

## STUDENT EQUITY COMMITTEE

### MEETING MINUTES

February 26, 2014

**Present:** Jose Ballesteros, Peter Cammish, Annette Dambrosio (Advisory), Luis Garcia, , Shirley Lewis, Karen McCord, Marcie McDaniels, Maurice McKinnon, Jocelyn Mouton, Carolyn Moore, Barbara Pavao, Cynthia Simon, Eric Vlnar

**Absent:** Lily Espinoza, Maire Morinec, Joel Powell, Melissa Reeve, Diane White

- I. Call to Order: The meeting was called to order at noon, Room 432.
- II. Approval of the Agenda: Approved by consensus.
- III. Approval of the January 22, 2014 Meeting Minutes: Approved by consensus.
- IV. Monitoring Progress on the meeting the Plan Actions:

#### **A. GOAL 2: BASIC SKILLS AND ESL COURSE COMPLETION**

##### **(1). Basic Skills Initiative**

- The Committee recommended that a Learning Communities Plan be developed by the BSI group attending the Annual Learning Communities Conference at Evergreen, WA, including:
  1. an examination of existing program structure(s)
  2. identification of success measures
- Issue raised regarding the bulk of BSI funding going to Basic Skills Coordinators, with little funding going toward direct services to students.
- Accountability: What is the benefit to our students? What are the outcomes? A great deal of strategic proposal funding was awarded to the CUE group and Mychal Wynn, for example. What was the outcome? 26% basic skills math completion rate, for example, should be unacceptable at our college.
- The Committee would like to meet with the Basic Skills Coordinators to gain better understanding of BSI activities related to student equity.
- The need for SCC to utilize existing resources for basic skills students, for example, the Reading/Writing Lab (currently being called the English Lab which ignores that two different disciplines are being taught in the labs and is hurting enrollment in Reading). Also students need to be able to identify faculty vs. Lab technicians with regard to instruction in the Labs. Reading and Writing Labs should be serving students across the curriculum whereas currently, labs primarily serve English department students.
- Faculty with high success rates should share knowledge and skills with other faculty. i.e. successful teaching strategies. We do have outstanding faculty who are outstanding basic skills instructors.
- Not enough basic skills classes are being offered. i.e. English 353. Do we have instructors who want to teach our basic skills students? Are we scheduling enough basic skills classes?

- Professional development is a stated goal in many of institutional plans; yet more planning needs to occur. However, the recent Flex Cal optional day had no planned activities. Most faculty do not have access to Professional development funds

B. The Committee recommends that Equity and Diversity training be provided at the Fall 2014 Flex Cal. If there is to be institutional change, everyone at the college needs to participate. The managers should undergo training first, followed by faculty, staff, and students. There is a clear need for training/professional development in cultural competency; teaching basic skills; and equity and diversity issues. It was recommended that Karen McCord apply for ASSC funding to initiate an Equity and Diversity Training workshop for the ASSC.

V. **November 2013 ACCJC Recommendation 5:** S. Lewis shared copies of the Team's Evaluation Report Excerpt regarding student equity planning and Dambrosio pointed out that the Team stated that Student Equity had only partially met the Standards and needs to meet and EXCEED the Standards from now on.

VI. **Other:**

- Should the Committee schedule longer meetings? Cannot finish work in an hour. Alternatively, we need to break up into subcommittees to complete our work.
- Committee membership – we need to find out if members who have missed a number of meetings want to continue. Some of the faculty come as often as they can, i.e. Dr. Powell, Melissa Reeve, and Genele Rhoads, are teaching class and cannot attend. We need to have more than a short-term (i.e. 1 year) commitment to student equity planning.
- What is the reporting structure for our committee? Do we report directly to the Superintendent-President? To the S-P Cabinet? To SGC? Also the Committee needs to publicize their work and representatives should be sharing minutes with their various constituencies. Finally, it was suggested that existing committees that address student success issues such as BSI, ASP, Academic Skills Center, FYE, etc. should be reporting to the Student Equity Committee as we need to centralize our work and reduce existing committees.