



STUDENT SUCCESS COMMITTEE

ZOOM <https://vcccd-edu.zoom.us/j/98554578717?pwd=SHpEdzFOWklqV05RTUNEaVg4bDEvZz09>
Passcode: 617719

DATE 03.23.22

TIME 2:00 PM - 3:30 PM

COMMITTEE MEMBERSHIP

Veronica Allen (co-Chair), Paula Munoz (co-Chair), Damien Pena (non-voting co-Chair), Jen Kalfsbeek-Goetz (non-voting co-Chair), Heather Aguilar, Hafez Alawdi, Melissa Bowen, Jamie Birkett, Dan Clark, Ralph Fernandez, Bea Herrera, Eric Martinsen, Jimmy Walker, Victoria Nielsen, Alma Rodriguez, Jordana Ybarra-Telias, David Young

COMMITTEE CHARGE

The Student Success Committee (SSC) is the operational committee responsible for student success, equity/racial equity, and related initiatives. The SSC integrates and aligns student success efforts into a cohesive strategy through on-going evaluation of data. SSC makes recommendations to the Executive Team via the College Planning Committee to identify and close equity gaps while continuously improving student success outcomes in accordance with State guidelines, the Student Equity Plan, and the Ventura College Master Plan.

AGENDA

I. Public Comments

- A. B. Herrera shared concern about the Multicultural Center not being discussed at previous SEA meetings and requested for future planning to be inclusive of all work groups. Request for the Multicultural Center to be placed on future agenda for discussion on input, involvement in the SEP plan (B. Herrera, P. Munoz)*
- B. D. Pena reported an update from the Pirates Chat that took place recently. Discussions included the initiative to create a cultural space on campus for students. At the time, the Executive team was unaware of any other plan besides the academic senate resolution. The upcoming USC meeting taking place on March 11th will be the first of other campus wide conversations. It was requested from the President that the SEA Committee and Guided Pathways collectively be involved in the planning.*
- C. P. Munoz shared concern of the SEA committee being involved in the Multicultural Center planning before it was presented to the members of the committee and discussed as an agenda item.*
- D. E. Martinsen commented that the goal is to collectively involve all groups that have contributed to this work.*
- E. B. Herrera made recommendation to share the timeline for the Multicultural Center. D. Pena followed up that the discussions on setting the timelines will be discussed at the March 11th meeting.*

<p>II. Approval of past meeting minutes</p> <p>Update from SEP steering/writing group</p>	
<p>III. Equity Plan Data Update (P. Briggs)</p>	<p>A. <i>P. Briggs reports the state provided baseline data and goals that were recommended for the college that could increase the number of students to be outside the range of equity gaps, specifically focusing on applied and enrolled data.</i></p> <ul style="list-style-type: none">a) <i>Concerns shared by P. Briggs include the measuring methods utilized. The state uses whole numbers instead of percentages to measure the total number of students who applied and enrolled, instead of those population of students who filled out an application and then also enrolled. Meaning the likelihood of meeting our goals is heavily dependent on overall enrollment.</i>b) <i>The state has not provided any recent follow up data (since 2017-2018) on whether or not goals were met. It doesn't appear the state is planning to provide any update on data. Future plans involve changing the equity plan methodology.</i>c) <i>Challenges presented on gathering consistent data from banner. Issue could be lack of data after students have applied (A. Rodriguez).</i> <p>B. <i>P. Briggs reports the IE team has tried to replicate the state numbers in their methodology and provided the closes approximation using internal data (i.e. completion rates, transferable English and Math in the first year, fall/spring retention). Data tables were presented on potential metrics that will be used in planning for the SEP.</i></p> <p>C. <i>Discussion during SEP planning groups on utilizing the data presented by VC IE to establish new baselines. A representative from the Chancellors office has been invited to the next SEP work group.</i></p> <p>D. <i>Question raised by B. Herrera on how the VC IE collects data and whether it's crossed referenced with other departments.</i></p> <ul style="list-style-type: none">a) <i>Banner- Demographic identifiers (i.e. ethnicity, foster youth status) data is provided by CCC Apply Application</i>b) <i>Outcome data provided by enrollment.</i>c) <i>There is currently no cross reference of data from other departments.</i>d) <i>J. Kalfsbeek-Goetz is the central contact person for any follow up questions on data for Phil.</i> <p>E. <i>Request for J. Kalfsbeek-Goetz to upload data Phil shared to committee one drive (B. Herrera). J. Kalfsbeek-Goetz will continue to work with District IT in requesting more information be gathered when students drop (Drop down menu: issue with class or instructor, health reason. Information that was gathered previously was surveying students after they had already dropped).</i></p>

<p>IV. Discuss priority #1 for this past year, and those that could get funded in the new plan for next year and beyond.</p>	<p>A. <i>B. Herrera commented on the new student equity plan being a new way to do equity work. Recommendation made to establish three or four initiatives that are campus wide for evaluating current funding and assessing whether positions are aligned with the equity plan.</i></p> <p>B. <i>E. Martinsen shared the broad initiatives have not been discussed yet but there has been a focus on the two major population of students experiencing disproportion impact that was pronounced in the data presented by Phil.</i></p> <ul style="list-style-type: none"> a) <i>(1) Men of Color- especially African American and Hispanic population of students and (2) Part time students.</i> b) <i>More information is needed on part time student classification and data (How many units are students taking? Is there a particular range that requires more assistance? Do we need more support for part-time students)</i> c) <i>Suggest broad sweeping initiatives that are more structural.</i> <p>C. <i>D. Clark suggests including inquiry plans when assessing why disproportionate impact exists for certain population of students. Raising the question how do we assess programs and how well they are doing at their goal? P. Munoz agrees that program review should be tied into making changes on the campus and addressing equity.</i></p> <p>D. <i>Members suggest proposal for the SEP</i></p> <ul style="list-style-type: none"> a) <i>Fall (1st year): Inquiry, gather data</i> b) <i>Spring (1st year): writing up approaches and strategies involving program and service areas.</i> c) <i>Fall (2nd Year): Implementing</i> d) <i>Spring (2nd Year): Implementing</i> e) <i>Fall (3rd Year): implementing</i> f) <i>Spring (3rd Year): Evaluation on success</i> <p>E. <i>Members requested that embedded tutoring in transfer level math and English be funded in the plan. Highlighting the data presented by Michelle Beard being essential in the success of students.</i></p> <p>F. <i>Members suggested embedded tutoring be expanded to other courses (i.e. anatomy, physics, microbiology).</i></p>
<p>V. Discuss “case management” or pre-early alert type models for future implementation - we might recommend this from the SEA committee.</p>	<p>A. <i>Item not discussed</i></p>

<p>VI. Discuss call campaign data so far and discuss how we can build upon their success.</p>	<p>A. <i>Jesus has requested to come to the next meeting</i></p>
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PRIORITIES IDENTIFIED AUG. 25, 2021

1. **Discuss how current SEA projects get evaluated for continuance.**
 - a. Some programs not funded but not in SEP - others not in SEP should be funded.
 - b. What is recommendation for funding process - Are we assuming all plan projects are funded?
 - c. What will get funded for AY 2022 based on the work we completed on the rubrics/matrices
2. **Process for reviewing currently funded initiatives and outcomes. We need to discuss the details regarding existing programs that are SEA funded and assess how they are meeting goals.**
 - a. Re-cap on what was funded for continuance from AY2021- including over the summer
3. **Develop and Complete the SEP for 2022-2025**
 - a. Develop a 3-year plan with an equity vision and mission statement - create an infographic similar to SMCC Planning to develop Student Equity Plan.
 - b. Discuss CUE report on VC SEP
4. **Support training and PD efforts needed for the SEA committee**

NEXT MEETING

March 23, 2022

2:00PM - 3:30PM

GOALS

Effectively inform the campus about the Student Equity Plan (SEP) efforts and successes, in plan language that is accessible and understandable to all, by developing an executive summary and explanatory narrative of the EP that outline how the college defines and address equity by:

1. Integrating and aligning student success efforts in a cohesive strategy by defining an equity-minded and student-centered rubrics to assess programs and initiatives to avoid duplication, simplify services, and increase efficiency.
2. Evaluating disaggregated data related to student success on an on-going basis with a focus on closing equity gaps for disproportionally impacted student groups in the five areas as outlines in the approved Ventura College SEP;
3. Working to create a culture of equity-mindedness, we will engage the campus in our SEP work by bringing together campus efforts and integrating and aligning the SEP with all other campus plans and initiatives; and
4. Making recommendations to close equity gaps and continuously improving student success achievement.
5. Complete the 2022-2025 Student Equity Plan (SEP), including approval through the shared governance process. The SEP will include an executive summary, an equity missions and vision, and method for visually communicating our SEP.

College Mission: At Ventura College, we transform students’ lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

College Vision: Ventura College will be a beacon of learning-a source of inspiration & guidance-for our students and community.

VC Guiding Principles: At Ventura College we believe that students come first and all else follows. We strive to create a campus environment that fosters collaboration, communication, and mutual respect. We are committed to these Guiding Principles in all that we do: Embrace the strength of diversity; Listen with intensity and compassion; Communicate with integrity and patience; Design student-centered solutions; Spark self-confidence and a sense of discovery; and Pursue our vision and goals with passion.