# Solano Community College

**Academic Senate**

# Student Equity and Success Council

**Minutes**

Friday 4/12/19, 12:00-1:30pm, Room 135

**Present**

Dwayne Hunt (Administration, co-chair),  Jose Cortes (English Success Coordinator), Sarah Donovan (Math Success Coordinator), George Olgin (ASTC), Michael Wyly (Pathways), Melissa Reeve (FYE), Kimberly Ramos (Counseling), Jocelyn Mouton (TAP), Atticus Frey (Library), Erica Beam (DE), Bella Lopez (Student Representative).

**Advisory Members/Guests:** Irma Rodriguez; Kristin Conner, Pei-Lin Van't Hul, Heather Watson-Perez, Antionette Troupe, Mauricio Avello Quiroz, Bryan Stewart, Deraan Washington

**Absent:**

Josh Scott (Student Equity and Success Coordinator, co-chair), Candace Roe (DSP), Isabel Anderson (Puente), Danielle Widemann (Math/Science), Maria Isip-Bautista (Social and Behavioral Science), Terri Pearson-Bloom (Health Sciences), Dawn Carpenter (CTE), Claudia Tenty (Institutional Research),

1. **Call to order** – Melissa Reeve
2. **Comments from the public**.
   Jose announced Dreamer Day event & passed out flyer
3. **Approval of 3/22 minutes**.
   Need to change per Pei-Lin's email – fix apportionment number, and unquote her on the "don't quote me" part—there are some probs. w/Data
4. **Update on meeting to discuss Teaching Apprentice (TA) and Embedded Tutor program**. Jose Cortes, George Olgin, and Sarah Donovan will update the committee on the results of our meeting on April 2nd, where we discussed the state of the TA and embedded tutoring program as well as what steps are needed to support these programs going forward.
   - Dwayne has been able to identify funds for English TA program to continue: Basic Skills 2018-19 allocation; funds have increased to <$300K from previous +/-$100K
   - Will continue to staff TA's in all sections of Engl 360 and 1/310D; there will be fewer of the former and more of the latter in Fall
     - TA's were rolled out in all sections of 1/310D from inception of course, so it's hard to measure impact
     - Implementation of MMAP has also changed which students qualify for each course, also making it hard to make straight comparisons of similar students groups
     - But, we see the value of having multiple kinds of people in leadership roles in the classroom, to be able with interact and connect with students in different ways

- o Important support component as we continue to broaden access to 1/310D through self-placement in Fall 2019
- o We are consistently able to find strong applicants with an interest in teaching, and several of them have been hired as adjuncts when they complete MA
- o Looking into possibility of adding TA for ESL 094
- Math has been more challenging
  - o Had some good people but they moved on
  - o Hard to find applicants with BA/BS-level quals
  - o Carlos proposed reducing quals to AA/AS to broaden applicant pools; working on adjusting JD

1. **CUE Equity Institute report.** Dwayne Hunt and others who attended the conference will share highlights of what they learned and how it has helped them clarify their focus as regards to equity and the equity plan
   - Purpose of the institute: to talk about the Equity Plan. Wanted to more intentional and make more data-driven decisions compared to the 2015 plan.
     - o A lot of data was provided with specific goals & metrics, showing some hard truths
   - Also had conversations about the larger framework of Equity.
     - o When we're talking about "equity" and "diversity," what do we really mean? If we're talking about race, let's call it out for what it is. Be specific and intentional about identifying DI groups & designing targeted interventions.
   - Focus was race-specific equity: when we look at our plan & data, how can we look through a race-based lens, but also how can we look at intersectionality?
   - How can we help staff & other campus areas develop initiatives similar to T4E, which is faculty-only?
   - "Equitize your Documents" session: thinking about how every little artifact of how we work can be viewed and improved through an equity lens, thinking about student-centeredness of our documents, etc. This may not be captured in an equity plan, but it still critical to supporting equity & student success.
   - Very small populations may not have statistical significance but are still important human beings; if we know we need to do something, we should do it anyway even if data doesn't capture the need or the outcome
   - State specifically identified groups we need to look at" two new groups this year are LGBTQ & homeless. We don't have data about homeless students.
     - o Children of active duty veterans and displaced workers will be new groups moving forward.
   - We need to be intentional and careful in deciding what new data we may want to collect to identify some of these new groups, and whether it's useful. MIS data categories are already defined and may in some cases be too broad to reveal anything meaningful.
     - o We need to learn more about how to ask sensitive questions to get truthful & meaningful responses
       - Maybe an open-ended question in reg process, like "Do you have other circumstances / is there anything you would like us to know that would help us support your success?
       - Normalizing this kind of question, like Kaiser's "Have you felt unsafe at home in the last 30 days"?
       - Modeling the behavior by making ourselves honest and vulnerable, sharing our own challenges
   - How can our equity plan (or, if not the plan, the ACTIONS) also include the campus aesthetics & student experience walking around? Why is Black History only visible in February? Why are rooms & buildings named after white board members? Why are student restroom facilities filthy? What messages are we sending?

- o These kind of questions should guide the strategic plan & budget allocations
5. **Working Meeting: Equity Plan.** Dwayne will share the current draft of the equity plan and solicit feedback and recommendations. Members of the SESC should function as authors and advisors to the Academic Senate regarding the plan, so please review the draft in preparation for this meeting, and consider where we are and where we need to be in order to address equity gaps on our campus so that we can truly serve and support all students. Furthermore, if you would like to participate in a workgroup discussion of the plan (Tuesdays at 3pm), you are welcome and encouraged to do that as well. Contact Dwayne or Josh for details.
   - Dwayne began by clarifying the definitions of each metric
   - Pei-Lin points out that 56 sub-populations are identified in the data, but 9 of them have no DI according to available data; we're not required to report goals & activities for all 56 groups
   - Concerns were raised about institutional capacity for some of the strategies, as well as where responsibility lies for making these things happen—but for now, the focus should be to think broadly and creatively about all the places we see room for improving our practices to move the needle on these numbers. The Equity plan is required / compliance document, so we have to do it, but the actual purpose of this conversation should be cultivating the cultural shift. Some things we need to do just because we know they're right, even if they're not in the plan.
   - Planning Activity:
     - o Dwayne divided participants into 5 sub-groups to focus on each of the 5 metrics. Groups brainstormed activities for their respective areas of the plan, including general population numbers and targeted DI groups.
     - o Next, Dwayne invited the groups to look back at the activities identified so far, and to ask themselves: *which* DI/ minoritized communities does this activity specifically target or sever? How can we equitize activities that appear too generic? He provided a CUE handout on "Equity-minded Competence" to support the refinement of activities with equity at the forefront.
     - o Groups had just one minute each to report an insight re: an activity & how they had equitized the language of that activity. <mark>See Dwayne's pix of posters for more detail:</mark>
       - ▪ Access:
         - "culturally diverse website" -> actually identify the populations we want to show
         - Outreach to adult schools
       - ▪ Retention (talked too fast; copy list from poster)
         - Actively recruit populations for programs such as Puente, Umoja
       - ▪ Transfer to 4-year
         - Invite HBCU's to appear more often on campus
         - Move to a "personal journey" focus
         - Opportunities to reduce fear of universities
       - ▪ Earned Cert / AA
         - Inform minoritized communities of programs we have
         - Direct assistance with petitioning to graduate
         - Marketing with the end in mind; positive messaging
         - Survey: why aren't student completing?
       - ▪ Completion of TL math & ENGL
         - Focus on affective domain & self-efficacy
         - Communities of practice: syllabi, grading policies, etc.
         - Don't lose language of urgency and catastrophe (eg "at risk") when it's really appropriate, like only 10 black students completing TL Engl & math when the target is 30. This is a major issue, and softer language like "minoritized populations" doesn't capture the urgency.

6.    **Adjourn**.