



**FOOTHILL COLLEGE**  
**Student Equity Workgroup (SEW)**  
**Tuesday, May 2nd, 2017**  
**MEETING MINUTES**

**LOCATION:** Room 6501  
**TIME:** 1:30 PM – 3:30 PM

ITEMS	TIME	TOPICS	LEADERS	EXPECTED OUTCOME
1	1:30-1:35	Minutes—3/28/2017	Trichairs	Approval
2	1:35-1:45	Consent Calendar— Foster Youth Proposal	SEW	Approval
3	1:45-2:00	Workgroup Objectives	Starer	Discussion
4	2:00-2:15	Equity Funded Project Update	Nguyen/Ra0	Discussion
5	2:15-2:45	Learning Communities Budgets	Kuo/LC Faculty	Discussion
6	2:45-3:00	Equity Staffing Update	Kuo	Discussion
7	3:00-3:30	Tim Wise Follow-Up	Kuo	Discussion

**PRESENT:** Micaela Agyare, Kelaiah Harris, Hilda Fernandez, Carolyn Holcroft, Adrienne Holcroft, Josh Pelletier, JR Jimenez, Paul Starer, April Henderson, Katie Ha, Lan Truong, Sara Cooper, Jiin Liang, Rosa Nguyen, Sandhya Rao, John Fox, Tess Hansen, Kimberly Escamilla, Sam White

**1) MINUTES- March 28, 2017**

The meeting minutes were approved by consensus.

**2) CONSENT CALENDAR—**

The SEW tri-chairs recently approved a \$1,000 proposal from Teresa Ong to provide food vouchers for Foster Youth students.

**ANNOUNCEMENTS**

- a) As the end of the year approaches, the classified staff and faculty tri-chair can choose to continue serving as tri-chair members or rotate out. Should the faculty or staff tri-chair choose to step down, the SEW would need to identify a member to serve in the position. Typically, the faculty and staff tri-chair serves for one year. Should a tri-chair position become available and a SEW member is interested in serving in the position, the classified staff and faculty tri-chairs would need to be approved by their respective senates and notify Paul Starer.

- b) The SEW members had an opportunity to speak with Kathryn Maurer's Applied Anthropology class which is involved in understanding the real-world context of problems and problem-solving. Students act as field researchers to explore issues in the SEP and study various aspects of goals and implementation efforts to gather a thorough understanding of students' experience in regards to equity. The conversation focused on possible constraints from state mandates and potential areas to address within the SEP. Overall, the SEW members reported it was a good experience. Students were able to ask questions and use this information to help determine an area of focus for their project. The SEW will wait to hear back from the students on their choice of topic and the population of study.

### **3) WORKGROUP OBJECTIVES**

Every fall, each core mission workgroup is required to submit a document stating the workgroup's objectives. Paul reviewed prior objectives of the SEW and updated the document to reflect the current initiatives. Paul will include the following in the updated document: the SEW's objective will continue to enhance the ethos of equity across campus; support professional development; review funding requests; and collaborate with campus research to develop an equity research agenda. The initiative to operationalize the SEP will occur with the Integration Plan currently driven by the Student Success Collaborative. This document will be posted on the PaRC website. Both the reflections from this academic year (2016-17) and the objectives for the coming academic year (2017-18) will be shared with PaRC in the fall.

### **4) EQUITY FUNDED PROJECT UPDATE**

Rosa Nguyen and Sandhya Rao presented on their efforts to support equity within the Chemistry Department. Both instructors reviewed literature on chemistry education and strategies to support targeted student populations to be successful. The strategies included professional development conferences and workshops, active learning for faculty, small group learning activities for students, developing community building, encouraging higher level thinking, and metacognition and concepts. Some of these strategies were implemented in their classroom activities. The literature also identified factors that contributed to the lack of student success such as the perception of an unwelcoming culture, students unsure how to get help, chemistry culture and expectations, and math was identified as a strong predictor of success.

Other resources considered were institutions in the area that received HIS and NSF grants, and the colleges' efforts with establishing and improving the STEM Success Center, Summer Bridge programs, mentoring initiatives, and internships. One notable program at Santa Monica College, which received an award for their chemistry boot camps, focused on weekly boot camps facilitated by peer tutors while the workshops were attended by student participants. Another was UCSC's Academic Excellence (ACE) Program where mentors met with students weekly to review sessions and build community. Rutgers University offers General Education in Math and Science (GEMS) a summer program for incoming

freshman and provides them with the opportunity to earn units for general chemistry over the summer.

Institutional Research assisted with providing data on how students' progress through the chemistry sequence and how grades for certain classes can predict success for other classes. In addition, Institutional Research will further explore data on students who do not complete the chemistry sequence, reasons for not completing or continuing in the sequence, and how this impacts enrollment.

Last quarter, Rosa and Sandhya attempted to implement specific interventions within the classroom. Some activities included distributing worksheets during lecture that were due in the following lecture; offering workshops to discuss homework; having an embedded tutor; teaching students how to read complex texts, connecting them to resources, and providing explicit guidelines for homework. These methods were reported as very helpful and as a result attendance increased.

Rosa is participating in Faculty Teaching & Learning Academy (FTLA) and used the following practices in her class: redesigning the syllabus, practicing growth mindset, working with student embedded tutors, and setting up study groups at the STEM Success Center. She also used active learning assignments in lecture, brought in Financial Aid Services to speak to students, and sent weekly newsletters with information on campus resources.

Faculty can also consider practicing the following methods: encourage inclusive atmosphere with active learning, interventions with the structure of the classroom, and integrate with established programs. Faculty should also seek support and training, and be encouraged to teach two sequential classes to help build community.

There was some discussion regarding the challenge of retaining students in the department. Some students would start with an interest, then tend to migrate out of science into other programs. The culture of the chemistry field may be a barrier, as some students may feel that they don't belong, therefore driving students away from the department. In addition, there may not be enough engagement to connect to these students' interests.

Some discussion occurred on strategies to make science more engaging such as a chemistry cohort, creating an environment where the focus of study is relatable to student experience, or consider teaching college readiness skills (critical thinking, library research, annotation). There was another suggestion to collaborate with faculty in different disciplines to develop a theme that students would find relatable across both departments. For example, Biology and English could collaborate on the story of Henrietta Lacks. This could increase student interest.

## **5) LEARNING COMMUNITIES BUDGETS**

FYE and Umoja representatives attended the SEW to present their budget proposal for next year.

**a) FYE Budget Proposal**

Next year FYE will have a new counselor and coordinator, JR Jimenez and Tess Hansen. The FYE budget proposal includes the counseling reassign time and the reassign time for the faculty coordinator. The counseling reassign time differs from last year's proposal since the reassign time is determined by salary step and includes benefits. Historically, employee benefits have been compensated by the student equity funds, but going forward categorical funds will no longer be responsible for compensating employee benefits, thereby reducing the cost of the counseling reassign time by 10-15%. The coordinator will receive two classes of reassign time to plan, coordinate, recruit for the program, and write the program review. Most of this work is done in the fall and spring, thus the proposal requests reassign time for the two quarters. Additional items include professional development, promotional brochures, and materials/supplies for orientation. FYE would like to offer more programming outside of the classroom to build community and support retention, and proposes to have three local off-campus retreats for the students.

The budget also includes faculty stipends for case management meetings and another stipend, separate from the case management meetings, for faculty to attend workshops during the summer to develop and coordinate curriculum with the social justice theme. The stipends are \$50 an hour for four faculty meeting twice a month. Book vouchers were not included in the budget as the SEW has yet to discuss the book voucher program. Should the book voucher program continue, FYE would like to offer the program to students to support retention.

The SEW encouraged both programs to consider the counseling component. This year counselors will receive up to 50% reassign time going forward. Denise Swett has agreed to compensate for 50% of the cost using 3SP funds. The programs should consider the counselors capacity when looking to recruit and expand. As 50% reassign time is the maximum that can be provided for the counselors, the programs will need to consider how expansion will affect the counselor's load.

**b) Umoja Budget Proposal**

The Umoja budget requests for faculty reassign time for 5 units each for two faculty. The counseling component will remain at 50% reassign time; however this number is assuming that at least 30 students will be recruited for next year. Should recruitment be less than 30 students, the counseling reassign time will be reduced. The budget includes the coordination and recruitment efforts for summer (program planning, program development, etc.). Student activities will consist of orientation, end of the year ceremony, annual Umoja conference, and related programming.

Some of the activities listed include taking students on a college tour to CSUs and HBCUs. The HBCU tour will be coordinated by a third party and provide students with an experience that could support their transfer process. The Umoja organization provides a TAG for HBCUs. There was some discussion to collaborate with the

Transfer Center and the Foundation, which have both expressed interest in providing these opportunities.

Book vouchers were not included in Umoja's budget proposal and both programs can revisit the book vouchers following the SEW's discussion at the next meeting. It would be helpful if both programs could make determinations on the priorities of their budget and suggestions on how to defray costs in regards to receiving alternative funding sources for some of the items listed in the budget.

The SEW will discuss the requests and make a decision on the budget proposals at the following meeting.

## **6) EQUITY STAFFING UPDATE**

During the end of winter quarter, the college had a meeting to discuss the prioritization of positions funded by student equity. The meeting resulted in a recommendation to fund 6.5 full time positions using student equity funds. 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 (50% equity and 50% 3SP), begin to develop the Instructional Service Technician position for the TLC, and (ultimately) reclassifying the Administrative Assistant to Program Coordinator I. A follow-up meeting was held in late April to discuss the recommendations and the budget implications should the college commit to funding the 6.5 full time positions.

Equity receives a fixed allotment from the state based on a funding formula that includes FTES, along with other factors. As Foothill is experiencing a decline in FTES, this could have an impact on the student equity funds moving forwards. Based on the college's recommendation to fund the 6.5 positions, the aspirational budget model estimates that 60% of the equity funds will be used to staff positions and 20% for the learning communities (including instructional faculty and counseling reassign time). Assuming that the state would provide the same allotment for next year, the student equity funds will experience a deficit, thus funds will only be available for the positions and the learning communities. Although, equity will have some carryover of funds, it is not enough to sustain the level of spending as the budget will also need to anticipate COLA, step increases and benefit cost increases for the positions. The SEW should consider the budget implications and discuss the priorities of the budget.

Other anticipated spending include direct student aid (book vouchers), professional development, learning community programming, and instructional support (Mentoring). The learning communities cannot be sustained long term with equity funds and the SEW will need to have a discussion to identify other available funding sources. The book voucher program can also be revisited and the workgroup can determine whether to continue funding the book voucher program. In addition, professional development has a significant role in the SEP, but based on the budget model there will be no funds remaining for professional development programming once the Non-Instructional Faculty Professional

Development Coordinator is on-boarded. Lastly, the mentoring piece has been discussed at the Student Success Collaborative and models have been reviewed. The Student Success Collaborative will continue efforts with the mentoring component.

As it currently stands, the Administrative Assistant is working-out-of-class as a Program Coordinator I. The reclassification for the Director, Equity Programs to a Dean-level will go to the Classification Committee on May 8<sup>th</sup>. The Learning Community Coordinator requisition has been approved, the Instructional Service Coordinator position (Equity Researcher) and the Non-Instructional Faculty Professional Development Coordinator has been posted.

The college recommended the following at the Equity Programming and Positions meeting in April: 1) Find an alternative-funding source for the Instructional Service Technician; 2) Classify the Learning Community Coordinator to a Program Coordinator I or combine this position with the Instructional Service Technician; and 3) Consider a long term sustainable funding source for the learning communities. There was also a recommendation to hire a grant writer to assist with applying for grants for the college; however, this would not be a sustainable funding source.

Due to the decline of FTES, the SEW should be mindful of requesting general funds at this time. There have been previous discussion with the President to seek a percentage of general funds for positions, but the district may be weary to agree to fund with FTES declining. The SEW should consider alternative funding models. There was a suggestion to seek assistance from 3SP and BSI, and inquire if the workgroup would be willing to assist with funding the positions.

#### **7) TIM WISE FOLLOW-UP**

Please email Pat Hyland and Elaine Kuo for suggestions or recommendations for post spring convocation programming.