EQUITY AND STUDENT SUCCESS COMMITTEE
Minutes
Wednesday, September 26, 2018
3:00 pm – 4:30 pm- Rm. 3409 & NCC N3213

Committee Description: The Equity and Student Success Committee provides support, makes recommendations, and facilitates coordination of campus-wide efforts to promote diversity, equity and inclusion for all faculty, staff and students, close student achievement gaps, and align student success and retention efforts with institutional planning. The committee utilizes participatory governance processes to make recommendations and disseminate information concerning the planning, coordination and implementation of instructional, student services and campus climate initiatives. The committee serves as the District advisory group to the Equal Employment Opportunity Plan, the Credit and Noncredit Student Success and Support Programs (3SP), Student Equity, and the Basic Skills Initiative.

Committee members: A third co-chair will be selected from the membership at the beginning of the new academic year. The three co-chairs will report to Academic Senate regularly.

x	Regina Voge, BSI Coordinator, Co-chair			
x	Denise Chellsen, Mathematics Faculty Representative*			Non-Voting Members:
x	Sean Boling, English faculty Representative*			Mark Sanchez, VP Student Services and College Centers, Liaison to Cabinet
x	Laura Harris, Student Development and Success Representative (ESL or			Deb Wulff, VP Academic Affairs
x	Jennifer Martin, Faculty from a department other than Math, English or			Janeal Blue, Human Resources Representative
x	Teri Sherman, Counseling Faculty *			Institutional Research Representative (Vacant)
	*One of these faculty should be a division chair		x	Jeffery Alexander, Director, Outreach, Orientation, and Success
x	Anthony Gutierrez, Coordinator, Student Life and Leadership			
	Madeline Medeiros, Dean of Arts and Humanities (Dean/Co-Chair)			Alan Daley
X	Erin Lastreto, Director, Assessment & Student Support & Success Program			
	Mia Ruiz, Associate Director of Noncredit Student Support and Success Program			
x	Que Dang, Director, Student Equity and Success Centers		x	Jenny Anderson, Recorder
x	Allison Phelps, Classified Union Representative		x	Glenda Moscoso, Academic Counsellor, Student Services Chair
x	Lana Nelson, Student Service Representative		x	Freddie Ramirez, Student Representative
	ASCC Student Representative (Vacant)		X	Siboney Guardado

2018-19 Committee Initiatives

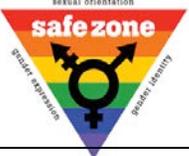| Initiative #	ACCJC Standard(s)	Strategic Plan	
1	IIA, IIB, & IIC	Goal 1 & Goal 2	Support and make recommendations for the English, Math and the SDS Divisions in achieving the 2017-2020 Strategic Plan Institutional Objectives 1.1, 1.2, 2.1, 2.3 & 2.4.
2	IIA, IIB, & IIC	Goal 1 & Goal 2	Identify and make recommendations to the campus community regarding practices and strategies that will improve student equity and success, including the implementation of the Guided Pathways framework.
3	IIIA		Monitor completion of all commitments in the Equal Employment Opportunity (EEO) Plan, including conducting activities described in the EEO Plan, Component 12, through communication, participation and funding.
4	IIIA	Goal 1 & Goal 2	Promote a more inclusive campus climate through awareness, cultural competency, and campus-wide practices.
5	IIA		Assist the college in completing the 2020 Institutional Self-Evaluation report by responding to Standard II.A.7: The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students. Prompts: 1. List specific processes (examples) that demonstrate how Cuesta meets this standard. 2. List specific evidence (i.e. minutes, plans, processes, polices, etc.) for each example listed above, and the specific location in that evidence, which supports Cuesta meeting this standard. 3. List the areas where Cuesta may not fully meet the standard and/or where Cuesta does not meet the standard at all.

Agenda				
Standing Agenda Items: 3SP, BSI, BSSOT, and Equity Reports			**Taskforce and Subcommittee Reports:** Student Success Centers	
AGENDA ITEMS - DOCUMENTS	**WHO**	**TIME**	**INTENT**	**NOTES**
1. Approval of agenda **Description: Order of the agenda**	All	5 min.	A	
2. Approval of minutes (link to minutes)	All	5 min.	A	Anthony approve minutes, Allison seconds.
3. Approve finalized committee initiatives	All	5 min.	A	Que mentions initiative #5. Erin motions to approve. Terry seconds. Initiatives approved.

*Discussion on any agenda item may lead to Action

4. Selection of Task Group: Respond to Initiative #5	All	5 min.	A	Que asks if somebody, besides co-chairs, will take on answering committee questions, 2-3 people. Que suggests a faculty and a non-faculty member. Initially, no one volunteered, but Sean Boling and Anthony Gutierrez came forward for this task group at the end of the meeting.
5. Early Intervention Counselor to Support Cuesta's Student Retention and Success Efforts	Glenda Moscoso and Teri Sherman	20 min.	I, D	Glenda and Blake guests from Counseling to pitch for a new Early Intervention Counsellor position for prioritization. Responsibilities of this position echo goals for retention and success of students, specifically at-risk, key priorities for this committee. Ranked #1 in Student Services cluster prioritization. Renamed position from At-risk Counselor to Early-Intervention Counselor. We have included this in our APPW and CPPR. Supports Institutional Goal 1.1, Institutional Objective 1.1,1.2,1.3 1.4 & 1.5. Will support key elements within Guided Pathways Pillars Framework. Blake asks how students are doing in ADT classes. Denise Chellsen says lots of low scores, lower than prior lowest scores. Denise says she would see this person working closely with Math. We also need faculty to teach the classes. With enrollment going down, we need to retain the students we have. Aligns with campus inititatives AB 705 and Guided Pathways. Early intervention one of "best practices" to increase student success. Students coming in for "early intervention" have increased dramatically. Fall 2016, 280 students Fall 2017, 725 students. Que asks what their workaroundmight be. Glenda says students can't be taken care of enough without it. Existing counselors aren't trained specifically for early intervention, which is a complex situation. 1999 - 2017 Surveys (20 years worth) what were biggest challenges to students. #1 procrastination. #5 minimal counselor contact. When they did track re-admitted students, we end up losing almost half of them again. Students need "a face" that they can connect with.
6. Help One Student Stay Survey Results (link)	Madeline	10 min.	I ,D, A	Regina unsure of what to do with feedback. Will table this until Madeline returns. Question asked, what disciplines is the survey coming from? This survey was done en lieu of early alert. Question was what do we do if we don't have early alert so that we can help students stay. Que looking for 2-3 folks to read survey and come up with suggestions to college. Lana volunteered. Maybe Madeline might work on this? Data is link in agenda.

				Action item: bring it back to committee meetng for recomendations to college. Lana to summarize suggestions.
7. Task Group Updates: • **Hate Graffiti Protocol** • **Equity Art Project** • **McGraw-Hill Inclusive Access Program** • **(doc 1) (doc 2)**	Jen, Mia, Anthony Que, Allison, Eva	25 min.	I, D, A	**Hate Graffiti Protocol: task group** met yesterday. Response to faculty member reporting graffiti. He sent out an email to statewide professional group. No protocol for reporting graffiti so it doesn't get reported. Next step is meeting with Donna Howard who is a resolution coordinator. After that, we can invite others like Terry Reece, Mark Sanchez and Police Dept. Hope to meet in couple of weeks. Want to have link for reporting easily accessible on website. At this point, can only report if you're a student. Los Rios College can report even if not student. We have "Student Complaint Process" but students don't know that this is what they do to report graffiti. Alan Daley has reported more than one graffiti incident. Not much response. Facilities doesn't remove it completely and it's often still visible. We shouldn't have to search to find the person who handles this in person or on the web. Once reported, graffiti needs to be handled promptly. **Action item: report back to committee after meeting with Donna Howard.** **Equity Art Project:** Talked to Emma (from gallery) about ways to display the information we got (gathered at graduation practice) artfully. Emma recommended community member who would make mosaic. He could be "guide" for project. Students could all come to a table and make a piece that communicates something about Cuesta. Got a supplemental Developing Hispanic Institution grant of $100,000.00 We've got $10,000 to do cultural mural in both SLO and North County. Que suggested combining our efforts with the NCC. Maybe Freddie can work with students who could work on it, get a stipend. Jeff suggested paint by number project so whole campus community could be involved. Easy to do, encourages campus involvement. Que asked Freddie to provide some student names. They want it to be student-driven. Que said that they reached out to LLN and Dreamers Club, suggested that they could lead project. Gabriel Cuarentos-Gallegos (Math) going to Equity Summit in November (STEM-focused) if anything comes up with Committee or the grant he is interested in participating in a task force around getting

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				grant money on campus. Maybe art isn't his focus but if something else comes up...
				McGraw-Hill Inclusive Access Program: Free program. It's for faculty already using their books. They want us to keep using their books. If we participate, students buy books directly from McGraw Hill (at a savings) through the bookstore. If the student enrolls in a class, they automatically get charged. McGraw Hill gets a list of students enrolled and ships books to bookstore where students pick them up. Streamlined process. Academic Affairs might pilot this program, have a couple of programs use it and see how it goes. Patrick is involved in Financial Aid along with the bookstore. Recommendation is that someone from our team be on that Bookstore task force. Dennise Chellsen says "savings" amount from program is inaccurate as many students buy used books, online books, or don't even buy the book. Those numbers aren't reflective of actual savings. Jeffery suggests that a committee member be on the task force with the bookstore to have input. Maybe students could also join task force. Que asked for volunteers for task force. No takers. Some feeling that input isn't so welcome, that they're going to use an outside vendor without much input from us.
				Action item: Ask bookstore to speak to our committee about what they're doing around this.
BSSOT: Zoom and QuickStart Measureable Outcomes (doc 1) (doc 2) (doc 3)				**Zoom** is in 3rd year of grant. Will end June 30th of this year. First year was pilot. We used Equity funds to do our NC group. Took whole year to get Zoom portion of grant up and running. So we only have 2 cohorts of students. Report is on first group who completed the first two semesters from last year. Goal was to get them through a transfer-level course. Persistence rate 74% for non-Zoom 90% for Zoom continuing in to next semester. Math, number of students couldn'thave possibly made it in to transfer math, tbecause they were in 123 and it wasn't humanly possible. Grant is written that they will pass the transfer-level course in 3 semesters so academic success coaches intend to follow up with those students. Some students don't need transfer-level math for their goals, so they don't need transfer-level course. Clearly the program made a difference to the students. NC was a lot more successful than SLO.

| | | | | English had 25% higher pass rate in 2 semester for English 201A compared to the non-Zoom cohort. Maybe because we have 10 English faculty trained in the California Accelleration Project (CAP) Curriculum. Of 3 pieces of grant, Zoom has, by far, made biggest difference for students. Plan for future being worked out, proposal from VP of Academic Affairs, but hope to have support like creating a Comprehensive Student Education Plan (CSEP) with two meetings per semester with their designated academic counselor, an academic success coach, staff trained in CAP, and free food. Still working out what that will look like. Surveys say having sense of community was big for students. Question is, what can we sustain? The BSSOT Grant provided $1.4 million. We're going to talk to Jennifer Madrid about funds remaining to possibly cover Academic Success Coaches to serve AB 705. Want to keep them for the the future First Year plan. **QuickStart**: Sean wants to maintain whatever they can from program. Hard to have students participate when it's optional. With Quickstart, they didn't get students who were misplaced in classes (particularly in Math). They didn't reach as many students as they had hoped. Did see more success with Acuplacer summer before. Researching other models. Problem: Students will need skills refresher more than ever with AB 705. What we have is not sustainable, too expensive. How do we let students know that it's helpful to them? Laurie Harris: Low student participation. Students who were there loved it. Mailed 450 postcards, sent texts and emails, sent Web notices. Didn't work. CSU Bakersfield taught Quickstart all summer long. Their response was that all students will go into transfer-level but their workshops are required if they don't meet standards on the EPT or test score. Had a captive audience. Had 98% success rate. We need to get it in to high schools in junior years. But if they don't use it in senior year, they forget. They need to use it. Denise Chellsen (Math): It's not a good service for masses. If going to high school, it's good for students going on STEM track. |
| **8. Laminated Safe Zone Placards and Certificates** | | Allison | 5 min. | I, D, A | Wants to have folks who get certified get placards and certificates. Will cost $100. **Action Item: Regina moves that we support funding for placards and certificates. Approved.** |

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of Completion				
8. Budget Update	Que	5 min.	I, D	Will wait for this update but we have the budget to pay for this.
9. Meeting Summary	Co-chairs	5 min.	I, D	**Action Items: Will report back next meeting on Hate Graffitti Protocol and Art Project. Will try to get somebody involved with the textbook piece. Budget update tabled till next week.**

Next Meeting Date: Wednesday, October 24, 2018
3:00pm-4:30pm, Location: 3409/N3213

FUTURE AGENDA ITEMS

D = Discussion, I = Information, P = Planning, A = Action, H = Handout