



FOOTHILL COLLEGE
Student Equity Workgroup
Tuesday, September 29, 2015
MEETING MINUTES

LOCATION: Toyon Room
TIME: 2:00 PM – 4:00 PM

ITEM	TOPIC
1	Approval of Minutes – September 22, 2015
2	Discuss Ideas for Plan Activities, Goals, Benchmarks

PRESENT:

Hilda Fernandez, Micaela Agyare, Justin Schultz, Andrew LaManque, Bill Ziegenhorn, Adrienne Hypolite, Richard Mills, Lori Silverman, Lan Truong, April Henderson, Sara Cooper, Katie Ha, Carolyn Holcroft, Kimberlee Messina, John Fox, Michelle Palma, Nazy Galoyan, Paul Starer

1. APPROVAL OF MINUTES

No changes noted; meeting minutes from Tues, September 22, 2015 approved by consensus.

2. DISCUSS IDEAS FOR PLAN ACTIVITIES, GOALS, BENCHMARKS

The Student Equity Report asks for data analysis and goal/activity creation for the following key areas: (1) Access, (2) Course Completion, (3) ESL + Basic Skills (Math/English), (4) Degree & Certificate, and (5) Transfer.

An activity was designed to facilitate a discussion and yield information helpful to the writing of the report. Broken into smaller groups (each assigned to a different key factor), members of the Student Equity Workgroup used campus data to complete the following tasks:

- (1) Identify groups with the largest gaps (aim for the top three most disproportionately impacted groups; use >3% gap as a starting indicator)
- (2) Set target groups with goals aimed at closing that specific achievement gap
- (3) List the number of students impacted for each target group
- (4) Describe activities the College can engage in to make progress towards closing whatever gaps may exist
- (5) Link each activity to a goal (for that target group); groups must be able to describe how the activities relate to and will achieve the goals.

Paul Starer and Hilda Fernandez also presented a suggested approach to the activity:

- (1) Determine which groups demonstrate high-need in the selected indicator.
- (2) Using the data, describe the observations you can make about the disproportionately impacted group(s).

- (3) List any questions you have about the disproportionate impact you noticed or a clarification question you would like answered to better understand the data
- (4) List any current or in the process of developing projects, activities, or proposals that are targeting the populations' challenges
- (5) List any activities and/or projects that can be developed or implemented to further address the disproportionate impact for the target populations.
- (6) What other campus workgroups, committees, or programs can help with the development of each activity and/or project?
- (7) What other resources would be needed to develop and implement the activities, projects, or program?
- (8) List any questions you would like the Student Equity Workgroup to further discuss.

The notes provided by the smaller groups will assist the Student Equity Workgroup tri-chairs with the drafting of the Student Equity Report (due December 2015). Brief summaries of the discussions for each key factor are included below.

ACCESS (*Sara Cooper, Katie Ha, Michelle Palma*)

- (1) Online access is key (instructional and student services)
- (2) Focus on the student and the system (faculty/staff); not just the student
- (3) Ask the students what they need to succeed / what are the students' obstacles?
- (4) Mentoring and professional development related to access is important
- (5) More qualitative research is needed (why are student dropping?)

COURSE COMPLETION (*Andrew LaManque, Bill Ziegenhorn, Lori Silverman*)

- (1) What can faculty do inside of the classroom? How do we keep PT faculty more involved?
- (2) Scale up specific programs (like FYE) or develop parallel programs
- (3) Target online learners and OL course completion
- (4) Share best practices and observations

ENGLISH (*Richard Mills, April Henderson, Hilda Fernandez, Adrienne Hypolite*)

- (1) Qualitative data is missing – what do these Basic Skills students need?
- (2) What is the % of students taking classes part-time?
- (3) Many students need textbooks and/or additional resources/technology
- (4) Professional development is needed; help close the gap in faculty understanding
- (5) Additional time was needed to discuss ESL/MATH

Degree/Certificate Completion (*Micaela Agyare, Carolyn Holcroft, Justin Schultz*)

- (1) New program development – what programs are students interested in completing?
- (2) Are there any common classes stopping students from completing (roadblock courses?)
- (3) Provide outreach for students with large number of credits earned

Transfer (*Kimberlee Messina, Lan Truong, John Fox, Nazy Galoyan*)

- (1) Help targeted students understand the importance of AD-Ts
- (2) Set students up for AD-Ts – if they don't transfer, at least they leave with an associates degree
- (3) Scale up the Transfer Center; intrusive case management with targeted student populations