



MEETING MINUTES

Date: Nov. 30, 2018

Time: 1-3 p.m.

Loc: Toyon Room

MEMBERS PRESENT

Voting

Tri-Chairs: Ram Subramaniam (administrator), Andre Meggerson (classified staff), Carolyn Holcroft (faculty)

Administrator: ~~Sean Bogle~~, Laureen Balducci

Classified Staff: Lakshmi Auoprem

Faculty: Karen Erickson (FT), ~~Donna Frankel~~ (PT), ~~Cleve Freeman~~ (FT), Patrick Morriss (FT)

Students: ~~Arkady Leviev~~, ~~Farah Hodan~~

Non-Voting

Ex-Officio: Lisa Ly, Melissa Cervantes

Recorder: ~~Debbie Lee~~

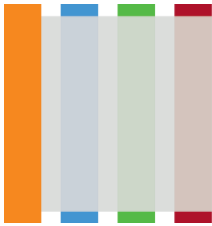
Facilitator: Ram Subramaniam, in place of Anthony Cervantes

Guests: Natalia Menendez (Puente), Sam White (Umoja), Kimberly Escamilla (Umoja), Tracee Cunningham (Umoja), Maritza Sandoval Jackson (Puente), Jon-Michael Kowertz (outreach)

NOTES BY TOPIC

ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
1	Norm review, Courageous	The group reviewed the norms with special attention to staying on topic and being	The group was mindful of the	N/A	N/A

ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
	Conversations protocol review – Attachments 1 & 2	mindful of time, as well as being present and staying engaged.	norms throughout the meeting.		
2	Approval of minutes from 11/9/18 – Attachment 3	N/A	Minutes were approved.	Post to E&E web page	Carolyn
3	Evaluation of SEP 1.0: Learning Communities – attachments 4, 5 and 6: Umoja & Puente	<p>Natalia Menendez and Maritza Jackson Sandoval reviewed highlights of the Foothill Puente program:</p> <ul style="list-style-type: none"> - Due to student demand there was no need to recruit for Fall 2018; in fact, they took 29 students (over by 5) and there was a waiting list. - Created waiting list for student to entry in spring for English 1A - Puente club created for greater access - Club day had over 100 students with heavy interest from Latinx students - Carolyn: is 1S/1T cohort? Yes. The course includes culturally relevant curriculum for Latinx and African American students. - Patrick, Props to Puente, what can the committee do to aid in their success. What staff and funds are needed for 2nd cohort - Maritza suggest a 2nd cohort, - Statewide, there is Increased success when students are assisted with setting goal & receive mentoring. Mentor 	E&E encouraged program faculty to continue the practice of reflecting on both their qualitative and quantitative data in ongoing strategic planning.	E&E to formalize statement of Puente and Umoja efficacy at first meeting in January when quorum is present. This will be part of our overarching assessment of SEP 1.0	E&E



ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
		<p>program has not been consistent due to challenges</p> <ul style="list-style-type: none"> - Created friends of Puente list, to connect former students to current students ☑ Math tutoring jam ☑ Areas of continuous improvement, build stronger relationships with high schools ☑ Add math 10 curriculum in Spring ☑ Continuing to close achievement gaps & student participating in research symposium ☑ Compared to state course success rate is 10% higher, persistence rate is lower. ☑ Natalia- Congrats. Huge infrastructure problems regarding transportation. ☑ Paul- Amazing work. Nothing to something. Get student more involved in student government. Provide political power in campus culture. We should work around the student schedules to get more involved. ☑ Patrick- Math 10 being planned for Umoja for Spring 19 - Carolyn praised both programs and the amazing and aspirational work they are doing. There is a disconnect between the strategic highest levels of administration and planning and the faculty at the program level. Many people outside of the programs do not understand what they are about nor what the outcomes are intended to be or the actions the programs are taking to get students there. E&E can help bridge the understanding 			



ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
		<p>gaps. E.g. Umoja identified 5 major strategies to facilitate student success and they are implementing them with careful intention and are measuring their impacts.</p> <ul style="list-style-type: none">- It was easy to find Puente outcomes but more difficult to find information about the program strategies to achieve them. Let E&E help articulate and suggest approaches to measure what you are doing, reflecting how things are going, how E&E can aid and support your progress. Carolyn brought up the Puente data sheet provided by IR and concern that although it is a very short time frame, the trends seem to be moving downward. Encourage Puente to plan what is needed to strengthen implementation of the Puente strategies to turn around the numbers.- Natalia - When looking at numbers you cannot always explain the reasoning for the numbers change. Never understood how come explanations are needed each time program decreases happen. <p>Ram- Program review, it will not be based solely on the numbers, more about what is needed to be done to make the changes for success.</p> <p>Melissa Cervantes shared that she and Kristy Lisle are drafting a "learning community addendum for the program</p>			

ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
		<p>review templates to ensure the program review process provides added value to learning community planning.</p> <p>Melissa challenge your program (Puente) to document and track(data) to make sure future/additional Puente team members can easily take the reins.</p> <p>Karen- Bus and duration of time. Transportation IS an Equity issue. Needs to be part of equity 2.0</p> <p>Paul- Student government, think of way you can incorporate president Thuy's service learning projects.</p>			
4 & 5	Faculty hiring through an equity lens (Attachment 7) and Direction to deans re: how to include equity considerations in faculty hiring	E&E continued discussion from the previous meeting (November 9) regarding suggested "equity" criteria for prioritizing hiring faculty positions . How can we instill our values of student equity into the process of determining which department(s) will be able to hire additional faculty? We noted that equity criteria would ADD TO, rather than replace, existing considerations for prioritization.	<p>After discussion, the group recommended including criteria:</p> <ul style="list-style-type: none"> student access as measured by a quantitative demographic comparison of students in the program <ul style="list-style-type: none"> - with all Foothill students, with the population in our service area, and with 	Communicate our recommendations to the deans	Ram/Carolyn



ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
			<p>students in comparable programs at other colleges in our peer group</p> <ul style="list-style-type: none">• student success as measured by a comparison of student success by demographic group in the program, with all Foothill students (student inquiry tool), and with students in comparable programs at other colleges in our peer group (Datamart)• faculty demographics as measured by a quantitative demographic comparison of faculty in the program with all Foothill faculty, with the population in		

ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
			our service area, and with faculty in comparable programs at other colleges in our peer group		
6	Honors Advisory Board and study group – attachment 8	<p>Honors Program coordinators Debbie Lee and Voltaire Villanueva sent three proposals to E&E for consideration: 1) that E&E act as the "Foothill honors advisory board" required as a condition of maintaining or Transfer Agreement Program with UCLA; 2) they proposed a charge and list of responsibilities for the Foothill honors advisory board; and, 3) that E&E form a temporary study group to complete the finite tasks on that list of responsibilities.</p> <p>E&E members were concerned that many of the responsibilities in the proposed charge are operational in nature, such as "provide input for program review" and in the long-term are more appropriately fulfilled by our honors coordinators. We did agree to form a temporary study group to help form recommendations for standards for honors program admission, good standing and completion, define SLOs and recommend assessment mechanisms, and assist with making initial decisions necessary to the immediate development of the program (such as</p>	<p>Agreed that E&E will serve as our Foothill Honors Advisory board to meet UCLA TAP requirement</p> <p>Formed temporary study group to make initial recommendations</p>	<p>Solicit faculty membership for the study group via the academic senate</p> <p>Once the study group work is completed, they bring it back to E&E for review and feedback.</p>	Honors coordinators

ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
		recruitment, outreach, etc.). We asked the honors coordinators to solicit faculty membership for the study group via the academic senate, and that once the study group work is completed, they bring it back to E&E for review and feedback.			
7	AB 705: introduction, draft values around 705 (GP at next meeting) – Attachment 9	<p>AB 705: E&E has been asked to draft a statement of our values around how AB 705 contributes to eliminating achievement disparities at Foothill. The group received an intro to AB 705 and discussed our charge. In a tiny nutshell, AB 705 seeks to better place students into math and English courses to increase their likelihood of completion. E&E is also to assess how well these values align with the College's current implementation of AB 705 and provide recommendations for better alignment if needed. E&E reviewed AB 705 language and expressed strong appreciation to the faculty and staff who have worked so hard to begin implementation efforts well in advance of the required deadlines. We discussed how we hope to write a values statement that positions us to meet the spirit of AB 705 and goes beyond compliance.</p>	<p>List of Ideas for values to include in statement:</p> <ul style="list-style-type: none"> - Growth mindset language - We believe that our students can be successful and we will position them to be successful - We believe that this law is a step to get us to a place - We believe in removing barriers, i.e placement test - Even more than providing support services, need pedagogy changes & curriculum changes - Cultural change at an institution level 	E&E to begin drafting values statement in Winter quarter and solicit feedback from academic senate and specifically from math and English faculty.	E&E



ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
8	Evaluation of meeting outcomes and norms	Members agreed that our small group had done a good job of following our norms. Karen noted that today's room configuration was excellent for Zoom.		Use same room arrangement at future meetings	Facilitation team
9	"Refugees" potential reading over break?	Ram suggested E&E members consider reading "The Refugees" over break.			
10	Good of the Order	Holcroft reminded members that there is one more opportunity to attend Beyond Diversity I (recommended for all E&E members) at Foothill this year, on January 24-25.			

*Include the person(s) and or group responsible for next steps.