

Solano Community College
Academic Senate
Student Equity and Success Council
Minutes

Friday 11/22/19, 12:00-1:30pm, Vallejo Campus Conference Room (upstairs)

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), Melissa Reeve (FYE), Isabel Anderson (Puente), Atticus Frey (Library), Claudia Tenty (Institutional Research), Ward Stewart (Admissions and Records), Damany Fisher (SOAR), and Shirley Lewis (Vallejo Center)

Advisory Members/Guests: Lisa Neeley, Sarah McKinnon, Heather Watson-Perez, LaNae Jaimez, Oanh Lam, Mauricio Avello Quiroz; Carolyn Moore; Beatriz Cadenas, Craig Yamamoto

Absent: Jocelyn Mouton (TAP), Danielle Widemann (Math/Science), Rachel Purdie (Social and Behavioral Science), Erica Beam (CTE & DE), Preston Pinkney (Student Representative), Erik Visser (Athletics), Antionette Troupe-Gardner (Financial Aide), Priscilla Jones-Foster (CalWORKS), Tasha Smith (Umoja), and Maire Morinec (Vacaville Center)

1. **Call to order** – Josh Scott & Dwayne Hunt, co-chairs **Comments from the public.**

Vallejo Center Dean Shirley Lewis shared that she had set up poster paper for students to give input throughout the week, because few classes are offered Fridays and therefore few students are available. She typed up the comments and emailed them out in advance **(see attached)**.

2. **Update on SOAR program.** Eric Gentry and Stacy Barrett provided an update on the SOAR program:

- Eric reported that this semester the program has improved visibility in the community by participating in many community events.
- The program is working on transitioning to main campus in order to reach more students. They are temporarily in room 435 at main campus, sharing space with Umoja. Proximity to the other students support programs allows greater collaboration. On the flip side, Stacy expressed that the program had exceptional support and community relationships in Vallejo and have not yet established themselves in the same way in Fairfield.
- To take the program to the next level will require creating a safe space where program students can get away and decompress—it's a common feature of successful programs.
- The program has so far reached over 35 individuals who had no other pro-college influences in their lives, and about 20 of them have actually enrolled in classes. 52 additional students have expressed interest but aren't yet convinced that college is for them.
- Some current or potential students are very hesitant about self-identifying as system-involved; the stigma associated with history of incarceration makes them uncomfortable. The more we can all do as a community to make these students feel welcomed and that they don't have to hide their past, the better they'll be able to do. If we meet students who have that history, we should also put them in touch with the program.

- SOAR was invited to over 25 classrooms this Fall to give in-class presentations. Some instructors have also given students extra credit for attending SOAR events; some students have also come to interview program staff.
 - The program needs faculty support or more on-campus support in general, so there's someone for students to find when the part-time staff specific to the program aren't in the office.
 - There's potential for a lot of additional in-reach; any system-impacted student, even someone who was just arrested once but never served time, could be served by the program. A person who has been detained in immigration facilities or whose family members have—or who has had any involvement with immigration authorities—could also be served by the program.
 - Isabel suggested including a SOAR program table & workshop at next year's Welcome Day.
 - The program is hosting a screening of the documentary *Thirteenth* next Monday, 11/25.
 - SOAR@solano.edu is the best way to reach program reps.
3. **Discussion: How best to support our Vallejo Center and Students.**

Josh divided participants into small groups to discuss five questions:

1. What can we celebrate about the Vallejo Center, Vallejo students, Vallejo community and city?
2. What are some issues that are hindering our students' ability to thrive on the Vallejo campus?
3. What do we believe are some of the underlying causes of these hindrances?
4. What are some concrete solutions—actions that we can take or move forward?
5. On Jan. 9th, what can we do to bring attention to the Vallejo campus, the Vallejo history, and our current students?

As we reconvened, Josh shared some ideas for Jan. Flex that had emerged from some prior conversations:

1. Create a display, honoring Vallejo history, contributions of BSU & larger AA community
 - a. New suggestions included: longer history & more context. Josh reminded us that whatever we want, this group will need to do the work.
2. Host a reception on the 9th, where Vallejo community members have a chance to meet Vallejo staff and students
3. Bring in poster sheets with current issues / concerns
4. Groups brainstorm causes of problems, individual, institutional county-wide ways to address these underlying causes

The groups then shared our ideas;

1. What can we celebrate about the Vallejo Center, Vallejo students, Vallejo as a community and city?
 - a. City's history, roots of Vallejo Junior College
 - b. New programs,
 - c. Strong staff
 - d. Students—strengths, resiliency

2. What are some issues that are hindering our students' ability to thrive on the Vallejo campus?
 - a. Course selection. 40% of classes last semester were cancelled a week before school started.
 - b. PT/FT ratios?
 - c. Inadequate signage, communication with Vallejo
 - d. More effort in recruitment @ local high schools—DVC, NVC pull our students
 - e. Measure Q/master plan—perceived lack of prioritization of Vallejo
 - f. Lack of cell phone coverage
 - g. No food, no coffee
 - h. Need for stronger tutoring center
 - i. Labs inadequate for chem 2
 - j. Limited classes
 - k. Lack of space to do homework
 - l. Community involvement, maybe GED program?
 - m. DSP, testing services
3. What are some concrete solutions—actions that we can take or move forward?
 - a. Governance bodies' meetings rotate to all campuses
 - b. Transportation—shuttles circulating around 3 campuses
 - c. Intentional scheduling that takes into account support services (DSP, tutoring, etc)
 - d. Create identity for Vallejo Center
 - e. Guarantee classes are offered to build confidence
 - f. Access to technology / skype/ zoom for students to participate in student govt from the centers
4. On January 9th, what can we do to bring attention to the Vallejo campus, the Vallejo history, and our current students?
 - a. Solano college history
 - b. Old faculty/staff presentation
 - c. Maybe have students do a photo display