



## MEETING MINUTES

Date: April 19, 2019

Time: 1-3 p.m.

Loc: Rm 1901

Note: this was a special joint meeting between E&E and the College Advisory Council

### NOTES BY TOPIC

ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
1	Approval of Agenda and Advisory Council Minutes	Preston Ni had a change to minutes. Minutes for Advisory were approved.	Approved agenda and minutes	Post on Website - Adrienne	Simon Pennington
2	Meeting Norms	<p>Carolyn presented an abbreviated set of norms that were identified as especially important to E &amp; E members:</p> <ul style="list-style-type: none"> <li>• Start and end on time.</li> <li>• Be prepared and engaged.</li> <li>• Come empowered.</li> <li>• Put aside other topics and work.</li> <li>• Make sure everyone's voice is heard.</li> <li>• Look ahead to positive action, not back on shoulda, woulda, coulda.</li> </ul> <p>She also went over the four agreements from Courageous Conversations about Race protocol</p>	Advisory and E & E agreed to practice these norms for today's meeting.	N/A	Carolyn Holcroft

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3	President's Report	"I will be listening more so!" (written on board)	None	None	Thuy Nguyen
4	Vision for Success Goals 2021-2022	<p>Doreen presented the slides on Vision for Success and Local Goal Setting.</p> <ul style="list-style-type: none"> <li>Academic Senate has requested a 30-day extension for submitting the report, so report will be due June 30, 2019 instead of May 31, 2019.</li> <li>Doreen pointed out that these are aspirational goals. The state does not intend to be punitive if the goals are not met.</li> <li>Doreen clarified that "Stretch goals" are aspirational goals and "institutional-set standards" are the floor.</li> <li>ACCJC's goals are annual.</li> <li>Grayed out areas are hypothetical.</li> </ul> <p><u>Goal 1A</u> Debbie: Since enrollments are fluctuating, will the raw number goals be changing? Kristy: We need to work on retention &amp; persistence and increase enrollment in programs. AB 705 &amp; Guided Pathways should help to increase this.</p> <p><u>Goal 2B</u></p> <ul style="list-style-type: none"> <li>Data is limited to students who transfer to UC's and CSU's; does not include other transfer institutions.</li> <li>The State has not provided a schedule for data updates but it is reasonable to assume that new data will be released by next April.</li> </ul>	Committee members learned about the Chancellor's Office Vision for Success and about what our proposed local goals are.	Members should solicit feedback from constituents. Continue with items listed in timeline.	Doreen Finkelstein, Institutional Research

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		<ul style="list-style-type: none"> <li>FH has local metrics to track ourselves well before we get state data.</li> <li>Doreen clarified that FH gets credit for a transfer student if the last enrollment was at FH; also, if a student was last enrolled in two colleges, both colleges get credit for this.</li> </ul> <p><u>Goal 3</u> Doreen clarified that the units referred to in this goal are the units a student earns systemwide across entire CC system. Cleve: Is FH penalized if we get a student who took a lot of units prior to attending FH? Kristy: We need to evaluate the units of programs at FH. Guided Pathways will support this goal. Do career exploration in the beginning. Doreen: Look at student work more closely. Are they duplicating their coursework?</p> <p><u>Goal 4</u> Debbie: This goal isn't really within FH's control unless we are redirecting students to go into higher paid CTE fields. Teresa: We need to send employers a better message about the need for them to offer higher pay. Donna has a concern that PT faculty will be affected by this goal since it seems the goal is to get students in and out as quickly as possible. PT faculty are concerned about keeping their jobs.</p>			

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		<p>Kristy – high living wages help our students. Are we tracking students into lower wage programs? Help students think about what they could earn. What could we do to help students educate along pathways?</p> <p>Preston: What are the mechanisms to track this data?</p> <p>Kristy: State gives us this data. We can't duplicate this.</p> <p>Cleve: We live in a very affluent community.</p> <p>Arkady: Can we help students who are exploring career paths? Is there some sort of buffer for students to keep taking units?</p> <p>Kristy: AB 705 (reducing/eliminating basic skills courses) already cuts units students are required to take.</p> <p>Doreen clarified that data is recorded when AD-T is granted.</p> <p>Isaac: The number of units (listed in the data tables of the slide presentation) is over 90 units which is what is required to transfer and get an associate's degrees.</p> <p>Kathryn says courses that are not required can make students more competitive – private schools, internships, scholarships, etc...</p> <p>Doreen – state wants us to take a closer look at aimlessness</p> <p>Patrick – systemic issues at odds here. CSU faculty are pushing more units in the Transfer Model Curriculum (TMC), yet the Vision for Success wants students to take less units.</p> <p>Goal 5</p>			

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		<p>Doreen points out that we should look at the Equity Plan (see next topic) which are not completely aligned with Vision for Success. She clarifies that: PI = proportionality index PPG = percentage point gap College will use PPG, which is in alignment with Equity Plan</p> <p>Melissa: The college is looking to match the goals set in the Vision for Success document and decrease equity gaps. This will be discussed in the Equity Plan (see next topic).</p> <p>Doreen: The state requires the Vision for Success data be in the current format (numbers and percents).</p>			
5	Equity Plan 2019-2022	<p><b>Melissa presented the draft Student Equity Plan.</b> Patrick points out that the access data shows FH screens out African American females. Cleve: Lifestyle affects this (data). Melissa states that the Equity Team is looking for feedback on activities. Some activities may not be listed yet since folks in charge of those activities have not been contacted yet. Melissa clarifies that CCAR equity training is actively looking to promote homegrown activities regarding race. Preston – Regarding the activity to remove barriers to successful registration. What are the barriers? Melissa:</p>	<ul style="list-style-type: none"> <li>Members learned about the proposed goals and activities in the draft plan, offered feedback, and prepared to solicit feedback from their constituents</li> </ul>	<p>Members should share the draft plan with constituents, foster discussion, and gather feedback, and contact the Equity Office if/when questions arise.</p>	Melissa Cervantes

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		<ul style="list-style-type: none"> <li>• application, what does it look like to apply?</li> <li>• Website – finding information</li> <li>• Registration</li> <li>• Possibly others, need to explore</li> </ul> <p>Preston – do student success strategies pertain to improve writing skills online or online learning in general?</p> <p>Melissa is in discussions with Lené regarding equitable outcomes for online students</p> <p>Lené -- Students in online courses write more than those in f2f courses</p> <p>Preston – students online write more, but quality is not necessarily better</p> <p>Lené – the college should have a workshop on what writing looks like as students progress through their CC journey. We hope not to penalize students in their progression of building writing skill. Need to rethink how we write rubrics</p> <p>Donna – how correct is our data when students opt out of classifying themselves in terms of race</p> <p>Kristy – the number of students who opt out has decreased and the number of students checking off multiple ethnicities has increased.</p> <p>Arkady – perhaps we can try out the activities on current students and get feedback from them.</p> <p>Betsy wants to see something reflected about families</p>			

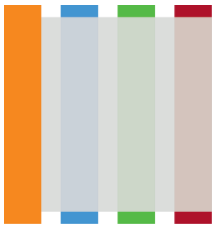
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		<p>Debbie – don't just track learning community students into statistics; this prevents them from majoring in STEM. Also, are there support activities for students to help them succeed such as embedded tutoring and Owl Scholar program?</p> <p>Cleve – need tutoring</p> <p>Sissi suggests getting feedback from students about what they need</p> <p>Melissa – We have not yet gotten a focus group together; we are still having conversations. We are planning to visit divisions, hold Town Hall meetings and follow up on the 1.0 Equity Plan. The work is not done yet. The team will continue to collect input and feedback.</p> <p>Thuy asks Sissi to think about how ASFC can help.</p> <p>Karen – This is a good opportunity to ask faculty what we can do individually in classes, get faculty more directly involved, we are missing a piece here.</p> <p>Lené – online course around equity in online pedagogy will start Monday 4/22. Carolyn also starting a f2f course on 4/22 around Culturally Responsive Pedagogy and the Brain. These courses will be foundational and those participating will have an opportunity to craft this course.</p> <p>Debbie appreciates that the plan does contain concrete activities, not just quotas. She also states, "As a female in STEM, I do not want to pass to fulfill a quota, but rather on my own volition."</p>			

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		Melissa wants more feedback and conversation with people on the Equity Plan.			
6	Ed Master Plan 2020-2030 and FH's Core values	Item tabled to next Advisory Council meeting.			Simon Pennington & Thuy Nguyen
7	Computer Science Certificates	<p>Ram presented the CS proposal for 4 different transcriptable certificates, which were written in alignment to the new funding formula – both as transcriptable and for CTE units.</p> <p>Cleve: One of the certificates says “minimum 11 units”, but it’s not possible to get 11 units given the course selection.</p> <p>Teresa: The “minimum 11 units” has been switched to “minimum of 3 courses”.</p> <p>Thuy: This is exciting!</p> <p>Adrienne: what’s the difference between non-transcriptable and transcriptable?</p> <p>Ram: In his opinion, a non-transcriptable is not meaningful. The certificate is printed in the division office and is signed by the dean. A transcriptable certificate is sent to the state for approval.</p> <p>Kathryn: Some non-transcriptable certs have held value, but have not been able to be transcriptable. The non-transcriptable certificates have helped students get internships, scholarships and enriched their applications to transfer institutions. Faculty in each dept have been going through the non-</p>	<p>Members debated the merits of offering certificates in general. The following feedback regarding the CS certificates was offered:</p> <ul style="list-style-type: none"> <li>• Please include information for students about how the certificates are stackable and what options are available once they’ve completed them</li> <li>• In Master Planning Narrative, elaborate on why there is a need within the software industry (certificate program) for more trained graduates of diverse backgrounds</li> <li>• Expound upon why/how this certificate meets said need.</li> </ul>	Debbie Lee will bring substantive feedback to CS department to consider incorporating into the proposals. The certificates will be brought back to Advisory Council’s next meeting for information and any further feedback.	Ram Subramaniam



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		<p>transcriptable certs to see if there's a value to change them.</p> <p>Cleve would like the department to add anecdotal info on how the certificates will help students, especially the ones who are not planning to transfer.</p> <p>Ram: Some institutions already add a value statement to certificates.</p> <p>Preston: Certificates are great for equity. They allow students to take smaller steps toward their goals. The marketing department pointed out how a certificate in communication helps with employment, transfer and scholarships. They help traditionally disadvantaged groups and students are emboldened to get another certificate.</p> <p>Ram: The CS certificates are stackable in that they lead to the AD-T in computer science.</p> <p>Adrienne would like us to show students how these certs are stackable, that there are more options and that their path does not just end at the certificate.</p> <p>Carolyn: What is the process and timeline is for feedback? In the past, Foothill has a history of rubber stamping. When we're offering feedback, what are we giving back to the CS dept that is constructive? What are CAC and E&amp;E's roles in offering feedback? Without a more specific prompt than "what feedback do you have?" we are not likely to give much useful feedback. How can we break out of the mold of rubber stamping?</p>			

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		<p>Ram: Certificates can be submitted any time to the state.</p> <p>Kristy: I understand the need for processes and feedback, but we need to be responsive to industry and be seen as a college that trains people to meet these demands.</p> <p>Sean: Regarding the sentence in the narrative in Item 4: Master Planning: <b>“There is a great need within the software industry for more trained graduates of diverse backgrounds with knowledge of advanced algorithms and data structures, which is a need this certificate seeks to meet.”</b> He assumes the spirit of the bolded language is intended to encapsulate the idea of equity; however, as it is currently written, it may be confused as the certificate program desiring to meet a quota of sorts—fulfilling a need to appear diverse. Suggested clarity to ensure a message of equity is presented:</p> <ol style="list-style-type: none"> <li>1. Elaborate on why there is a need within the software industry (certificate program) for more trained graduates of diverse backgrounds</li> <li>2. Expound upon why/how this certificate meets said need.</li> </ol> <p>Isaac: We need to keep in mind the program approval process was to have ongoing discussions in governance</p>			



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		<p>committees. How do we help multiple conversations to happen? Sometimes we need to wait.</p> <p>Ram: We should not be rubber stamping. If this is the case, then we shouldn't bring this to governance. But these certificates will go to Curriculum Committee, where feedback will be given. These certificates have been given to governance so that constituents are aware these will be coming to curriculum committee.</p> <p>Preston: Have the certificate proposals gone to Mary Vanatta (Office of Instruction)?</p> <p>Ram: These go to governance committees then curriculum committees.</p> <p>Thuy asks who created this process.</p> <p>Isaac: Task force consisting of Ben Armerding, Paul Starer, Ram Subramaniam, Isaac Escoto, and Mike Mohebbi created this process.</p> <p>Mike: Perhaps we can change from call for feedback to call for comments. It's not in our purview to tell people what courses go into certificates.</p> <p>Ram: Does this need to go to the governance committees or can it just go straight to Curriculum?</p> <p>Simon: in the past, things were done assuming that people knew. Just let people know it's an informational item.</p> <p>Isaac: Sometimes we miss pieces in our old process.</p> <p>Thuy states that CS department should make substantive changes based on feedback from the governance</p>			



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		committees and afterwards, they should be brought back to Council.			
8	Public Comments & Eval of Norms	Mission statement will be moved to the next meeting. Carolyn led the committee on evaluating how well the committee followed the norms. The committee did start and end on time, most members were prepared and engaged. Members did put aside other topics and work and came empowered but needed to work on making sure everyone's voice was heard. Come empowered.	The group agreed that most of the norms were used effectively, but we need particular focus on ensuring everyone's voice is heard.	None	Carolyn Holcroft

\*Include the person(s) and or group responsible for next steps.

## MEMBERS PRESENT

### Voting

Tri-Chairs: Ram Subramaniam, Carolyn Holcroft, Thuy Nguyen, Isaac Escoto, Anthony Cervantes

Administrator: Sean Bogle, Betsy Nikolchev

Classified Staff: Andre Meggerson, Becki DiGregorio, Chris Chavez, Mike Mohebbi

Faculty: Patrick Morriss (FT), Preston Ni (FT), Donna Frankel (PT), Cleve Freeman (FT), Karen Erickson (FT), Sean Negus (PT), Kathryn Maurer (FT), Steve Batham (FT)

Students: Sissi Hu, Jashan Chahal, Chelsey Nguyen, Arkady Leviev

### Non-Voting

Ex-Officio: Vanessa Smith, Melissa Cervantes, Teresa Ong, Bret Watson, Elias Regalado, Neelam, Kurt Hueg, Kristy Lisle, Lene Whitley-Putz, Neelam Agarwal

Recorder: Debbie Lee, Adrienne Hypolite

Facilitator: Simon Pennington

### Guests

Erika Owens, Doreen Finkelstein