Student Equity Planning Committee
Thursday, October 2, 2014
12:00 p.m. – 3:00 p.m.
D-121A Conference Room

PRESENT: Chris Baron, Salam Berhanu, Carlos dela Lama, Brenda Corona (Student Rep, CalWORKs), Helen Elias, Marilyn Harvey, Jan Jarrell, Karen Lim, Minou Spradley, Desiree van Saanen, Denise Whisenhunt, Paul Young, Xi Zhang

Overview:

The purpose of this meeting is to continue discussions based on input from the September 26, 2014 meeting. The focus of this committee is to develop methodologies that address student equity gaps (deficiencies) as evidenced by research findings. Priority will be given to strategies that address these gaps (where the gaps have been shown to be valid) and where the strategies have been shown to be effective in cohort studies. Committee members were reminded that the

Review of “Student Equity Goals and Activities Worksheet (as of 10/1/14):

Committee members reviewed each indicator (Access, Success & Retention, Basic Skills Completion, Degrees & Certificates, and Transfer) with regard to data findings, goals, expected outcomes and related activities. Several recommendations were discussed:

Access (under “Activities”):

1. Add “Revise application to insure data collection is accurate.” (actual language may vary).
2. Add a component that addresses Professional Development and “Customer Relations”
3. Add “Establish a “Foster Youth Liaison.” It was noted that SDCC has a small foster youth program, but given our foster youth numbers, we should have a college-wide representative/committee that can assess and address the special needs of that population.
4. Add “Establish a Grant Officer.”
5. Add “Solidify partnerships with ECHS and EMC.”
Success and Retention:

1. Under “Expected Outcome” (B-2), indicate a timeline of “between 1-3 years.”
2. Under “Activities: Expand Learning space for students to study on campus and expand study space hours,” include Tutoring Center and Library.

Xi indicated that 2010-2014 data show a four-percent increase in student success. SDCC is currently at a 67-percent success rate with 84% retention rate. She noted that it is reasonable to expect a five-percent increase over the next three years. Committee members discussed the problem of setting goals too high, especially when students have already reached a high percentile of success. We may simply want to set a “maintenance level” as a goal in some cases. We may also need to look at re-tooling benchmarks to insure outcomes are realistic. For example, adding five percent to 84 percent equals 89 percent. Is a goal of 89 percent retention reasonable? We must ask ourselves these questions when we consider goals and study outcomes. Xi added the college must reassess its benchmarks each per ACCJC.

Basic Skills Completion:

1. Carlos dela Lama approved the goals as stated for Math; however, it was noted that Basic Skills goals need timelines.
2. Under Activities, move “Campus research for program improvement” under “Access” indicator.
3. Explore opportunities to embed Tutoring and SI.
4. Eliminate breaks between specific gatekeeper math courses. There was also discussion regarding how we address students who fail courses to insure they are able to repeat failed course. It was noted students cannot register in a failed course until their grade is posted. Once the grade is posted, the math courses are filled.

Degrees & Certificates:

1. Under “Goals” (1), indicate timeline of “3-5 percent in three years.”
2. Under “Goals” (2), change to read “Accelerate time to degrees and certificates from 6 years to 5 years.”
3. Under “Activities,” add “Increase on-campus jobs for students.”
4. Under “Activities,” add “Explore adding counselor liaison for each department.”
5. Under “Activities,” add “Increase the number of high-impact course sections.”
6. Under “Activities,” add “Explore strategies for accelerated completion and to increase Associate Degrees (i.e., increased faculty/counselor involvement, use of peer mentors, 

**Review of “Student Equity Goals and Activities Worksheet (as of 10/1/14): continued**

**Degrees & Certificates: (continued)**

accelerated courses, use of CE for some BS courses). Denise indicated that a workgroup should be formed that can look closely at our curriculum to determine strategies for streamlining educational pathways for students and to insure students are guided toward degree completion.

**Transfer:**

1. Under “Goals,” add “Increase Transfer Readiness.”
2. Under “Activities,” add “Research population that is prepared to transfer but don’t.”

3. Under “Activities,” add Increase faculty/staff/peer mentor involvement, including providing professional development workshops that address transfer issues.
4. Under “Activities,” add “Establish a ‘Majors Day,’ whereby emphasis is given to the opportunities that exist in each major.”

VP Whisenhunt reiterated the purpose of the committee is to navigate the campus away from working in silos and to develop an informed college coalition that positively serves students, especially populations that are shown to be underserved.

Committee members discussed reoccurring strategic themes as follows: 1) supplemental instruction (SI), 2) tutoring, 3) professional development, and 4) peer mentoring. Committee members discussed keeping “Professional Development” strategies flexible so as not to be applied strictly or too narrowly to any one department, program and/or target audience, thereby restricting its application.

Committee members were asked to provide proposals to VP Whisenhunt by Monday, October 6 (**extended to Friday, Oct. 10**), which include justification, budget, and how the proposed activity addresses equity gaps gleaned from data. Proposals will be reviewed broadly at a separate meeting next week and a “crosswalk” approach will be used in order to identify appropriate funding sources. Protocol for requesting funds was briefly discussed.