Student Success & Equity Committee (SSEC)
MINUTES

March 22, 2021 | 1:30 p.m. - 3:00 p.m.
Zoom Meeting ID: 952 0712 4580

ATTENDEES: (**BOLD** indicates online presence)

Joseph Alonzo	**Dora Escobar**	**Baltimore Padron**	**Craig Rutan**	**Brianna Bellis** (SSEC ASG)
Joanne Armstrong	**Tiffany Gause**	Mahbod Parvar	**Rosa Salazar Dela-Torre**	Michael Cummings (Equity)
Nena Baldizon-Rios	**Melissa Govea**	**Janis Perry**	**Mark Smith**	Aida Francis (ASG)
Diana Babayan	**Anne Hauscarriague**	**Rachel Petrocelli**	Martin Stringer	Phone (951) 897-8945
Jennifer Coto	**Scott James**	**Elizabeth Pinon**	**Christine Umali Kopp**	
Deisy Covarrubias	James Kennedy	**Syed Rizvi**	**Yanina Valdos**	
Jeffry Dennis	Kathryn Kosuth-Wood	**Maureen Roe**	**Aaron Voelcker**	

OLD BUSINESS	DISCUSSIONS/COMMENTS	OUTCOME/FOLLOW UP
Approval of prior Minutes from February 22, 2021.	Meeting called to order by Syed Rizvi at 1:32 p.m. Request made to edit the November 16, 2020 minutes. The following edits were requested at the previous meeting but inadvertently omitted: Diana Babayan requested to clarify item #4 for completeness of record and revise minutes to include a comment made by one equity leader to the effect that we need to select our additional equity groups with an eye toward including those groups for whom we have positive data. Data by themselves are neither positive nor negative; they merely reveal. Request made to edit the February 22, 2021 minutes. The following edits were requested: Dr. Nena Baldizon-Rios requested to add the following to her statement under Public Comments: "....because at convocation the colleague found the term "Black Folks" to be offensive." Dr. Jordan commented that she was also offended by the term "Black Folks" used during convocation. Rosa Salazar Dela-Torre noted a correction to her name (change from Rosa Salazar to Rosa Salazar Dela-Torre) and requested to add the following to her statement under Public Comments, in reference to the recommendation from the Chancellor's office regarding including non-credit in the formula: add "in 2015." She also shared that she emailed committee members today links (noted below) to four documents that support her statement regarding the need for noncredit representation in equity funding and planning.	Motion to revisit November 16, 2020 minutes: D. Babayan Second: N. Baldizon-Rios No abstentions Motion to approve the November 16, 2020 minutes with updated language: D. Babayan Second: N. Baldizon-Rios No abstentions Minutes passed Motion to approve the February 22, 2021 minutes with changes made to the minutes and President Vargas' statement: N. Baldizon-Rios Second: Rachel Petrocelli No abstentions Minutes passed

	https://rpgroup.org/Portals/0/Documents/Awards/2018/CCC_Noncredit_Project_Summary.pdf https://www.asccc.org/sites/default/files/Noncredit%20Instruction%20-%20Area%20Meetings.pdf https://lao.ca.gov/Publications/report/3635 https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/Chancellors-Recommendations-on-Funding-ADA.pdf?la=en&hash=9949F9C8D3EC3D4651EC4DD0006F24D572FEFAAF Tiffany Gause requested to correct the name of the equity trainer noted in item #5 from Veronica Keeper Lewis to Veronica Keifer Lewis. Jose Vargas requested to make a correction to his statement: change "in spite of" to "despite." Rosa Salazar Dela-Torre requested to add that President Vargas had mentioned during the February 22, 2021 meeting that he had not been aware of the word non-binary.	
NEW BUSINESS & UPDATES		
1. Public Comments (3 minutes)	*Dr. Christine Umali Kopp commented: "At the last meeting a motion was made to further evaluate how effectively the equity plan has addressed closing achievement gaps so that the committee can more effectively advise on efforts moving forward. Since then, the interim President instructed committee co-chairs to stop a task force from being formed out of this motion. Furthermore, it appears that those outside of this committee, including Senate, have continued to push back against this motion citing that the committee is merely an advisory body, not a decision making one. I am both disappointed and disturbed by this blatant disregard for your committee's vote to take a more critical look at equity efforts at SCC. Shutting down the committee's motion sets a dangerous precedent. What else can be blocked per the will of the interim President or other administrator? This poses a threat to our shared governance process. To merely stop the motion in its place does not allow the committee to engage in what it was forged to do and has been allowed to do in the past. Per the Student Equity Executive Summary 2019-22 it describes a process the committee engaged in whereby "a subgroup met to review and suggest activities for inclusion in the equity plan." Moreover, the committee's mission and responsibilities are in alignment with the motion that was voted on. Its mission includes the following: helps facilitate college-wide development, support, and implementation of programs, evaluations, policies and procedures. Here are just two of its responsibilities: review institutional and state success and equity data and make*	

	recommendations on activities and policies that focus on three major areas: student equity, completion and retention and student engagement. Another, update and submit college's student success and equity related plans that describe activities and procedures related to improving equity and success for specific populations of the college. I urge the committee to continue with this motion to help ensure that the most effective efforts, policies and procedures are implemented at our college and which are proven through data to enhance the success of all students at SCC and in particular groups that are specifically identified in the equity plan. Doing anything less underserves students at our college. Thank you." Dr. Baldizon-Rios expressed her appreciation for Dr. Umali Kopp's comments stating that this is important and crucial to the work of the Equity committee.	
2. Equity Core Team Update (3 minutes – Tiffany Gause)	Tiffany Gause reported that during Flex Week, Denise Foley, Nidzara Pecenkovic and Nahla El Said presented a student centered training to look at revising the course syllabus with an equity lens. She also noted that she presented a training during Senate Retreat that looked at supporting students and colleagues by affirming names and identities. Additionally, she reported that the Equity Core Team continues to further their partnership with the First Year Support Center with student trainings.	

3. Governance Process and Structure with Craig Rutan (10 minutes)
   a. Can individuals not on a governance committee (including administrators, managers, senators or senate board members, or others) interfere with its processes by instructing members not to act on items that have been voted on, or through other means?
   b. Other committee questions/points of clarity
	Craig Rutan addressed the matter of a misunderstanding related to the creation of a task force by this committee. It is believed that there was a miscommunication that caused the interim President to become concerned that this would be a closed task force, as a closed task force is not permissible under the Brown Act. He explained that the Student Success and Equity committee falls under this Act because it makes direct recommendations to the Academic Senate, which falls under the Brown Act.
	
	It is understood that there should be no issue with the creation of the task force proposed by the committee, and Mr. Rutan expressed that both he and interim President Vargas are in full agreement with the work the task force is proposing. Mr. Rutan confirmed that the Equity Plan can be opened and revised for early submission, and that this process must go through the Senate first. Once the committee has recommendations that change some of the direction of the plan, the committee would request to incorporate these changes into the plan now. The Senate would reopen the plan, the committee would revise it, and then the plan would be recommended to the Senate to go to the Board of Trustees for adoption before its submission to the Chancellor's Office.
	
	Mr. Rutan recommended working with Aaron Voelker to look at cohort development and metric development for data over a multiple year period to ensure we fully understand how effective our instructional program is for everyone across the institution. Mr. Rutan expressed that from the perspective of the Senate leadership, everything he has seen and heard is exactly what the	

Senate would hope the committee would do to ensure we are doing the best that we can for our student population.

Mr. Rutan shared that with regard to procedural matters, all committees are recommending bodies and all faculty members are present to represent the Academic Senate. For this reason, the faculty co-chair should be submitting summary reports to the Senate Vice President to keep the Senate updated on the work that the committee is doing. The committee's work is under the primary authority of the Academic Senate to make recommendations on these issues to the Board of Trustees, and it is impossible for the Senate to do that without the committee's support.

In addition, Mr. Rutan stated that as a committee under the Brown Act, all discussion should be part of the minutes, but the chat is often not captured in the minutes. He encouraged everyone who wishes to have anything on the permanent record ensure that his or her comments are verbalized.

Dr. Rachel Petrocelli requested an answer to item a and added that the creation of a task force was not part of the motion in question, but rather a way to work on the motion, which has been done previously on this committee. In response, Mr. Rutan stated that yes, if the committee adopted a motion that was beyond the authority of the committee, someone can step in and say the committee does not have the authority to do that. However, if the motion were within the committee's authority, then no, there would be no reason to interfere.

Dr. Petrocelli asked to clarify if the creation of a subgroup was the purview of the President and not the committee, noting that a subgroup was created by the committee in the 2019-22 plan, and added that there was no implication that the task force was going to be closed. Mr. Rutan responded that the committee may create a task force, but cautioned to follow the same procedures of posting agendas and allowing for public comments. With regard to work performed by the committee, the entire committee must review the recommendations and then send those forward to the Senate and College Council. An individual can stop a motion that was adopted only if it was beyond the authority of the committee. In the event the administration attempted to shut down the work a committee was performing which was under its authority, if the Senate President was not able to stop that interference, the next step would be for Mr. Rutan to make a report to the Board of Trustees that the administration was violating the rights of the faculty.

Ms. Gause commented that some of the miscommunication occurred as a result of an email from Syed Rizvi to the committee, which outlined the parameters of the task force, and was sent without the consultation of the committee and co-chair. This communication may have given the impression of a closed task force,

	which raised some red flags.	
	Dr. Baldizon-Rios commented that if Syed's email had miscommunicated information, perhaps the matter could have been quickly resolved by requests for clarification from committee members, as occurs regularly with various other committee matters.	
	Syed Rizvi clarified that the email was intended for committee members to form the task force, as opposed to opening it up to non-members/the entire campus community, and apologized for any miscommunication.	
	Janis Perry confirmed the advisory process with Mr. Rutan, essentially, that the committee can create a subgroup (whose members are determined by the committee and not an individual/administrator), that subgroup can formulate ideas to advise the committee (which is under the purview of the Academic Senate), and the committee can then proceed by making recommendations to the Academic Senate.	

4. Identify and Review Equity Related Data Metrics (Rachel Petrocelli) (Aaron Voelcker to provide guidance – 30 minutes)
   a. What sort of data and information should be collected to assist in considering the next equity plan?
   b. Metrics, plans, groups change over the years (difference in data and activities)
	Dr. Petrocelli presented an overview of her proposal for collecting additional data to assess activities and determine if recommendations are needed. She proposed to begin collecting additional data and brainstorm what data is needed and who provides that data, which may be accomplished by reaching out to all campus stakeholders regarding how their activities are affecting the achievement gap. On the side of the equity program, she proposed reviewing what they have been doing by examining the last two cycles from which much of the latest data comes (2017-2019) and discuss these in more depth at the next meeting. Dr. Petrocelli also presented a list of possible questions to guide data collection and obtain meaningful, qualitative data, and suggested collecting data before the next committee meeting.
	
	Dr. Baldizon-Rios expressed her appreciation for the excellent work presented by Dr. Petrocelli commenting that it is exactly what the committee has been discussing and will be following as they move forward.
	
	Diana Babayan suggested that if time allows, the committee consider examining what other colleges are doing which may prove helpful.
	
	Rosa Salazar Dela-Torre suggested considering non-credit students and their contribution to the number of students transitioning to college and what number of those students are in the disproportionate groups. In addition, consider including non-credit faculty in the percentage.
	
	Aaron Voelker commented that it is difficult for his division, Institutional Effectiveness, Library, and Learning Support Services (IELLSS) to determine where funds should be allocated if it cannot be determined that those activities are
		Rachel Petrocelli motioned to create a task force to follow up on the motion for data collection and analysis. Nena Baldizon-Rios seconded. No nays or abstentions. Motion passed.

effective. He shared that funding decisions are based on data and it would be helpful if those requesting funds were required to contact IELLSS and develop a plan to evaluate the effectiveness of how those funds are being spent, if possible, and requested that there be a requirement to measure when funds are allocated. Mr. Voelker also stated that the IELLSS supports the various initiatives of the colleges, grant applications, and mandatory accountability and that there is a need to measure effectiveness and have multiple levels of accountability. In addition, he suggested that requestors be obligated to request the data, IELLSS be obligated to report the data, and the student equity and success initiative commit to ensuring that this is accomplished through the support of the offices and committees. It is clear that student success and equity requires more research support.

Discussion followed about requests for funding, the committee that reviews and determines which projects are funded, and the strict guidelines and procedures that determine which requests are fulfilled.

The committee discussed a timeline for collecting data and utilizing both existing and newly acquired data. Mr. Rizvi relayed that the Chancellor has made it clear that projects or activities that cannot show they reduce equity gaps should not be funded, which presents challenges to continuing equity work. The committee discussed how to address this and understands that regardless of what data the Chancellor's Office requests, and what the committee is providing, the committee must employ additional efforts to show that equity gaps are being reduced. Mr. Rizvi shared that a 1.5% COLA has translated into 2.5 million for which the college has not yet received measurement guidelines.

Dora Escobar commented that the committee needs to consider all AB 705 data. She shared that she is working with the district researcher and within the dashboard that has been created, there will be an additional piece about the disproportionate impact within English and Math courses. This is important institutionally to determine how we are working in placing students, but also imperative to understand that this is tied to funding, and to ensure that we are serving students that are experiencing the greatest need.

Janis Perry suggested that the committee look at CARES Act funds and how the committee might achieve a larger portion to direct specifically toward closing the achievement gap. She cited Cerritos College as a good model to study, as it changed its entire funding allocation process to be driven by this goal.

| 5. Student Covid-19 Survey (10 minutes – Melissa/Syed) | Postponed due to time limitations. | |
| 6. AB 705 Credit ESL Adoption Plan (10 minutes – Dora and Diana) | Diana Babayan reported that she and Dora Escobar would be presenting their ESL plan next Tuesday at Academic Senate. As this committee does not have a | |

	reporting chain from district assessment, she feels it is not something the committee needs to vote on but should be informed about. She suggested that the committee might request a regular report from district assessment in the future because it does involve student success issues.	
7. AB 705 Math & English Grant Program (5 minutes – Joanne Armstrong)	Postponed due to time limitations.	

8. Other items:
   a. Questions
   b. Information Items
   c. Suggestions for future agenda items
	Postponed due to time limitations.	

FUTURE AGENDA ITEMS		
<u>Next meeting</u>: April 26, 2021	Meeting adjourned at 3:05 p.m.	

Santiago Canyon College Mission Statement - *Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community. (Approved by RSCCD Board of Trustees, 9-23-13)*

Student Success & Equity Mission Statement - *The Student Success and Equity Committee helps facilitate college-wide development, support, and implementation of programs, evaluations, policies, and procedures that are in line with Santiago Canyon College's vision of student access, success, equity, social justice, and multicultural education. The committee helps meet the goals and objectives of student success and equity at Santiago Canyon College.*

Approved 4.26.21