

## ACADEMIC COMMITTEE FOR EQUITY & SUCCESS (ACES)

MINUTES – DRAFT – 9.19.18

3:00pm to 5:00pm – Building 2 – Room 10

Tuesday - September 18, 2018

[ACES Membership List](#)

Attendees: David Reed-Co-Chair, Rebekah Taveau-Co-Chair, Milena Angelova, Mayra Arellano, Lorraine Barrales-Ramirez, Dontario Beverly, Loretta Davis Rascon, Karen Engel, Valeria Estrada, Alison Field, Joshua Forman-Ortiz, Jenna French, Michael Hoffman, Char Perla, Chris Rico, Tammy Robinson, Diva Ward

[Agenda Link](#)

### Outcome Goals:

- Get updates: Equity Lecture Series, Dreamers, Equity Director Position Recommendations
- Connect College Integrated Plan Goals to larger college goals and activities
- Update College Integrated Plan Goals 2 and 3
- Discuss ACES Video Project

### Welcome/Introductions

### Announcements/Updates

#### ACES Meetings going forward will be from 2:30pm to 4:30pm

- to accommodate classified staff and commuters but that presents challenges for counselors to attend on time (Counseling meetings have always been until 3pm). We will talk to Max about our Spring 2019 Meetings.
- David mentioned that the budget for Student Equity will be changing to one lump sum. How will this shift the planning? We need to work with Counseling to integrate SSSP into ACES and Basic Skills want to be intentional about SSSP portion of the budget.

#### [Update on Equity Lecture Series](#) [Sept. to Oct Event Flyers](#)

- Dr. Ferrada Student Equity Lecture Series event had a great showing. Many international and immigrant students learned about the concept of LatinX for the first time.
- The Flyer for Dr. Juana Maria Rodriguez is ready for the October 4<sup>th</sup> Event. She will have informal conversations with students at a Tea separate from the two lectures.
- ACES will be co-sponsoring with Social Science--Ron Goode- on Fire – Cultural Burning
- November 14 there will be a Middle East Student Panel at noon—students from Iraq, Egypt, Jordan, and other M.E. countries will share personal stories – Professor Nounan is hosting. Candice Johnson is arranging for a Middle Eastern musical group perform that evening.

#### Mayra Arellano update on Outreach

- Mayra Arellano – Outreach Pescadero, is connecting with high schools and talking with East Palo Alto. If there are events we can be part of, please let her know so she can spread the word. She is working on a link of all the Outreach Events. Mayra will be happy to promote

ACES Events to community. We can send flyers to Mayra to promote. New Ambassadors hired from all areas of Sequoia Union High School District. Hold the date for the Cañada College Open House: April 25<sup>th</sup>, 2019 – Thursday 6pm to 8:30pm. How will ACES be represented? Salsa Festival in 2 weeks and Outreach will be at the event. Parts of our college website should be in Spanish.

### **Equity Director recommendations ASCC & Senate responses**

- Rebekah Taveau visited ASCC, Classified Senate, and Academic Senate to share the recommendations and get feedback
- One comment from ASCC was: It would be great if for the Equity we could hire a person who can identify with at least one group of marginalized students.
- Academic Senate: Supported the position and asked to vote on it when it moves forward
- Rebekah Taveau is setting an appointment with Char, Tammy, and Jamillah to discuss the position and possible funding source. As the position is part of the District's commitment to equity, it may not have to go through the standard new position process, as the funding source could come from the District. There is campus-wide support for the position.

### **Connections: Big picture state, district, college, ACES goals**

- Guided Pathways
- Acceleration
- Ad Hoc Strategic Planning group
- How do we re-align our work and activities at the college to fit the overarching goals?
- Update needed for [College Integrated Plan Goals](#) #2 and #3 and think about the role of ACES in light of Guided Pathways and AB705 initiatives.
- Questions for ACES to consider:
  - How will these initiatives change the focus of the ACES Committee?
  - What are the big initiatives and how do they fit with ACES?
  - Fundamentally: What are they working for?
  - How are we identifying equity gaps?
  - How do we integrate goals with other Plans: <https://canadacollege.edu/plans/>
    1. Educational Master Plan
    2. Strategic Plan
    3. Distance Education Strategic Plan
    4. Strategic Enrollment Plan
    5. Student Engagement Plan
    6. Integrated Plan
    7. Guided Pathway Plan

**Presentation:** Dean of PRIE Karen Engel shared a way to Synthesize the goals from different plans

- Consideration: Rewording of our Goal to cover the broad goal that: “Every student gets what they need to meet their goal.”

**Integrated Plan Goals for 2017-2019**

- There was a specific discussion of how to update/revise Goal 2 and 3 to align with AB705 and Guided Pathways, and Rebekah Taveau recorded the recommended language in her draft of the Integrated Plan: for [College Integrated Plan Goals](#)
- We also need to check the numbers in the goals

**Discussion of Changes in ACES/College/District**

- Basic Skills: The nature of Basic Skills is fundamentally changing
- How does this affect the goal in terms of what we are measuring?
- What is the focus of ACES?
- In light of AB705 how do Goal 2 and Goal 3 change?
  - Barriers – how are funding the removal of barriers to student success?
  - The whole concept of Basic Skills language will have to change to COMPLETE COLLEGE LEVEL MATHEMATICS. The 18% TO 25% goal is too low.
  - GOAL 3 – Basic Skills English and time to completion. English is the same changes and look at the data. Complete transfer level English in one year. There will be a new English 105 course
- How will we measure the progress in Goals 2 and 3? What is the baseline for the different categories of students—i.e. Full-Time Students, Part-Time Students; and at what point to do begin measuring success—when the student begins taking classes or when the student begins taking Math and/or English classes?
- How will Corequisite Support be designed--supplemental instructions to support *Just in Time* Courses. Is the support imbedded in tutoring or EPIC? How do we measure the effectiveness of the support? The State told us—even if they are placed in 3 levels below college level, what is the goal--success or completion?

**Dean David Reed Commented on the Goals in light of AB 705**

- Persistence—student who placed in one-level below transfer and data predicts their success if they are placed in college-level classes with added support.
- What about students who struggle? Look at the different levels of preparedness. What kind of support model will we have?
- How are we measuring the success of student predicted not to succeed? What happens to students who are not transferred prepared?
- AB705 Environment – goal must be reworded—i.e. students who place in Math 811. Students who place directly into college level and they need a different goal—AB 705 says this happens in one year.

### **Further Recommendations from Group Discussion:**

- Faculty/counselor Lorraine Barrales-Ramirez recommended: Under the how—Tutoring needs to be listed. As we eliminate Basic Skills courses—tutoring will be key and how it is structured—do we need to expand on Peer Tutors or begin hiring paraprofessional Instructional Aides to tutor? It was suggested that we hire paraprofessional tutors in the area of writing. Noted that student pool of tutors will decrease as students leave us and we don't have a system to continue their tutoring other than the Bridge Program to use their tutoring experience on a long-term basis.
- Should also put forth Professional Development, Block Scheduling so faculty have time to meet to plan for effective student support, Curriculum Development.
- Suggestions: smaller course caps, more full-time faculty, instructional aides in the classroom.
- What is the base line percentage for the goals? (Karen Engel will get the one year completion rate).

### **The committee broke into small groups to discuss the College Integrated Plan Goal Changes**

#### **Dir. of Learning Center Diva Ward Summarized from small group about STEM Scheduling Issues**

- Listening to ASCC student representative Dontario Beverly, we learned how the Path to Math has barriers: Scheduling prevents students in certain courses from being able to participate in the active support—e.g. the lab is offered during the times that other courses are offered.

#### **Suggestions and Questions for better Scheduling**

- Need relationship is needed between STEM study skills and major courses to see whether or not scheduling is becoming a hindrance.
- Student representative said: Scheduling conflicts with personal life—Example: a motivated single mother had to drop out because the school schedule and support services did not work in her schedule.
- What does it take to get people in a room to collaborate on scheduling?
- Guided Pathways process will force us to make changes in scheduling.
- Skyline has a design team with faculty members. Tammy explained that it took time and was clumsy but having the Equity Director communicate to the college community was helpful.

#### **VPI Tammy Robinson commented on needs for Math**

- The thing that is missing, is that we don't have activities in place to keep students engaged.
- How do we bring people to campus who show students the relevance of Math? How do we teach students that they have the ability to become computer scientists? Show students how they will use Math—provide real-time fun workshops to show the relevancy of Math and to show students they can do it. How do we generate student excitement?
- Hustle Hack Design—bring folks to campus—show kids succeeding in Math and to excite people about Math. Sample organization: <https://www.streetcode.us/>

### **More Suggestions and Questions on Scheduling Issues and Collaborative Work Needed**

- Dontario, ASCC Student representative suggested the overall class policy of giving STEM students extra credit or make it mandatory to go to STEM speaker series to better to understand the relevance of their Math classes. We have these things on campus, but give students an incentive to participate. Get students to see themselves in a different space.
- Curricular challenge—pockets of innovation—a few people need a practice that is integrated in and out of classroom. What does it mean to go through our program? Students better understand what STEM means.
- Block scheduling is essential to allow for a College Hour to allow everyone to participate in bringing positive change to the way we deliver our classes.
- Student Comment: We need to look at our calendar and shorten the weeks to help single parents have better access and ability to complete.
- Math Department set aside for a Community of Practice to strengthen Statistics class success, developing Math 190, and the Women in STEM grant helped support the community of practice initiative.
- Organize Professional Development so that everyone goes to the same event—common Flex Day topic. Joint Division Meetings are effective in looking at practices.
- Career Ladders—relevant people need to redesign.
- Rebekah commented that there seems to be communication gaps, but ACES has an important role because we have faculty from different divisions with administrators, counselors and student services in one meeting.

### **ACES Role and Goals 2 and 3**

- How are we identifying our goals? Is it to increase the percentage of students who complete—following from the point when students take their first English or Math class?
- One year of being enrolled—are we looking at the whole student population? What do we want the information for? Do we want to look at full-timers and part-timers? What is the starting universe—finish transfer level within one year? If it is modeled after the Cal State Model—we take the English or Math class when you start and you have one year to get to college level. There needs to be some type of mark when students begin—Math and English classes. You have to start English and Math classes in your first year of college (as studies show this supports student success. If Counselors make “strong recommendations”, the student will probably follow them. If the college has a reputation for great Math and English Departments with all kinds of support, students will probably take Math and English at the recommendation of other students.
- Another way to generate positive change is the constant input from students about what is working and what is not working. We need student voices in the Guided Pathways.
- Faculty Comment: It appears that the campus is not excited about the goals; how do we state the exciting aspects of the work to reach goals? How can we empower the faculty to

participate? How do we support innovation, creativity, transformation? How can we have more dynamic goals that can draw people to the work? What is the messaging that ultimately it is about something bigger in education?

- Karen Engel: Where are the nuances of the students we are following for our percentages? What is the story we want to make progress on in time? Who are we talking about—the student population? Faculty example of Equity/marginal groups—measurable goals—ESL 127 males are having problems completing. What are the feasible goals that hold us accountable?
- Rebekah commented that looking at the equity breakdown of who is disproportionately impacted can help us set clear measurable goals
- Tracy Huang and Rebekah Taveau propose a Flex Day session on equity data in the classroom.

#### ACES Video Project Ideas:

- We are looking for an effective way to present the Resolution on Equity to a student audience. A Working Group of ACES drafted the Resolution on Equity Statement with the participation of Academic Senate, Classified Senate, ASSC students and the final version was presented to the Board of Trustees.
- Suggestion: A video production of faculty and staff reading small parts of the Resolution on Equity to use in classrooms and on the website. Mission College video is an example of a dynamic video communicating celebration of diversity: <https://www.youtube.com/watch?v=zfo9Qg1Ztpg&t=8s>
- There is the issue of students being harassed by what is happening in the news and more, and we want to demonstrate that Cañada College strives to be a supportive, equitable environment that celebrates our diversity and does not tolerate racism.

Feedback/Ideas were solicited for next meeting

Meeting adjourned

#### **ACES COMMITTEE FALL 2018 MEETING DATES AND LOCATIONS**

<b>Tuesday</b>	<b>October 16</b>	<b>2:30-4:30pm – Building 2 – Room 10</b>
<b>Tuesday</b>	<b>November 13</b>	<b>2:30-4:30pm – Building 3 – Room 104</b>
<b>Tuesday</b>	<b>December 4</b>	<b>2:30-4:30pm – Building 2 – Room 10</b>