* Evaluate Student Equity Plan 1.0. Specifically:  
  + For learning communities (STEM Core, Umoja, Puente, FYE, Mellon Scholars, Honors, and Pass the Torch)
    - 1) Has the program seen progress toward eliminating achievement disparities in the following areas: access, course success, ESL/basic skills completion, degree & certificate completion, and transfer? And 2) What other outcomes has the program defined that are intend to help eliminate achievement disparities? How are you evaluating them? Are they working?
    - With these data in mind, how does E&E see each program in the context of equity plan 2.0?
    - *Outcome* = statement of how effective we found each to be, and recommendations for including each in SEP 2.0 (or not)
  + For the specific activities identified in SEP 1.0,
    - Do we know 1) if they were implemented and 2) if they helped close the disparities in the area(s) they sought to remedy? E.g. there was a marketing activity designed to close an access disparity. Do we know whether the activity was launched and if it corrected the disparity?
    - *Outcome* = statement of how effective we found each to be, and recommendations for including each in SEP 2.0 (or not)
* Develop an Equity Plan 2.0 (starting Jan. 2019) for submission to the Board of Trustees by December 2019 including recommendation for big picture allocation of funds in light of the consolidated block grant. (*Outcome* = SEP 2.0)
  + Note from President Nguyen: we need to start engaging PEG and our new Equity Dean to start planning the Equity Plan 2.0 – both from a process of developing it, to creating an outline / framework of the written document to ensure it is comprehensive, reflective of the college community, and impactful. The plan will serve as the directive for equity work in the next 3-5 years, with opportunities for minor revisions (if needed).
* How do we see faculty hiring in the context of equity and eliminating achievement disparities at Foothill? (*Outcome* = a vision statement to articulate how we view faculty hiring in the context of equity)
  + Note from President Thuy: Faculty hiring must be addressed in 2.0, including recommendations for EEO training
  + Subsequently apply the vision statement to hiring decisions to form our assessment of each for Thuy (*Outcome*: each time a hiring proposal is made, E&E assesses whether each is in alignment with the vision statement)
  + *Possible additional outcomes*: There could be recommendations from the committee on ways to improve our hiring processes (a different “diversity statement”, for instance; focus on part-time faculty hiring, onboarding of faculty, classified employees, and administrators; etc.)
* Which CTE programs (Strong Workforce-funded) do we have, and do we see any achievement disparities in them? (Access, course success, etc.) How could we better allocate CTE funds to close those gaps? (*Outcome* = informs SEP 2.0, and possible shorter term recommendations for Strong Workforce fund allocations)[[1]](#endnote-1)
  + With these data in mind, how does E&E see each program in the context of equity plan 2.0? Of Ed Master Plan 2020?
* Develop a recommendation for drafting EMP 2020 through an equity lens, and so that equity is interwoven throughout?[[2]](#footnote-1) (*Outcome*: recommendation for approaching EMP 2020)
  + Note from Thuy: The other committees will also have parts in the EMP2020 with the Council serving oversee the whole thing. We probably will have a retreat of all committees to engage in EMP 2020.
* Equity Plan 1.0 mentions service learning. How do we see service learning connected to service leadership (or not)? leadership contributing to our equity efforts and closing achievement disparities? With this in mind, do we recommend revising our ILOs? (*Outcomes* = value statement around service learning and service leadership, and recommendation re: whether/not to revise the ILOs)
* AB 705:
  + What are our values around, and general sense of, how AB 705 contributes to eliminating achievement disparities? And why are they our values? (*Outcome* = value statement around AB 705, and assessment of whether our current implementation efforts are in alignment with these values)
  + What recommendations do we have for ensuring our implementation efforts contribute to closing our racial achievement disparities?[[3]](#endnote-2)
* What are our values around, and general sense of, how Guided Pathways contribute to eliminating achievement disparities? And why are they our values? (*Outcome* = value statement around Guided Pathways and assessment of whether our current implementation efforts are in alignment with these values)[[4]](#endnote-3)
* What is the role of supplemental instruction in our efforts to eliminate gaps? (STEM Center, Teaching and Learning Center, embedded tutors, etc, F2F and online, too). In light of this, how do we recommend allocating resources? (*Outcome* = value statement for supplemental instruction to eliminate achievement disparities)
* For all dual enrollment programs (Middle College, Early College Promise, College Now, AB 288 partnerships, free-flow dual credit, etc.), how does each fit in with larger values and priorities around equity? Why should we do each? (*Outcome* = value statement around each)
  + Are there achievement disparities in these programs? (*Outcome* = assessment of how effective each program is from an equity lens)
* Assess the quality of online education and recommend ways to improve its effectiveness in increasing student success, closing equity gaps, decreasing online drops prior to census day, promoting Service Leadership, and creating community.
  + What achievement disparities are we experiencing in online courses at Foothill? (data review) (*Outcome* = assessment of how well the college is doing to eliminate disparities online)
  + How does the quality of online classes effect equity? (*Outcome* = values statement around the role of course quality in eliminating disparities)
  + Should 2.0 include a designated section for online?

1. CTE team may need some time to get a handle on this, as Workforce Committee did not do an assessment on equity, FTES increase, and living wages. [↑](#endnote-ref-1)
2. [↑](#footnote-ref-1)
3. The other committees will also have parts in the EMP2020 with the Council serving oversee the whole thing. We probably will have a retreat of all committees to engage in EMP 2020. [↑](#endnote-ref-2)
4. For now, value statement though I suspect that when we start engaging in EMP 2020, Guided Pathways becomes that transformative framework (if done well) built within our EMP 2020 whereby we ensure that every student going through the pathways will have at least one meaningful opportunity to learn about themselves and their racial consciousness. [↑](#endnote-ref-3)