STUDENT EQUITY & ACHIEVEMENT (SEA) COMMITTEE
MEETING MINUTES
APRIL 27, 2022

ZOOM	https://vcccd-edu.zoom.us/rec/share/0DNR-L76SSkHmB3ufKWyeNFVc6heInsUFPnay00e1pXgu4EUOPmMn3UiK6XSk3L4.YElZYuQShWoZUmY Passcode: 617719
DATE	April 27, 2022
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~~
GUEST	Marisol Medina Hernandez

COMMITTEE CHARGE:

The Student Equity and Achievement Committee (SEA) is the operational committee responsible for student success, equity/racial equity, and related initiatives. The SEA committee integrates and aligns student success efforts into a cohesive strategy through on-going evaluation of data. The SEA committee 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 ITEMS

I. Public Comments	A. No comments
II. Approval of past meeting minutes	A. Not available for this meeting
III. Survey Results – *Jennifer Kalfsbeek*	A. Results of committee's evaluation (survey) can be found in the 2021-2022 Committee Evaluation file. Members were given a very brief overview of survey questions. Only four people responded, but all positively. Discussion was declined.
IV. Update from SEP Steering/Writing Groups – *Dan Clark*	A. This writing team met and discussed work of first two groups. Honing in on solid draft of an equity statement. B. The second team also discussed a skeleton bulleted list of desired components in various sections. Each section has limited space. C. <u>Guidelines Finalized by Chancellor</u> - Paula forwarded these to committee members. Dan made separate documents in the shared folder for each of the sections to help writing teams. D. <u>Equity Definition</u> – March 15 is most recent version. This was discussed both by the group and in the previous SEAC meeting. Three suggestions were considered and more edits were made. - The SEAC discussed possible

	names for this and decided to defer this topic. It will be included in VC's Student Equity Plan so, as the main plan is solidified, then there will be context for what to name it. – The writing group is doing the editing but keeping the SEAC informed. All the edits (red and green) provide context and show it is a working document and written together.
	E. <u>Reflections on the Past Group</u> hasn't met yet.
	F. <u>Next Steps</u> – Change focus to realign with new guidelines. Suggest reorganizing for summer work or identifying next steps for completing each of the sections.
	G. <u>Article to Help With Writing</u> - One of the groups was focusing on Men of Color. A report on "Strengthening the College Pipeline for Young Men of Color" is available in the Workgroups shared folder and will be good for the writing group to have as they develop actions.
V. FYE's Alignment with the Equity Plan & Where FYE Would Benefit from SEAC Advocacy – *Marisol Medina Hernandez*	A. <u>Math & English Requirements</u> - FYE tries to get as many students to complete these in the first year. (Goal 1)
	B. <u>Fall-to-Spring Persistence and Retention</u> - Requires Abbreviated Ed Plans be completed in the first semester. Students start developing career and major goals and FYE helps them identify what these are.
	C. <u>Comprehensive Educational Plans</u> - Second semester requirement. Students also have to be enrolled in a specific course, either: a counseling course, EAC, or Engineer. Also assignments done with a faculty member in the class. (Goal 2)
	D. <u>High School Outreach</u> – FYE independently goes out to high schools and also collaborates closely with VC's Outreach. (Goals 1, 2, 3)
	E. <u>Desired SEAC Advocacy</u> - FYE student could benefit from more direct academic advisement instead of having students referred over to general Counseling. Currently, the advisement has been reduced to two days a week, which diminishes the FYE personal touch. (*The Veterans Center also advocated for a 100% imbedded academic advisor. Establishing a relationship early on with an advisor has a huge impact in a student's ability to start on the right path.*) – Additional support staff would be useful as well. There are only two fulltime employees to assist a cohort of about 300 students. Extra support would be helpful with

	the FYE workshops, family nights, and "Arrival Survival" at the beginning of the school year.
	F. <u>Use of Data</u> - FYE uses data provided by the Institutional Effectiveness Division which compares FYE students to non-FYE students. Some data reviewed are: GPAs, transfer rates, and math and English transfer courses completed. – *This data would help the "Reflections" writing group.*
	G. <u>Increasing FYE Participation</u> - Only a small percentage of parents are aware of what FYE has to offer. FYE collaborates with the campus departments and uses Outreach, VC's academic advisors, and events like Pirate Days to help get the word out.
VI. BOG Employee Language Evaluation	A. This language must be negotiated with bargaining units. There is a 45-day comment period. At the end of this time, if there are edits another 15-day period begins for additional feedback. After this, the negotiations go to the next levels.
	B. This is being left as a future agenda item.
VII. Data on Part-time Student Group	A. This data was looked at by the working group. A verbal request was made to break the data down by demographics. A more formal request may be needed. *Action – Jennifer will follow-up with Phillip to get this.* The current data will also be placed in the SEAC shared folder for members to access.
VIII. Case Management / Guided Pathways	A. It was previously mentioned that Counseling is considering going to a case management style of service for student-support-based. What is Guided Pathways doing in relation to this? Are they working on something similar to what Bakersfield College is doing with their Meta Majors Program? Is that team leaning in that direction? If it is, this is something we should collaborate on as an approach that Ventura College is working towards. *Action - Jordana will reach out Gema Sanchez for more information and report back to the SEAC.*
	B. This is being left as a future agenda item.
IX. Review Data Where Students Are Not Succeeding	A. A request was made to add this as a discussion item. An attempt should be made to identify what the gaps are and why they exist. Then start making recommendations for closing these gaps. This overlaps with what the writing group has to write about our future. The writing group should be coming up with actions,

	but the SEAC should be integrated into those conversations. The committee can be looking at some approaches to use in this inquiry phase. Suggestions were to use surveys and look at the way regular processes are working now. When the Chancellor's workshop starts, further direction will be provided for how to move forward. The data can be used now to start writing and working in this new direction.
	B. The previous Equity Plan did bring up barriers in regular processes (registering, getting in, marketing…), but it has not been acted upon. This could be addressed in the "Reflections" part of what we did do and all the things we didn't get to yet. It should also be an action in the inquiry phase.
	C. The Equity Plan and past discussions led to paper applications for non-credit ESL.
	D. The committee comes up with good ideas but there is no system to put things in action. Integration of the ideas is not being considered, neither in how it is functioning nor its impact. Part of the problem is that some things are driven by the state.
	E. This is being left as a future agenda item.
X. Data Provided – Not Gathered or Not Accessible	A. <u>Data Provided</u> - Data are being provided thru various means (CCC Apply, Guided Pathways, the Chatbot, and even Program Review), but it's not accessible to use. For instance, data is gathered when students register. Where does it go? Are reports being pulled? Why isn't it shared? Are these reports just not being asked for?
	B. <u>Who Is Responsible?</u> - One identified major problem is no one knows who's responsible for gathering this information and making it available. Nor did anyone know who should be asked, whether it's district IT, A&R, or campus Institutional Effectiveness. – The departments know what they want. How do we get it?
	C. <u>Already in the Past Equity Plan</u> - Some of this already was put in the past Equity Plan. What is the next action step? How can the loop be closed on this? Who should be accountable for it at the end of the year?
	D. <u>Some Groups Identifiable</u> - Financial Aid has worked with A&R to create emails for student groups identified, such as Homeless Students, Foster Youth, and Dreamers. Maybe more things like this could be created.

E. <u>Broken or Outdated Systems</u> – Guided Pathways has links that are not valid for students to "continue [their] journey." Information also is not valid.

F. <u>Is A Work Group Needed?</u> - Should a work group be formed to address these questions? The departments already know what they need. The campus needs to form a work group to deal with these disconnected processes. The work group should consist of people from key areas to identify what is needed to help programs to get students from the very beginning connected to us. Then the Exec Team can push thru and decide if this is something for Institutional Effectiveness or the District IT.

G. <u>Ocelot – The Chatbot</u> - A&R was implementing the Ocelot system. The promise of this was setting up chats for students to get information about special populations. A consultant helped develop the chatbot box and cards to help direct students to their interests. For Financial Aid questions, the Chatbot sends questions directly to the VC Financial Aid email, so it can be a good tool. However, the work group was supposed to get data back from this but hasn't yet. - The chatbot system is probably not linked to the application questions. - The "My Path" work group worked on this.

H. <u>Updates Needed</u> - "My Path", the chatbot, and data collected from the applications might need to be updated as well.

I. <u>What Should Go Into the SEP 2.0</u> - Does the SEP need to be more specific? What level of detail should the SEP cover? Should principles be articulated? Or should this be done as before? There was a list of actions for the various departments. Maybe this wouldn't be as helpful? Should it just address strategies and not specific solutions? Maybe the SEP should recommend a work group to deal with all the disconnected processes –

J. <u>Two Separate Issues</u> - Two things are being addressed: 1) What was in the old Equity Plan that hasn't happened? and 2) What needs to be put in the updated Equity Plan? This can be listed in the "Reflections" part. How do we get support for movement on this so that it can be presented to the Exec Team with recommended solutions with the requests? This is clearly what the Equity Plan has outlined (now twice). Now leadership's advocacy and support

	is needed. A better mechanism is needed for closing the loop and being accountable as a campus. Maybe forced accountability is necessary. This goes back to the topic of performance evaluations and being rated on whether or not we have helped. A recommendation was made to make a list from the old SEP of what we wanted to do and still want to do. Using this would help in writing the new plan. A component of the new plan could be identifying how to incentivize responsibility.
	K. <u>Program Review Not Reporting</u> - A major problem with PR is there is no reporting out. The CPC has been working on addressing this. Small steps – There should be a way to present out from completed PRs. A necessary first step is to make reporting out more transparent to make data visible. - Until what's in the PR process is identified, maybe adding more components isn't necessary. The PR already has Equity Gap questions in it. Data have been provided by the departments, but that data goes nowhere. Data already there should be utilized. This was discussed in a group for creating in the PR process an Equity Rubric that people have to comment on in their plan. Part of what's missing is the statements of how the initiative requests relate to Equity which can help with the prioritization conversations. Maybe PR is not working because elements are not tied to Initiatives. It's part of the upfront analysis but then not included in the argument for funding. How will this initiative support Equity?
	L. This is being left as a future agenda item.
XI. Announcement / Reminder	A. There will a meeting for discussion of the Multicultural Center on April 20th, 3:00 p.m.

NO NEXT MEETING

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.