

CONTRA COSTA COLLEGE
Student Success Committee
Thursday, September 22, 2022
2:00 p.m. – 4:00 p.m.

ZOOM: <https://4cd.zoom.us/j/96701879284>

Committee Members

Kate Weinstein , Co-Chair (Classified)
George Mills, Manager
Rod Santos, Manager *Voting
Rene Sporer, Manager
Kevin G. Ruano Hernandez, student* Voting
Justine Nino, Co Chair (Students)

Kenyetta Tribble, Manager
Monica Rodriguez, Manager Voting*
Charles Ramirez, Manager
Joel Nickelson-Shanks, Manager

Brianne Ayala, Faculty
Zaira Sanchez, Classified*Voting
Carla Matute, Classified* Voting
Harnoor Singh, Student *Voting
Brandon Marshall, Faculty *Voting

Janneth Orozco, note taker

Meeting Minutes

Kate Weinstein called to order at 2:10 p.m.

Topic	Notes	Action Items
I. Identification of voting members & committee quorum	<ul style="list-style-type: none">• Chair: Kate Weinstein• Co-Chair: Justine Nino• Administrator: Rod Santos *Voting• Faculty: Brianne Ayala & Brandon Marshall * Voting• Classified: Zaira Sanchez & Carla Matute * Voting• Student: Justine Nino * Voting	

<p>II. Equity Plan – Writing Teams Review</p>	<p>Enrollment Team: Strategy was to first analyze data, prior to meeting report based on Fall 2022 new students was run to be used to help strategize. Team reviewed students who were new and active and separated students into different tabs based on race & ethnicity. Team also reviewed current 21-22 WCCUSD census data to review what future student at CCC will look like. The team split into 4 groups to individually discuss and target each target population: African American, American Indian or Alaska Native, and White.</p> <p>Enrollment Team Findings included:</p> <ul style="list-style-type: none"> • White population has increased 30% • There are Limitations to data set due to aggregation of data that needs to be disaggregated. • More effective current models include cohorted models such as learning communities. Current models need to be expanded and new learning communities need to be created to continue to support students. Idea is to embed programming, case management, and additional for student services and academic side. • More student events for current students. • Outreach in local K-12 schools include members of college community to help attract new students and prove to potential new students that college community looks like them too. • Enhancing and adding more culturally relevant programming like HSCC, AAML, and 40+ year old. • Current American Indian population is very small adding a land acknowledgment to website and materials can be used to be inclusive of Native populations. • Ethnic Studies- embedding all cultures. <p>Retention Team- Reviewed current practices, policies, and processes. Team found the following needed to be done to help African American student retention.</p> <ul style="list-style-type: none"> • Identifying practices across campus that have been a hinderance to African American students in particular students who have been experiencing a disproportionate impact when it comes to retention. 	<p>5 Writing teams worked on the following subjects generating ideas that can be used in upcoming equity plan.</p> <p>1.Enrollment Target Populations: African American, American Indian or Alaska Native, and White.</p> <p>2.Retention Target Populations: African American & White</p> <p>3.Transfer Level Math & English Target Populations: African American & White</p> <p>4.Transfer Target Populations: Latinx, Filipinx, and Pacific Islander or Native Hawaiian</p> <p>5.Completion: Target Populations: More than one race</p> <p>Writing Teams were asked to complete the following writing prompts.</p> <ul style="list-style-type: none"> • What is the college’s current process/ policy/ practice/ culture that impedes equitable outcomes for this population? • What equity-minded process/ policy/ practice/ culture would facilitate a shift to equitable outcomes for this population? • How do you plan to move from the current practice to a more ideal practice to
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- Team recognized there is a disconnect between student services and faculty side where things are siloed in support of African American Students.
- Recognizing this is a challenge for how we support students. Hiring practices are also a challenge there is not enough faculty and staff that resemble students. Hiring more staff and faculty would help African American students succeed and grow.
- Team looked into effect of gatekeeper departments on campus such as Financial Aid, Welcome Center, and Admissions Departments. Building units with departments so they understand how to support African American students.
- Lack of overall institutionalized practices on campus in support of African American students. Effort needs to be made to create institutionalized programs for African American student on campus that are fully supported by the campus and not just by one department or lead.
- A large number of African American male students are athletes and are considered out of state students. Supporting AA-Athletes by offering more access to counselors who can support them.
- Making changes to how District allows us to provide students with their Financial Aid disbursements. Currently students will receive their full financial aid disbursements and are expected to pay their tuition from that amount. For many students but in particular our AA- Athletes who are from out of state and use this money to pay for housing. This is a huge issue because it is unclear, and the process is different from other colleges. Changing the current process would help alleviate much of the anxiety and issues our current policy causes our students.
- The African American community is communal. Restructuring outreach practices to community so they are structured to fit the African American community's needs must be put in place.
- Have target marketing towards African American Community.

achieve your stated goal?
Use this space to begin developing your action plan to move from the current to the ideal.

Transfer Team- Team found the disproportionately impacted populations were Filipinx, Latinx, and Native American.

- Current largest program declaration at college is for IGETC-for transfer. Although the student population has a strong interest in transfer. There is not enough cohesive messaging from the college around transfer student goals. All counselors can provide support for students creating “transfer education plans” however most of the workload is done through the transfer center. This indicates an oversight from the college on the process and overall support needed to build a stronger culture of transfer preparation and readiness.
- Creating an annual cycle of inquiry related to transfer data, success, and transfer rates. Including resource allocation for transfer services and activities should be implemented in annual budget.
- Team noted that changes to courses/programs, adding pre or co requisites can impact a student’s timely transfer. Instructional departments are not often aware of nuance in transfer requirements outside of their own departments. Developing robust intentional programming for target populations is needed.
- Adding and creating transfer information on website that is clear and will serve as a “first source” for students. Current student feedback indicates that students find the transfer process “intimidating” and “confusing”. Creating a circle of support for students who wish to transfer will help students feel less isolated throughout process.
- Adding intentional activities such as proactive holistic counseling, increase collaboration with Hispanic serving institutions, proactive outreach and support on campus, transfer maps, and collaborate with instructional divisions to align messaging and transfer resources.

Transfer Level Math & English- Team found transfer level math and English courses are important because their completion is a predictor of a student’s success. The completion of these courses is an indicator that a student is more likely to complete either their 2

year or 4-year program. Team met and discussed with active students in a focus group to obtain information.

Student responses included

- Concerns regarding class modalities. Some classes are online, and students would like to take them on campus.
- Students with learning disabilities often view online modalities as a hindrance and does not match their learning preference. College needs to be more accommodating of the neurodiversity of our students.
- Many perceived tutoring was more available during the day and afternoon but not in the evening. More of an effort needs to be made to fit the needs of students who work in the day or have families and require support in the evening.
- Ensuring we are servicing students in an intentional manner. Students recognize that there are many services and resources available to them however there is a lack of intention from the college when it comes to providing students with those resources when they need them. Students often find process in obtaining services is unclear or there is a delay in obtaining services.
- Students pointed out that there are not enough tutors available that are trained on how to work with students that have a learning disability. Students mentioned that working with tutors who were not trained was counterproductive as the tutor was unable to understand the students learning style.

Team found the following was needed

- There is a lack of professional development for faculty working with minoritized groups. Faculty are largely hired based on subject-matter expertise without much attention to teaching pedagogy, effective classroom practices, and community-building.
- Lack of connection to faculty in online courses and a lack of innovation in teaching practices.
- Increase access to evening tutoring
- Changing culture of “comfortability”-doing business as usual.

	<p>Completion Team- Team focused on Latinx and African American population as they are the two populations who have been historically marginalized.</p> <p>Team specifically focused on certificate completion and degree completion and target outcomes for 2022-2025.</p> <ul style="list-style-type: none"> • Year 1 (22-23)- Inquiry and Planning: gather data, develop, and conduct surveys for African American and Latinx students with certification and or degree as an educational goal. Use findings to increase the colleges understanding of key needs to reach full equity. • Year 2 (23-24)- Implementation: provide consistent communication, professional development, tracking and use of technological tools to support and increase the number of African American and Latinx student completion by 2 %. • Year 3 (24-25) In cycle two of the implementation of equitable practices to increase the completion rate to 10% for African American and Latinx students who have goal of earning a certificate and or associates degree. <p>Goal is to be a part of guided pathways and have a team to support students throughout journey.</p>	
<p>III. Adjournment</p>	<p>Meeting at adjourned 3:43 pm</p> <p>Kate Weinstein motioned to adjourn the meeting at 3:43pm.</p> <p>Next meeting Thursday, October 6, 2022 at 2:00 P.M. to review equity plan.</p>	