

**Student Equity Workgroup**  
Tuesday, November 18, 2014 (2:30-4:00)  
Room **6506**

**Agenda**

1. **Hillary Gomes:** Voice Thread Presentation (10 minutes)
2. **Equity Proposals Rubric + Vetting Process:** tri-chairs
3. **SEW Proposals + Application Plan:** tri-chairs
4. **SEP Equity Position:** Student Enrollment Priorities for Fall 2015 (April)
5. **Professional Development (Jan. 23):** Student Success + Retention

**Tri-chair Pending Priority:**

1. SEP Addendum deadline: *January 2015*

Proposal Ideas: **SEW Proposals and Distributed Tasks:** *October meeting*

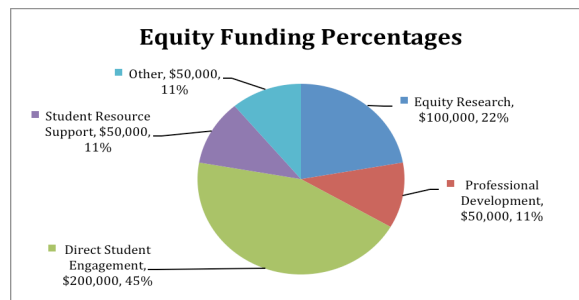
1. **Fund Researcher Proposal:** SEW voted to fund the researcher position and begin the application process. SEW tri-chairs will attend a Basic Skills + SEW tri-chair meeting Monday (10/27) and will share the SEW's decision to move forward, possibly collaborating with BSW for the funding of the position.
2. **First Year Experience:** John will reach out to DeAnza College (point of contact?) to learn more about the development and implementation cost of the program. Possible program expenditures: books, transportation, online services/classes, training workshops, curriculum development, counseling, institutional research inquiries.

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Topics not discussed during the SEW October meeting, but **possible SEP Proposals:**

3. **My Portal Equity Box:** Carolyn and Hilda have been communicating with Andrea and Judy to develop a site on the portal page that would include equity-minded ideas and/or practices.
4. **Professional Development Collaboration:** the PD committee has requested the SEW's participation in the development of the January PD workshop: **Friday, 01/23**. PD Workshop Focus: Completion and Retention. Hilda will continue communicating with Ben Stefanik on this project.
5. **COOL-DEAC:** Equity and online student success rates, Kate Jordahl
6. **Equity Cohorts:** PSEC model presented by Robert Cormia
7. **Latina/o Student Mobile App:** Carolyn shared that a Foothill app is being developed targeting a Latino/a student population. Proposed activation of app: Fall 2016.
8. **Academic Academy** (March 13/14; proposals due 11/21): Hilda: Equity Mindedness; Paul: Equity and Program Review Institutional Planning)
9. **Anthropology 70R series (Kathryn Maurer):** Independent Study Project: addressing the issue of equity and developing proposals for undertaking a "strategy" as a campus community.
10. **Early Alert Research (Andrew Lamanque):** Equity-minded findings + funding possibilities

**Additional Notes:**



## Proposal for Presentation at 2015 Academic Academy

Name of presenter(s), including college and job title, and contact information:

- o **Carolyn Holcroft** – Foothill College Academic Senate President ([holcroftcarolyn@foothill.edu](mailto:holcroftcarolyn@foothill.edu))
- o **Paul Starer** - Foothill College Dean of Language Arts Division ([starerpaul@foothill.edu](mailto:starerpaul@foothill.edu))
- o ??? Elaine Kuo?

: Proposal type: Group Presentation (75-90 minutes)

· Title of Presentation(s): Incorporating Equity into the Program Review and Institutional Planning Processes

: Description and goals of the presentation(s): We seek to foster an ethos of equity in all our campus' instructional and non-instructional programs, and have worked to integrate consideration of student equity as a core component of our program review process. Also realizing that there are potential overlaps between institutional efforts with basic skills, student equity and our Student Success and Support Program, we are working to efficiently coordinate planning and budget allocation to maximize use of human and financial resources. In this session, we'll share our successes and challenges from both faculty and administrative perspectives.

· (In 100-500 words, describe your presentation, including which aforementioned category it meets, or how it meets the theme of the Academy. If it is a group panel or presentation, be sure to describe each all individual presentations or perspectives/roles of participants.)

**Hilda Fernandez** – Foothill College Student Equity Committee Faculty Tri-Chair ([fernandezhilda@foothill.edu](mailto:fernandezhilda@foothill.edu))

Proposal type: Group Presentation (75-90 minutes)

: Title of Presentation(s): Equity in action: Cultivating an equity mindset

· Description and goals of the presentation(s): In this workshop, the attendees will share insights from the Institute about how to develop an equity mindset with the goal of helping participants transform how we see how our students and ultimately our interactions with them both in and out of the classroom.

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## EARLY ALERT: *Research Findings*

**Andrew Lamanque** provided the early alert findings listed. **Short Summary:** Early alert systems form necessary but **not sufficient** component for successful retention strategy

- Early alert systems most effective **targeting specific populations**: athletes or at-risk students
- Commonly **managed** by the academic support unit, the office of the registrar, or both
- Should draw upon the broadest pool of **referrers** possible
- Research suggests that classroom **absences** are one of the **most important indicators** for early alert systems to track.
- Early alert systems must include an effective **intervention strategy** to achieve results

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v **Early alert systems form a necessary but not sufficient component of a successful retention strategy.** The use of early alert systems in higher education in a systematic fashion is relatively recent, but they have become widespread, if not universal, across academia. However, early alert systems in and of themselves are perceived to be only moderately effective. Institutions must ensure that support systems, such as tutoring or advising, are in place to follow through with any students identified through an early alert program.

v **Early alert systems may be most effective when targeting specific student populations, such as athletes or at-risk students.** Although many institutions allow any student to be flagged in the early alert system, the populations most likely to be targeted for early alert monitoring include first-year students, student-athletes, and students with demonstrated academic difficulties. Some evidence suggests that early alert interventions may be more effective within designated programs or small sub-populations, as these provide students with a way to connect to the institution.

v **Early alert systems are commonly managed by the academic support unit, the office of the registrar, or both.** While the registrar's office may be able to manage the information systems required for an early alert program, academic support units are well-positioned to provide or refer students to services such as tutoring or mentoring once they have been flagged with an early alert.

v **An early alert system should draw upon the broadest pool of referrers possible.** Faculty are almost always involved in early alert systems, but on some campuses, the program invites referrals from the broader campus community, including academic support staff, residence life staff, or other concerned parties, and, where possible, this practice is generally recommended. However, in practice, larger institutions (>10,000 students) are more likely rely on faculty alone to make referrals.

v **Research suggests that classroom absences are one of the most important indicators for early alert systems to track.** Early alert systems commonly track academic indicators, such as grades or classroom behavior. Of these, the most commonly used indicator is attendance, which research suggests is correlated with grade performance. Undue absences can thus provide a true early warning before students begin to accrue bad marks on assignments and exams. Some institutions also allow referrals for personal or social issues, although this appears less common at larger institutions (>10,000 students).

v **Early alert systems must include an effective intervention strategy to achieve results.** Although early alert systems are becoming increasingly sophisticated technologically, they will have little effect on retention or graduation rates if they do not lead students to obtain assistance. At some institutions, fewer than 50 percent of students flagged through such systems actually respond to an alert. It is relatively uncommon for institutions to require students to take action after receiving an alert, but an "intrusive" posture of this sort may be necessary to facilitate full effectiveness.