

**SEED/Student Equity Committee Meeting**  
**October 26, 2011**  
**Summary Notes**

Attendance: Linda Allen, Don Carlson, John Chavez, Nohel Corral, Larissa Espada, Nina Floro, Heidi Hansen, David Hasson, Lucia Lachmayr, Melissa Michelitsch, Vanson Nguyen, David Ulate, Jocelyn Vila, Rick Wallace, Lavinia Zanassi.  
Facilitator: Singhashri Gazmuri. Recorder: Linda Bertellotti

Absent: Amory Cariadus, Lynne Douglas, Kristen Feenstra, Rob Johnstone, Joe Madrigal, John Mosby, Sandra Rodrigues, Richard Soyombo, Phyllis Taylor, Pat Tyler, Mike Williamson, Dennis Wolbers, Soodi Zamani

**Meeting, Committee and Discussion Updates**

- Meeting times: Meetings will start at 2:10 and conclude at 4:10.
- President Regina Stanback Stroud will not participate in the committee meetings but will be on one of the design teams.
- Singhashri Gazmuri will facilitate discussions to keep things moving forward. Agreement will be reached as a consensus.
- A SharePoint site will be set up and will provide access to meeting notes and PowerPoint presentations.

**Appreciative Inquiry**

Committee members paired up to talk about their reflections with respect to the SEED/Student Equity project.

**Focus Question Discussion**

At the September meeting, the committee developed a new focus question, which is:

- ***How do our practices in outreach, intake, interaction and completion impact campus equity and student success?***

There was a discussion around the four very specific areas of focus: student outreach, intake, interaction and completion. Practices are either a yes or no answer and processes are descriptive. Rick Wallace suggested using the same language and cited the new student task force coming out of the Chancellor's Office. Singhashri said it was discussed and Regina brought it to the design time. She thought the new focus question used language that is easier to understand.

Rick said the district language uses connection, entry, progress and completion. The district language was also looked at during the administrative retreat and they studied interventions/strategies that would help students. Don Carlson suggests connecting the questions early.

So, the revised question now stands at:

- ***How do our practices and processes in connection, entry, progress, and completion impact campus equity and student success?***

Heidi Hansen would like the word connection defined as it is used in this question. Singhashri suggested that the group move forward with definitions.



## Next Steps

- David Ulate will send Linda Bertellotti the links to the defined terms.
- Regina also asked that the information be sent to the managers on their website.

## **Campus equity and student success**

The group was asked to share what the terms campus equity and student success mean to them:

### On campus equity

- Nohel Corral: There are multiple levels, but one is fair practices across the board: faculty, staff and students
- Linda Allen: Fair and equal
- Lavinia Zanassi: Equal access to resources for all
- Jocelyn Vila: Having things in place that are available in a comprehensible way for all students and offering a way of understanding/utilizing resources in an equitable way
- Lucia Lachmayr: Access and reaching out to groups that are not succeeding. Drill down to find out what are the gaps and make sure we are proactive. Seek out and help students
- John Chavez: Fairness and overtness in everything we do and provide. There should be written and formal information
- Nina Floro: Consistency of practices and processes
- Larissa Espada: Opportunities and resources available to all students.
- Heidi Hansen: Equal opportunity and a consideration of resources across the board
- Vanson Nguyen: Faculty and staff and students exposed to the same resources
- Melissa Michelitsch: Meeting needs of all students, staff and faculty in the fairest way possible
- David Ulate: Access and opportunity with the end goal of succeeding. Provide resources to help achieve an equitable playing level. We do different things for different groups so everyone has the same ability to achieve that outcome of success.
- Don Carlson: Look at campus equity as the end goal or even the process.

### On student success:

- Don: Completion of whatever the student's goal is. It could be taking a course or transferring, but we need to work on how to measure it
- David Ulate: Academic achievement, but it is important to recognize that for some students there may be other short-term benchmarks, such as coming to class every day or enrolling in consecutive semesters
- Melissa: Is our success rate for some students low because there is nowhere for them to transfer to or because some programs do not require certificates? What about success for students after they finish college? Goal setting is a big part of the success in terms of increasing the student's overall success.
- Vanson: Everything related to academia, both short and long term goals
- Heidi: It is hard to define here because we are a commuter campus and have so many kinds of student population groups. She feels she has gotten more out of school as a person than as a student, which she feels is worth

considering. Make sure we measure what the student thinks is success, in terms of job placement.

- Larissa: Students achieving their goals
- Nina: Student achieving the goals they set for themselves
- John: Completion of goals, but there is intangible growth that takes place at Skyline. Students who become mentors and help others, is one example. They are difficult to manage, but we see it in students.
- Lucia: Student success can be done incrementally and may take a while, but it is still success
- Rick: Look at data and don't look at the way we have been measuring student s success. Campus equity is necessary to ensure student success.
- Jocelyn: Give them the tools to learn to be successful, both tangible and intangible goals, such as mentoring
- Lavinia: Wanting and wishing that our students advance to where they want to go, learn a sense of self-reliance, develop confidence and the ability to use resources on their own.
- Linda: Look at individual goals of the student and a measure of viability and how we can enhance and change things to help students become successful
- Nohel: It can be different for each student and there are many gauges. It is not mutually exclusive to academic success.
- Don: We are a technical community college and many programs can go right into jobs or transfer or both. Part of our success is job placement.
- David Hasson: A student joins a community of practice and then takes that practice and weaves it into their own identity. Also success can be when you are a full-fledged member of the community that you are a part of

### **Creating an inquiry question**

David Hasson presented a PowerPoint on a how a component of the focus question can be applied to create an inquiry question. The example he used was for the pedagogy domain.

The groups broke up into their domains to talk about the following questions:

- What practices and processes exist already?
- Which explicitly address equity?
- Which don't?
- Where should we focus?
- What do we want to know?

Singhashri encouraged groups to meet as a subgroup and invite other people in the college at large to advise the subgroup.

**Next meeting: November 22, 2:10-4:10**

