it is not a sizable amount. There is also the Travel and Conference funds available, but majority of the professional development funding comes from

student equity. One concern was raised that limiting professional development funds may not send the right message; if faculty are being asked to become equity minded in the classroom, then the SEW should provide some resources. A rough estimate of the actual cost spent on professional development from student equity funds can assist with determining the allocation for next year.

Furthermore, the limited funding would impact the SEW's mission and how it operates, this will need to be discussed with the workgroup. With the impact to the budget, the college will need to determine the commitment and priority of the funds. As the Collaborative begins to approach the integrated template, this discussion is critical to the planning and writing of the document.

There was a suggestion to prioritize the positions to free up additional funds. This can be considered at the Equity Programming and Positions meeting tomorrow; which positions can be delayed, if the Director should be reclassified, and if the college can hold off on the Learning Communities Coordinator. As the Learning Community Coordinator will serve about 125 students, the college will need to consider if this position is a priority. The position can be classified at a Program Coordinator I level instead of Program Coordinator II.

A proposal should be developed indicating plausible prioritization models for positions and the budget. This should be proposed to the college and then discussed. The model could propose the following: holding off on the Instructional Service Technician for the TLC; keeping the Director, Equity Programs at its current level; keep the Learning Community Coordinator and look for alternative funding (20% from student equity and 80% 3SP). The Collaborative should also follow up with Denise Swett regarding the counseling release time.

The reclassification of the Administrative Assistant and the Non-Instructional Faculty Professional Development Coordinator position would continue as planned. Also, the SEW can consider whether to continue providing direct student support (book vouchers). Note: proposals approved this year will not be impacted.

### **3) REVIEW TIMELINE FOR INTEGRATED PLAN**

Elaine presented the timeline to complete the Integration and Alignment Plan template by the deadline on December 15<sup>th</sup>. Based on the timeline, the draft plan would need to be submitted to PaRC in the beginning of November for the first and second read, after thanksgiving the plan would go to the Board of Trustees for review; therefore, the Collaborative would be responsible for meeting during the summer to write the plan. During the fall, the data can be reviewed and adjusted for the purpose of writing the plan. The Collaborative can discuss if this timeline is reasonable; if needed, future meetings could be adjusted and the schedule made more flexible considering that perhaps not all of the plan's initiatives would be accomplished.

The Student Success and Retention Team would come to the Collaborative meeting in June to have a joint discussion. Going forward the Student Success and Retention Team and the Collaborative would meet on a quarterly basis and the Student Success and Retention Team would meet every two weeks to discuss the implementation and planning components. The template indicates that the college must determine 5 goals. The Collaborative should consider identifying the integration efforts in order to determine the goals and outcomes of the plan.

To briefly review, the Integration and Alignment Plan outcome is for first-time new students who place in Math and English below college-level complete transfer-level Math or English. The following should be considered as the Collaborative moves forward with the integrated plan:

- Resources/Inputs
  - Resources needed to achieve the program's objective
  - These resources include SEP, 3SP, and BSI funds
- Activities
  - What the program does with the resources
- Outputs (can be measured)
  - Direct products of activities
- Outcomes
  - Changes that results from activities and outputs

Should the Collaborative identify 5 goals for the integration and alignment, the plan can be further flushed out.

## **5) INTEGRATED PLAN FUNDING PARAMETERS**

The Integration and Alignment Plan states that expenditure guidelines can now be determined at a local level based on reasonable and justifiable expenses.

The Collaborative will need to have a discussion and determine the criteria for funding, as this will have budget implications. Ideally, the funding criteria would be one guiding documentation and sent to PaRC for review. The criteria can be prioritized, similar to the narrative discussion from BSI and 3SP eligibility guidelines.

Based on conversations that had occurred from the SEW, BSI, and 3SP, the parameter are as follows:

- Required service/product (how is this critical)
- Alignment
- Students served (count)
- Student value
- Student risk (detriment to students)
- Cost
- Impact
- Evident of student success

The Collaborative can have a further discussion regarding the parameters for funding. This topic should also be discussed at the SEW, BSI, and 3SP.

## **6) MENTORING PROGRAM MODELS**

Elaine has reviewed various mentoring models, including existing models on campus and the Latino Empowerment at De Anza (LEAD), as well as discussed mentoring with the learning communities. The Collaborative should consider piloting a mentoring program with the learning communities next year. ASFC could be an opportunity for funding, instead of compensating through Human Resources as a TEA. The TEA packet can become a barrier for students. There is another opportunity to have the faculty or staff mentor students as a pilot model.

The challenge with mentoring is the labor; providing a broader labor force to service more students. The Non-Instructional Faculty Professional Development Coordinator perhaps could provide more information on this context when he/she comes onboard. The mentoring program would service the basic

skills pathway at the course level. Ideally, a needs assessment should be conducted to determine what students want in a mentoring program and the focus of the training and goals.

The Collaborative will need to determine if ASFC would be interested in committing to a mentoring program. There was discussion regarding the sustainability of the program, if the college decides to pilot programs sustainability and student success outcomes should be discussed before the pilot is implemented. Ideally, the mentoring program would grow and expand to Early Alert and other areas on campus such as the Transfer Center or underrepresented services. There was a suggestion to consider creating a space for the program so as it is not tied to tutoring, but can be more of a hangout area for students to drop in and receive mentoring services. This could be supervised by faculty or staff. This would also reduce concern for students who cannot commit to the mentoring program hourly requirement, but would like to participate. The college could provide a space staffed by students, this could also eliminate training for case management. There was a recommendation to name the mentors Peer Advocates, as mentor could be misleading. Faculty can also consider having a similar model in their curriculum, this could be an initiative of the Non-Instructional Faculty Professional Development Coordinator to assist faculty.