

FOOTHILL COLLEGE
Student Equity Workgroup (SEW)
Tuesday, February 09, 2016
MEETING MINUTES

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

ITEMS	TOPICS	LEADERS	EXPECTED OUTCOME
1	Approval of Minutes – January 12, 2016	Equity Tri-Chairs	Approval
2	Review of Funding Requests	Equity Tri-Chairs	Approval
3	Childcare at Foothill	Jaquish	
4	UMOJA	Henderson / Hypolite	
5	Educational Master Plan (EMP) Update	Kuo	
6	Early Alert Updates	Hypolite	
7	DDEAC & District Updates	Hyland	
8	Board Equity Presentation	LaManque	
9	ACCJC Accreditation & Self-Study Update	LaManque	
10	Student Equity Plan Subgroups	Equity Tri-Chairs	

MEMBERS PRESENT:

Hilda Fernandez, Andrew LaManque, Pat Hyland, Paul Starer, Roberto Sias, Justin Schultz, Carolyn Holcroft, Adrienne Hypolite, Katie Ha, Liz Leiserson, April Henderson, Micaela Agyare, Kimberlee Messina, Michelle Palma, Lan Truong, Bill Ziegenhorn, John Fox, Richard Edwards, Roland Amit, Nazy Galoyan, Jennifer Sinclair, Elaine Kuo, Teresa Ong, Debbie Lee, Casie Wheat, Sarah Cooper, Melissa Jaquish

(1) APPROVAL OF MINUTES – JANUARY 12, 2016

The minutes from the January 12, 2016 Student Equity Workgroup (SEW) meeting were approved by consensus.

(2) REVIEW OF FUNDING REQUESTS

It was noted that any requests for \$2,000 and above comes to the committee; anything less than \$2,000 gets a Equity Tri-Chair recommendation. An update was given that \$1,000 was approved by Tri-Chairs for putting forth an application for UMOJA as well as the \$2,000 for the presentations by Dr. Frances Kendall on February 26, 2016.

TEA for Testing/Assessment Center

\$36,000 is requested to hire a TEA for the Testing/Assessment Center, for evaluating the high school transcripts. The Center wants to do up front evaluations plus an evaluation of the transcripts that we already have on file (no one currently evaluates them). Kimberlee Messina noted that this seems to fall within the realm of SSSP; Casie Wheat added that she stopped by the Student Equity Workgroup first since it is in the listed in the Student Equity Plan (\$5,000 allocation). Nazy Galoyan added that the workload is immense – it takes almost a full-time position to evaluate (not adding to job of current evaluation specialists). In order to make this pilot move forward, we need to implement this now – this is asking for supplement funding. This is listed as

an equity plan priority because the basic skills students fall within the target groups. Lan Truong noted that this encompasses BSI, SEW, and SSSP; potentially each area can pick up a portion of it for a full-time position. *The Student Equity Workgroup voted to approve funding of this request.*

FACCC Advocacy Conference

Bill Ziegenhorn noted that Student Equity funded this last year. The main speaker is talking about students of color coming from poor neighborhoods and how colleges can better serve them. The SEW asked that the request amount be lowered to \$2,000 for Tri-Chair approval.

DRC - Adaptive Learning - Coach Interns

\$18,000 was requested for two coach interns for the DRC. *The Student Equity Workgroup voted to approve this funding request.*

Intersection of SLOs and Cultural Competencies in the Curriculum – Conference

Carolyn Holcroft and the SLO Committee are requested approximately \$12,000 to send 8 faculty to this conference in Southern California. Debbie Lee noted that greater communication to the faculty should take place to see who else might be interested. If the SEW approves in general the equity funds (approximately 8 attendees), tri-chairs can approve additional requests above 8 (up to 12 attendees). Anything above 12 would require the submission of a revised request. SEW asked that the proposal be revised to reflect a range of 8-12 attendees (\$12,000 - \$18,000). The Student Equity Workgroup voted to approve this funding request.

(3) CHILDCARE AT FOOTHILL

Melissa Jaquish presented on a key issue that faculty/staff/students at Foothill College face ... childcare. She noted that 29% of community college students are parents (14% of community college students are single parents), with low wage earners taking in \$12-\$14/hour while childcare costs \$7-\$18/hour. She noted that the benefits of on-campus childcare services may include:

- Students are able to go to and stay in class
- Improved student retention
- Improved student completion rates
- Increased enrollment
- Attract faculty (employee benefit)

She noted that the biggest obstacles are often factors outside of the college's/students' control ... we need to spend a lot more time lobbying the legislature and financial aid; the issues are too large for JUST the community colleges to deal with. We need to look at grants and partnerships - this is a larger scale discussion. It was also noted that De Anza's program could not absorb the number of children if the needs of both campuses were to be merged.

(4) UMOJA UPDATE

A quick update regarding the UMOJA conferences and the plans to start a program at Foothill was given. Adrienne Hypolite noted that the students involved in these types of programs are very connected. The conference was very student centered with some professional development and that getting feedback from more knowledgeable groups and gaining better insight was extremely helpful. Two of the workshops dealt with how to start and fund an UMOJA program as well as a discussion of who could/should be a mentor for students of color.

Student Equity already approved the \$1,000 application fee. Requests will eventually come to Student Equity for funding to attend the summer training sessions for approximately five faculty/staff. Kimberlee Messina has also met with Kimberly Escamilla and Sam White to discuss the vision for the UMOJA program at Foothill as well as an update as to process/procedure.

(5) EDUCATIONAL MASTER PLAN (EMP) UPDATE

Elaine Kuo noted that the EMP was reviewed at the Board of Trustees study session on February 08 and was approved. A copy of the presentation can be found at: http://www.foothill.edu/president/parc/minutes/parc2015-16/02.03.16/FH_EMP_2016-2022_BOTv3.pdf

(6) EARLY ALERT UPDATES

Adrienne Hypolite noted that this is the 2nd quarter of doing Early Alert – the efforts now include MATH 220, MATH 105, MATH 1A, ENGL 110 and ENGL 209. Lists of low GPA basic skills students are generated and she has been reaching out to them and trying to connect them with counseling appointments. Approximately 270 students have self-identified as needing assistance (194 in English, 76 in Math). Instructors are also identifying students for Early Alert (11/17 sections participating in MATH, 12/22 participating in ENGL). There is still the expectation to roll out for the ESL courses in Spring 2016.

Nearly double the amount of sections are involved with Early Alert, but they are seeing only about 50% the number of referred students. Some students are being a bit more proactive and reaching out for help. Some explain what is going on but do not want the help (Adrienne noted that it is better to respond with NO than to receive no response at all). Some instructors have also asked to have certain students removed from the Early Alert radar because they are doing well at this point. She noted that there may be a cultural shift regarding how students are self-assessing ... some are more likely to reach out... but students still have a lot of fear or shame surrounding not performing well academically. She is also concerned that she is not seeing African-American students.

Adrienne added that a truly impactful retention program would involve a smaller group (cohort model) with a common link or something shared between the students, with built-in workshops or activities to help facilitate the connection, in combination with an established Early Alert program.

It was noted that it is important to move past the culture of "alert" or just "early alert" ... we need intervention as well ... and faculty are a critical aspect of this process. There is also a substantial portion of students who do not respond (not an active no, but no response at all). Roberto Sias added that student-to-student peer mentoring is also critical, as students are often more receptive to that.

(7) DDEAC & DISTRICT UPDATE

Pat Hyland informed the group that the DDEAC is enlarging considerably (5 people to 19 people) as she has been trying to get a broader representation. The committee is currently working on modifying all the employment applications, specifically to address how life experiences, studies or work have influenced candidates' commitment to equity, 'diversity', and inclusion.

(8) BOARD EQUITY PRESENTATION

The Foothill College equity agenda was presented at the Board of Trustees study session. It was well received. The full presentation can be found at: http://www.foothill.edu/president/parc/minutes/parc2015-16/02.03.16/FH_Board_Student_Equity_PPT.pptx

(9) ACCJC ACCREDITATION & SELF-STUDY

A kick-off meeting for the ACCJC accreditation self-study was held on Thursday, February 04, 2016. It was noted that the College will need to write a Quality Focus Essay (QFE) – which discusses 2-3 major themes/activities that the College wants to work on over the next few years (and will be asked to report on). Kurt Hueg and Andrew LaManque are currently looking for folks to join the review teams for the four main standards (institutional effectiveness, learning programs, resources, and governance).

(10) SEP SUBGROUPS

It was decided that more time is needed to assign and break up into the Student Equity Plan subgroups. This will be postponed until the following Student Equity Workgroup meeting.