

Equity Committee
3/12/19
2:00 pm-3:30 pm
Room Location Student Center Lounge

ATTENDANCE

E. Cervantes, C. Velarde-Barros, N. Dequin, J. Richburg, J. Tomasello, , M. Sanidad, V. Martinez, D. Stuckey, C. Cisneros, D. Gonzalez, Karen, ASGC student, F. Lozano, R. Shook, R. Brown, C. Boss.

I. Call to Order at 1:59pm by E. Cervantes

II. Approval of Agenda

a. MSC (M.Sanidad). Vote: unanimous. Approved as presented.

III. Approval of Minutes

a. MSC (C. Velarde-Barros/C. Cisneros). Vote: unanimous. Approved with changes by C. Cisneros - Discussion #2 B #1 – Skyline opportunity should be offered to full time faculty not part time faculty as stated.

IV. Discussion

A.) Professional Development/ Skyline Institute Updates and Planning –

a. C. Velarde-Barros shared that she had 7 faculties reach out after she sent out a call out by email. The interest was heavy from the English department. C. Velarde-Barros asks the committee for referrals from the Math and Science departments to attend, it was also suggested that the Career Education department should also be in attendance. Skyline asks for at least 2 administrators to attend. E. Cervantes shared that there is additional funding to help pay for the travel for this incredibly meaningful opportunity and it will be fully supported. C. Velarde-Barros explains that there will be a focus on the course syllabus and the classroom; if there is support staff that works closely in the classroom they too can be recommended. E. Cervantes asks those who attend to bring back feedback to the Equity Committee. Discussion began on how to bring it back and having accountability for attending as well as creating a plan on what should be brought back and how.

B.) Equity Plan Development Activity – E. Cervantes provided the equity plan draft to the committee.

1. **Review submissions, identify and fill in gaps** – E. Cervantes received a handful of completed forms back, Esteban inputted the data into the draft. E. Cervantes discussed the 3 goals in this effort. #1- does it meet the gaps- #2 – Emerge themes, ex:

Transfer programming, etc; #3 – Are there still gaps? If yes where do we have gaps? E. Cervantes reached out to our human resources department and asked how to include the EEO plan in the Equity plan; E. Ramones does have some recommendations.

2. Identify next steps - E. Cervantes will need to meet with Peter to see if Gavilan College has made improvements on campus, if we met our goal or how close we came to it. E. Cervantes reviewed the handout and will email it to everyone.

C.) Strategic Plan Activity

E. Cervantes led an exercise; committee broke out into groups by categories and listed ideas for each area: E. Cervantes will create a workgroup to continue working on the activity outside of the meeting.

Access: Successful Enrollment – Conduct in-reach activities into pockets of the target missing populations; other smaller but no less imp practices; employing student advisors to connect with potential students from targeted populations; Improve marketing materials with access and equity in mind. Conduct outreach with foster youth student counselor.

Retention: Fall to Spring – Athletics – Cohort, team building activities; work with the community to build sense of belonging within the community. Veterans – Use veterans who have recently completed a course to provide tutoring; use faculty for tutoring – academic coach/mentor.

Transfer to a four-year institution – Gaps – Transition from Gavilan to local 4 year university. Building relationships with 4 year universities. Event: How often is there a space to give information to students?

Completion of transfer level – *Incentives* - money, mentors, internships, counselors.

Scheduling – Short term, consecutive classes; ie: 8 week eng 1A, Math 5. *Support*

Services – More counselors in STEM Center, Math lab, Writing Center, etc.

Advertisement – Weekly email, social media. *Webpage update* – services more

noticeable, obvious to students. *Co-requisites* – put in non-credit. Cranium Café – “Knock on door” Help, support.

Earned credit certificate over 18 units, associate degree, CCC bachelor’s degree – Gaps – Connect with retention and support services; Outreach to students that do not register in the following term or with D or F grades or GPA 2.0 – 2.3; Evaluation – ie. Enrollment management team. Identify and provide intervention; Probation – A1, A2, AD; P1, P2, PD. Early Alert. Activity – Counseling review probation processes; outside of 2.0 GPA; identify other risk factors; Risk factors in high school.

D.) Accreditation Team – Introduction – Standard 1 B – The Equity Committee was asked to answer question. How are you talking about equity on campus, how is it evolving?? E. Cervantes shared the last gap analysis in 2018 and explained the we started another analysis because we could not replicate the work that was done before. We need to institutionalize everything In order to make a change; example Program Review Process- Have we seen changes? – C. Cisneros shared her view regarding the changes on campus since 2016 using the Foster Youth population and bringing in a designated counselor, outreach, etc. The data does not include foster youth as being a

disproportionate group. K. Moberg shared that in the past the funding came from Equity and SSSP but now that things have changed we need to determine where the funds are coming from and what it is paying for. Demographics are shifting and financial aid applications are decreasing. LGBTQ is a hard conversation to have on campus and there is lack of data to share. E. Cervantes explains that we never had data to begin with until recently, this year we saw a turnaround with institutionalized support, creating policies around language and gender pronoun usage; Gavilan recently had a policy pass to gender neutral as an option in the application. Dequin mentioned that this is the subject at the next Academic Senate Meeting. R. Shook shared that there is a club who is actively doing outreach, tabling and other social events together, we have advisors on board and are looking for the students to join and support. K. Moberg mentioned informed the accreditation team of the Foster Youth and Dreamer liaisons throughout campus. Ed. Cervantes is currently doing an assessment on how we have made progress, he will go through the data, organize and put together before he shares it out. R. Brown mentions that the Equity Committee has created an overall institutional response to Guided Pathways framework and building in the equity piece. Equity needs to look at how it is going to be a part of our institutional approach to reach our target population as well as everyone else on campus, this will become a cultural shift. A more holistic value around equity, holding people accountable to being inclusive which is an example of the Principals of Community. R. Shook recommends developing a culture of data, determine how we collect it, how do we access the data, what does it mean and what will we be doing with it. What data do we need? Huge focus on data and understanding it. More ownership of data in their areas.

V. Action Items

VI. Announcements

- a. J. Richburg – announces Career Day on Thursday, invites everyone to bring their students, share the invitation and post flyers.
- b. V. Martinez – Provided an update from the Financial Aid office. Financial Aid will be presenting tonight at the board meeting. Look at the powerpoint on boarddocs if unable to attend.
- c. C. Velarde-Barros– March 25th, signing day, when you see email reminders wear your college gear to work.
- d. Dequin – The boys basketball team lost their last game, had they won they would have made it to state championships, they had a good run this season.
- e. Carina – Announced First Friday newsletter. She gave a summary from the Diversity Summit she attended.

VII. Next Steps (5 minutes)

- EEO and HR to attend the next meeting
- Call for a workgroup to continue working on above activity outside of the meeting.
- Skyline Institute

VIII. Adjournment – C. Velarde-Barros/ R. Brown

DRAFT