Solano Community College

Academic Senate

Student Equity and Success Council

<u>Minutes</u>

Friday 2/8/19, 12:00-1:30pm, Room 135

Voting Members: Josh Scott (Student Equity and Success Coordinator, co-chair), Dwayne Hunt (Administration, co-chair), Jose Cortes (English Success Coordinator), Sarah Donovan (Math Success Coordinator), Candace Roe (DSP), George Olgin (ASTC), Michael Wyly (Pathways), Melissa Reeve (FYE), Isabel Anderson (Puente), Kimberly Ramos (Counseling), Jocelyn Mouton (TAP), Danielle Widemann (Math/Science), Maria Isip-Bautista (Social and Behavioral Science), Atticus Frey (Library), Terri Pearson-Bloom (Health Sciences), Dawn Carpenter (CTE), Claudia Tenty (Institutional Research), Erica Beam (DE), Bella Lopez (Student Representative).

Advisory Members/Guests: Irma Rodriguez; Damany Fisher, David Williams, Gregory Brown, Joseph Ryan, Kristin Conner, Maire Morinec, Neil Glines, Robert Diamond, Shirley Lewis, Sarah McKinnon, Pei-Lin Van't Hul, Heather Watson-Perez, LaNae Jaimez, Rachel Purdie, Lauren Taylor, Antionette Troupe.

1. **Call to order** – Josh Scott
2. **Comments from the public**. (None)
3. **Approval of January 25th minutes**.
   a. Irma asked that this point be added to the minutes: In the review of the Anthro 1 course materials, in discussing the instructor's use of images of two African-American children as hypothetical examples of students who were failing all the tests in the class, we discussed the importance in this context of keeping any references to hypothetical students as racially / etchnically / gender *neutral* as possible, such as calling them "Student A / Student B" and not attaching images.
   b. Approval with the above addition moved by Jose, seconded by George, and unanimously approved.
4. **AB705 Compliance Update.** Pei-Lin will share where we are with AB705 compliance and what still needs to be accomplished.
   a. Corrine and Peil-Lin gave their presentation on the new system for using high school transcript data in student placement in order to come into compliance with AB705 English and math requirements.
   b. Many students will be able to register automatically into transfer-level math courses without having to meet with a counselor.

c. Jose shared that the big change on the English side is that students with HS GPA below 2.6 will now have access to ENGL 1 with 310D. K-12 students will also be able to take the 1+310D combo; in the past, "special admits" could not take 300-level classes, but it allowed now when the class is a co-req.

d. The MMAP dream team has made a 2-sided cheat sheet for counselors to be able to place students into appropriate initial classes depending on their major goals. The main sorting factor is whether the student needs "SLAM" (Stats / Liberal Arts Math) vs. "BSTEM." The English placement is the same for both groups, but the math placements are different depending on pathway / goal.

e. MMAP team conducted trainings with counselors, issuing important points to keep in mind when talking with students about their placements under the new system. Especially, counselors and discipline faculty should beware of bias, encourage students to use support rather than down-placing, and remind students that a large part of success is believing success is possible.

f. Pei-Lin additionally presented some date pertaining to the new Performance-based Funding Formula. She emphasizing that carefully coding and entering all of our funding-eligible activities (including correctly identifying students in special populations & programs) is critical to maximizing our institution's future funding as well as to tracking the efficacy of our student equity and support efforts.

g. IR office is on the upcoming board agenda to get approval to hire a contractor to help build a dynamic tracking to relate local MIS data with funding formula projections on a term-by-term basis.

h. Corrine made a final remark that the MMAP system the SCC team has put in place is well ahead of most institutions in the state in coming into compliance with AB705.

5. **March 13th FLEX Planning Session.** This year for FLEX, we plan to host a half-day retreat/mini-conference in collaboration with the FYE committee and Pathways Steering committee. Melissa (FYE) and Michael (Pathways) will briefly share what their committees have been up to this year, and what they would like to see included in the FLEX day. We will then brainstorm how best to meet our larger goals of the activity: keep our campus community updated on the progress of FYE, Pathways, and Guided Self Placement, solicit feedback where needed, and, maybe most importantly, create opportunities for collaboration and community building, so that all of us (student services, counseling, discipline faculty, administrators, staff) can create a cohesive, welcoming experience for our students.

a. Melissa introduced the four projects the FYE Group is working feverishly to develop and pilot in summer '19 and AY 2019-20:
   i. 5-week summer program
   ii. Student HUG orientation
   iii. Faculty HUG orientation
   iv. Academic Year Fist-Year Pathways (FT3)

b. In terms of Flex goals, Melissa would like to inform the faculty about these programs (which hopefully will be fleshed out and staffed by then). In addition she would like to focus on the "HUG" Goal (Help, Uplift, Guide), inviting participants to consider how each of us can use our roles on campus to create a "HUG culture."

c. Michael presented the framework developing for Guided Pathways; it is coming along well, with "career clusters" (name TBD) identified and tentatively named,

and linked to guiding questions to help students find a pathway that suits their needs and interests. The process for incoming students in beginning to take shape, including easily-navigable materials for the website and catalog. Student inquiry groups are convening soon to get end-user feedback on the materials developed so far.

d. Michael would like to raise these questions for Flex: What is the ideal student experience, and how can we integrate wrap-around and support services to create that experience for our students?

e. Dwayne added the context that the day before our Flex event, on 3/12, Veronica Neal is giving a half-day workshop on equity mindedness. If many people will attend both, Dr. Neal's presentation could also serve as context for our conversation on the 13th.

f. Josh then launched us into a 5-minute group brainstorm session guided by these four questions:

- How do we create a HUG culture?
- What is the best student experience (intake, progressing through courses, successfully completing)
- How can we integrate wrap-around & support services?
- How do we create a culture that honors instructional faculty, student services faculty, classified staff, and managers? Work WITH students (not "for")— they are at the center of this

FLEX goal: opportunity to inform community, engage campus culture. How can we be more welcoming?

Goal: help people meet a core group from each "place'/program. ---gallery walk, passport to knowing other departments. This would be a good icebreaker.

--line up people/groups/posters—how do we fit in the student journey?

--mindfulness, share how we help people outside of our "official" job?
--brainstorm—how to improve experience during busy/crazy moments in the semester?
--little mini-presentations
Create opportunities to learn about one or two people from other parts of campus: who are they, beyond their job title?
Recreate privilege walk
Opportunity for student input—to listen and learn. Play certain roles—single parent with two kids, a person with little economic support, etc.
Help people understand the importance of this change—the SO WHAT.
Video clips of undocumented students/people. Possibly during lunch or earlier (as part of the "so what")
Windows into other specific populations—how do they perceive the campus, what are their challenges?
Group: Antoinette, Isabel, Heather, Danielle, Oanh, Jose, Josh, George,

6. Adjourn.

Upcoming Meetings and Possible Topics (back side of agenda):

February 22nd: California Acceleration Project—should we cancel this meeting?
March 8: Support for LGBTQ students, faculty, and staff
March 22nd:
April 12th:
April 26th:
May 10th:

Tentative topics for the second half of the semester: SEA plan follow-up, support for DSP students, support for the ASTC, and how to ensure equity in the strategic plan