Foothill College Academic Senate Meeting Draft Notes

## April 15th 2019, 2:00 P.M., Toyon Room

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| **ITEM** | **Attachments** |
| 1. Call to Order | Escoto called meeting to order 2:03PM |
| 1. Roll Call | **Senators Present**  Isaac Escoto (AS President 20’)  Ben Armerding (AS Vice President/CCC Faculty Co-Chair 19’)  Katherine Schaefers (AS Secretary 19’)  Tracee Cunningham (Cnsl)  Voltaire Villanueva (Cnsl)  Kathryn Maurer (BSS)  Natasha Mancuso (BSS)  Micaela Agyare (Library)  Amber La Piana (LA)  David McCormick (LA)  Hilary Gomes (FA/Comm)  Jordan Fong (FA/Comm)  Donna Frankel (PT rep 20’)  Matthew Litrus (PSME)  David Marasco (PSME)  Sara Cooper (BHS/FA Rep)  Mimi Overton (SRC)  **Liaisons Present**  Carolyn Holcroft (Professional Development)  **Senators Absent**  Rita O’Loughlin (KA/Athletics)  Don Mac Neil (KA/Athletics)  Mary Anne Sunseri(19’)  **Liaisons Absent**  Kristy Lisle (Admin rep)  Chelsey Nguyen (ASFC President)  **Guests**  Doreen Finkelstein, Research Analyst, Instructional Services Coordinator  Melissa Cervantes, Dean of Institutional Equity, Diversity, and Inclusion  Adrienne Hypolite, Equity Programs Supervisor |
| 1. Adoption of agenda | **Approved by consensus** |
| 1. Public comment on items not on agenda (senate cannot discuss or take action) | **Approved by consensus** |
| 1. Approval of Minutes: | ASdraftminutes4-8-18 |
| 1. Consent Calendar | **Committee Needs:**  Community and Communication: 1 faculty rep.  District Budget Advisory Committee  Instructional Hub Design Task Force: 2 full time faculty, 1 part time faculty. Meetings: May 1st, May 15th, May 29th, June 5th, June 19th from 12:30-3:00pm.  Volunteers:  PT faculty - Schaefers volunteer, Frankel as back up  FT faculty – **2 needed**  Escoto to add reminder to follow up email |
| 1. Unfinished Business (10+1 area(s) indicated): |  |
| 1. New Business (10+1 area(s) indicated) |  |
| * 1. Spring Plenary Report | Officers to report back from ASCCC Spring Plenary  *Escoto/Armerding*  3.01\*Communicable diseases – passed as written (we were in favor)  6.04\*Allow for overnight parking – passed as written (we were concerned about the implementation) AB 302  \*Identifying housing representation – passed as written. At plenary, it was clarified that this would not be aimed at a new person. This person was focused more on connecting to resources.  13.01\* Develop Recommendations for the Implementation of a No-Cost Designation in Course Schedules  9.06\*Supporting new distance definitions in the system – passed. Discussion at Plenary. \*Task force led by ASCCC that will be tackling this. Fullly Online (FO), Partially Online (PO), Online with In-Person Proctored Assessment (OPA). Look for more on this from the ASCCC.  Question regarding definitions. Escoto to follow up.  11.01\*CCC Apply – passed. ASCCC to work with the Chancellor’s Office to evaluate CCC Apply.  13.02\*Faculty Open Educational Resources campus coordinators – passed. Asking Colleges to appoint a specific person.  13.03\*Gender-neutral restrooms – passed. On our maps, ensure these are noted.  Comment: Already covered in Title 5?  Clarification: Resolution that in planning for new buildings, clarify that all-gender restrooms are specifically noted on maps and plans. Perhaps in implementing Title 5, there have been some difficulties. Also, this resolution is about supporting that gender neutral restrooms be open all hours the campus is open.  Additional Discussions and Upcoming Changes:  \*Title 5 changes –Military personal recognition for job experience.  \*Onboarding with Guided Pathways. Look for redesigns and more of a focus upcoming here at Foothill. |
| * 1. Equity Plan 2019-22 | Equity Plan Presentation (April 2019 v2)  Learning outcomes of presentation. Reps will understand the purpose of our Equity Plan, and be able to engage in informed discussion with constituents regarding activities/process/timeline for plan approval  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Presenter: Melissa Cervantes, Dean of Institutional Equity, Diversity and Inclusion.  Equity Plan is required by the State  \*Our current efforts are considered an update to “Equity Plan 1.0” in 2014/2015  *\*Important to note: This is not yet the aspirational Equity Plan 2.0, but rather an update on Equity Plan 1.0 to make requirements. There will be an Equity Plan 2.0 where we can put in our big ideas.*  \*5 metrics (one is different from 2014/2015)  \*Each California Community College sets local goals  \*Due to the State: June 30th, 2019  Local Context  The 2019-2022 plan is informed by evaluation of “Equity Plan 1.0” from 2014/2015  \*Like our goals for the Visions for Success, there is room for us to be ambitious, but also no consequences for not meeting goals.  \*We are trying to align this plan with the Vision for Success plan  -Vision for Success goals (5 year plan) 5% each year, over 5 years is a 25% total increase  -Equity Plan (3 year plan) 5% each year, over 3 years is a 15% total increase.  Comment:  They registered but they did not enroll. Of that group, how do we disaggregate this? We could improve our registration, marketing, website to improve this.  The Senate is asked for feedback on the following **activities** to help address our Equity gaps:  **Access Activities**  \*Evaluate/update current online orientation model to address growing online population (Office of Online Learning)  \*Systematically seek out and remove barriers to registration (website/application) (Marketing and Admissions and Records)  \*Development of Strategic Enrollment Plan (Instructional and Student Services)  \*Identify factors contributing to low enrollment for AA students (Equity Office with Institutional Research, population target – Disproportionally Impacted African Amer. Students)  **Retention Activities**  \*Work with (faculty and student support staff) practitioners to identify promising pedagogical & student support strategies (Equity Office – Disproportionately Impacted African American Students)  \*Explore early intervention strategies to track students who may require additional support services (Equity Office)  \*Explore services/resources available to students through ASFC and others (i.e. textbook loaner/rental & calculator/laptop loaner programs) (Equity Office, Student Affairs)  \*Promote these campus-wide services (Marketing)  \*Professional Development: Beyond Diversity 1 training for all and creation of homegrown expanded equity training (Equity Office & CCAR Affiliates)  \*Reorganization of the Equity Office to oversee Umoja & Punete learning community programming (President’s Office)  \*Food Pantry (Student Affairs)  Partner on Heritage Month series to create community among disproportionately impacted students (Equity Office w/ ASFC and Student Affairs)  **Transfer Activities**  \*Expand number of 4-year campuses who visit (Transfer Center)  \*Create videos of Transfer Center workshops to be available online for students unable to attend in person (Transfer Center w. Equity Office & Marketing)  \*Removal of Honors Program entrance criteria so that all students can enroll in Honors courses (Honors Program)  \*Strategic marketing to change mindset of who is an Honors student and who belongs in the program (Honors Program w/ Marketing)  \*Support the development of 2nd year programming for learning communities (Umoja/Puente w/ Equity Office)  *Comment: A coordinator is necessary.*  *Comment: Would like to see some of these changes to come through the Academic Senate. Faculty need to be primarily involved.*  *Comment: We need faculty to step up to these roles*.  **English/Math Completion Activities**  \*Professional Development: Culturally relevant pedagogy for faculty (Equity Office)  \*Professional Development: Implicit bias training for all new employees and for current faculty/tutors (FHDA District & Equity Office)  \*Explore adding a math track to learning community course offerings (Puente/Umoja w/ Equity Office)  \*Promotion of Foothill Promise program (Financial Aid & Marketing)  **Vision Goal Completion Activities**  \*Expand contact & outreach to students who earn or are close to earning the unit threshold for degree/certificate (Counseling & Institutional Research)  \*New structure for shared governance, redeveloped program review and planned budget forms – all developed to help streamline processes and be strategic as a college to support students better (College President’s Office, IP&B)  \*Support college efforts to institutionalize disaggregated data analysis at the program-level to identify areas with greatest disproportional impact. (Equity Office, IP&B)  \*Promote and encourage FAFSA/Dream Act Application completion – students who receive aid are shown to persist at a greater rate. (Financial Aid w/ marketing)  *Comment: We should look at what groups are showing up consistently across the metrics. When we are thinking about programming, we are thinking about it in a holistic way. Don’t think of this as piecemeal and as isolated metrics. This is the systemic piece around it.*  *Comment: Division meetings are not on this list?*  *Clarification: Our larger Foothill College “Equity 2.0” will have a broader Town Hall, Division meeting presence.*  *Comment: This is a lot to share via email. This feels like it needs to be a presentation.*  *Clarification: Use the notes on the PPT for help.*  *Comment: If there is an upcoming division meeting, let the Equity Office know! We would be happy to come to a division meeting.* |
| * 1. Vision for Success Goals | VfS\_Goals\_1\_to\_5\_AcaSenate\_v3\_04082019  Presentation Learning Outcomes. Reps will understand purpose of VfS goals, and be able to engage in informed discussion with constituents in order to get feedback re: propose goals  *Finkelstein/Escoto*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  There are 6 goals. Every College must develop 5 goals at the local level. The 6th goal is system-wide.  We have developed some ambitious goals, and are aspirational in meeting them.  **GOAL 1) System goal – increase by at least 20% of the 3 completion metrics.**  ***1a. Students earning associate degrees***  ***1b. Students earning a co-approved certificate***  ***1c. Students attain vision goal completion***  *Foothill’s proposed* ***GOAL 1*** *– increase by 25% the following two sub-categories:*  *1a. Students earning associate degrees*  *1c. Students attain* ***vision goal completion*** *(the unduplicated count of students a CP certificate or degree, and enrolled at FH in selected or previous year)*  *Foothill’s proposed goal for discussion - Increase # of students earning a co-approved certificate by 50%*  *1b. Students earning a co-approved certificate*  *We have bumped up to 50% for this category (instead of the state-recommended 20% because we have done well in this category).*  Comment: If/when enrollment crashes and we do not meet a goal, what happens?  Answer: The Chancellor’s Office may direct up to 1% of apportionment funds to be spent on supporting our locally set goals. We may need to specifically use the 1% apportionment.  Comment: So it looks as if the penalty would be loss of local control over funding…not the loss of funding itself.  Escoto follow-up: What is the percentage in terms of 1% of apportionment?  **GOAL 2) System goal – Increase # of students who transfer from FH to a UC or a CSU by 35%**  *Foothill’s proposed* ***GOAL 2*** *– Increase by 25%*  *2a. Increase the number who earn an ADT*  *2b. Increase the number of students who transfer*  Comment: 2016/2017 we are being mandated to use this as a baseline. Was there anything that would make this unusual for us (easier or harder for enrollment or in terms of these proposed goals?  Comment: Since this time, more and more students seem to be aware of ADTs, and we have conferred more ADTs over the last few years.  Comment: The actual data is actually coming from 2015/2016  Comment: The UC’s and CSU’s are reporting that they are impacted. If this trend continues, how can we be setting goals to increase transfers? There is a conflict there.  Comment: We can help support more students to be applicable for transfer.  Comment: The ASCCC and the CIO’s are fighting hard to prevent the impaction at the CSU level from affecting our (CCC) bottom-line student funding formula. We need to keep in mind that the goals we are creating in the Vision for Success are local goals. We do not necessarily have to take on the impaction problem.  Comment: It should be kept on our radar.  **GOAL 3) Decrease the number of units accumulated by AD Earners by 10%**  *Foothill’s proposed* ***GOAL 3*** *- is to match that at 10%*  The more units a student takes that were not necessary is the more money a student is spending and the more time it will take them to transfer. Goal is to minimize the units that students are taking that they do not need. Our Guided Pathways work is one effort helping to address this.  Comment: Without the layers of basic skills in English and Math (AB 705), there will be less courses a student will take.  Comment: The state may not be able to pay what was promised if we rely on the student completion to hit our monetary targets.  Comment: We need to plan and build curriculum based on what students need. If this means less classes, then we need to plan around this reality.  Comment: We seem to be planning our monetary decisions not in a way that is best for our students. The mission of this campus is getting people jobs. Students who are taking classes for pre-allied health is an example. They are left out of this model. These decisions are not best for them. We have many students here who are not focused on degrees. Attaining a degree for these students is not success.  Comment: If students drop a class to earn a certificate, that helps us, not necessarily our students.  **GOAL 4) Increase percent of exiting CTE students who report being employed n their field of study from 69% to 76% (+9%)**  Foothill’s proposed **GOAL 4** – Increase by 5%  4a. Median annual earnings of exiting FH students  4b. Percentage of exiting students who attain a living wage  Foothill’s proposed **GOAL 4** – Increase by 2%  4c. Increase exiting CTE students who get a job related to field of study  Comment: We need units that are helping them get a better job  Question: How do we track or measure that?  Response: Annualized earnings calculated from what they earned in the second fiscal year, accounting for inflation.  Comment: We need to outperform inflation by 9%?  Comment: In the past year, we have outperformed inflation by 5%.  **GOAL 5) Reduce achievement gaps by 40% within 5 years and fully close those gaps within 10 years.**  In order to assess this goal, Foothill:  \*Must disaggregate data from the Vision for Success metrics 1-4 and then set goals for student groups experiencing disproportionate impacted  \*Vision for success metrics are distinct from the Equity Plan (Student Equity and Acievement SEA) metrics. They are not aligned.  Equity plan (SEA) requires us to set three-year goals. Equity plan (SEA) due June 30, 2019.  **GOAL 6) Regional Goal – Reduce regional achievement gaps for all previous metrics within 5 years and fully close gaps within 10 years.**  Foothill is not locally directed for this goal |
| * 1. VfS Approval Timeline | Learning Outcome. Reps will understand VfS Goals approval timeline  Schedule for Vision for Success Goals/Equity Plan – April/May 2019  **Senate**  \*April 15 – Vision for Success 2nd read, Equity Plan 1st read  \*April 29th – Vision for Success 3rd read, Equity Plan 2nd read/Action (if we’d like)  \*May 13th – Vision for Success Final Read/Action, Equity Plan Final Read/Action  **Advisory Council**  \*April 19th – 1st Pass/Read  \*May 24th – Final Read/Action  **Board Meetings**  \*May 31st – Send to Board  \*June 10th – Meeting/Action |
| 1. Committee reports: |  |
| 1. Announcements (limited to 3 minutes, Senate cannot take action)    1. Spring Elections | a. **Spring Elections**  We need to make sure we have a solid elections committee. Please volunteer if this is something you can help with.  Positions upcoming for election:  \*Secretary/Treasurer  \*Vice President  \*Part Time Representative  b. **Culturally responsive teaching**  Every other Monday on opposite days of Senate  April 22nd, May 6th, May 20th, June 3rd, June 17th  2-3:30pm in Room ADM 1943  PGA credit offered  Email: [holcroftcarolyn@foothill.edu](mailto:holcroftcarolyn@foothill.edu) to participate, as well as/or be placed on a weekly email communication from the Equity office  c. Online course – Equity and Culturally Responsive Online Teaching and Learning. 8-week course. April 22nd through June 16th. Only 10 spots left! Counts for PGA credit.  **Statewide Information and Opportunities**  The Academic Senate for California Community Colleges (ASCCC) has a variety of listservs to keep faculty apprised of information and opportunities at the state level. All of these are open – e.g. you need not be a senate president join the “senate presidents” list serv. You may find the list at <http://www.asccc.org/signup-newsletters>  **Upcoming ASCCC Events (State Academic Senate)**  [Career and Noncredit Institute](https://asccc.org/events/2019-04-25-180000-2019-04-27-190000/2019-career-and-noncredit-institute), April 25th-27th 2019, Double Tree by Hilton San Diego Mission Valley  [2019 Faculty Leadership Institute](https://asccc.org/events/2019-06-13-180000-2019-06-15-190000/2019-faculty-leadership-institute), June 13th-15th 2019, Sheraton Grand Sacramento Hotel |
| 1. Adjournment | Meeting adjourned 4:02PM |