

Student Success Council

Meeting Notes

NAME OF COUNCIL/TEAM: Student Success Council

OBJECTIVE OF MEETING: Support for Institutional Work

DATE: 04/21/2020

TIME: 1:00pm - 3:00pm

LOCATION/ROOM #: <https://cccconfer.zoom.us/j/99432674795>

CALL-IN NUMBER: +1 669 900 6833 (US Toll) +1 346 248 7799 (US Toll) +1 301 715 8592 (US Toll) +1 312 626 6799 (US Toll) +1 646 876 9923 (US Toll) +1 253 215 8782 (US Toll)

CALL-IN CODE:

FACILITATOR(S): Frank Kobayashi & Pam Chao

TIMEKEEPER:

ASSISTANT: Teresa Wigner

MEMBERS PRESENT: Frank Kobayashi, Susan Andre, Adam Karp, Pam Chao, Jen Laflam, Ramses Galves, Jeff Stephenson, Adam Karp, Raquel Arata, Adam Windham, Rod Agbunag, Kate Williamson

SUPPORTING RESOURCES (ITEMS READ IN PREPARATION FOR AND/OR BROUGHT TO MEETING):

UPDATES AND BRIEF REPORTS:

Topic	Person(s) Responsible	Notes
Homebase	Frank Kobayashi	Frank provided an update on Virtual HomeBases.
Professional Development and Training Plan	Alisa Shubb	Alisa Shubb provided an update on the Professional Development plan. She highlighted the balanced perspective of the group and thinking that went into the plan. Broad thematic areas of focus of the plan include assessment of the current state, the philosophy of professional development, and professional development as an investment in the institution.

ACTION ITEMS:

Question	Person(s) Responsible	Notes and Decision(s)	Next Steps
Strategic Enrollment Management Third Reading	Kale Braden and Dyne Eifertsen	The Strategic Enrollment Management was approved as presented.	

DISCUSSION ITEMS:

Question	Person(s) Responsible	Notes and Next Steps
		<p>The team leads from DI-African American, DI-LatinX, and DI-Native American shared their work.</p> <p>DI-African American: The theoretical framework used included Mattering and Mattering, Critical Race Theory, and Racial Identity Theory. Emerging themes included counter spaces, counter stories, and mattering. Recommendations included the following: ☞ Identify/hire/train/ a dedicated Outreach Specialist(s) to collaborate with others to provide information on career options, and college programs to prospective high school seniors and their families.</p> <p>☞ Identify/hire/train/ a dedicated Financial Aid Specialist(s) to provide financial aid information/literacy workshops to prospective high school seniors, their families, as well as, continuing college students.</p> <p>☞ Create a Black Faculty and Staff Advisory Board which provides advisement on issues regarding Black and African American student success and student needs.</p> <p>☞ Identify a dedicated space with support staff for Black and African American students to build community, access resources, affirm identity and cultivate connections, to students, faculty and staff.</p> <p>☞ Create Integrated Success Teams that include instructional faculty, counseling faculty, Student Personnel Assistants, a Librarian, peer mentors, peer tutors, Financial Aid Specialist, Workforce Development /Internship staff, to provide case management support to students.</p> <p>☞ Dedicate funds, administered by an advisory board, to supply to students for textbooks, college</p>

resources and other essential needs.

🔗 Collaborate with Workforce Development and Internships Program to identify funding sources, provide stipends for internships and employment opportunities.

🔗 Identify/hire/train Instructional Assistants, Student Personnel Assistants, student assistants, peer mentors, tutors and technology aids; embed them in classes and offer follow-up assistance to students.

🔗 Invest in teacher training programs like those offered by the Association of College and University Educators (ACUE) and the Center for Organizational Responsibility and Advancement (CORA) to encourage, support and assist faculty in learning effective teaching strategies.

DI-LatinX: Latinx became the largest ethnic group in California in 2014, and California has the U.S.'s largest population of Latinx people. 90% of California's Latinx students attend a public college or university. Currently, Latinx students comprise 29% of ARC's student population. This is an increase from 10% in 2000 while White student enrollment has decreased 27% since 2000.

Regardless of the hurdles, Latinx students attend ARC even as The Student Experience Survey confirms that Latinx students come to ARC to better their and their families' lives as well as their communities and society in general. They want better jobs and higher salaries. They come to ARC willing to work, even if prior schools haven't adequately prepared them. They come not seeing themselves reflected in the same proportion in the staff, faculty, and administration; but many of them look beyond that. Recommendations included the following:

🔗 S1: Students First - consider students first AND remember our interaction is because they have come to be students, but that's not all who they are: they are people who want to learn and get (better) jobs; teach students to be students if they need that help; see more of the person who students are.

🔗 S2: Systems Second; change the system to fit the student instead of trying to change the student to fit the system.

🔗 Mentor and train faculty to teach better. Teach in the classroom; teach across campus

🔗 Prioritize recruiting, hiring, and retaining bicultural, bilingual Spanish-speaking Latinx and equity-minded staff, faculty, and administrators (including part-time and full-time classified staff, adjunct and tenure track/tenured faculty, interim and permanent administrators) to attain parity with 29% Latinx student body.

🔗 Regular and consistent communication between Latinx community and executive leadership team. Standing regular and mutually agreed upon meeting between ARC president and one or both La Comunidad de ARC co-facilitators

🔗 La Comunidad de ARC collegewide representation. ARC president communicates to La Comunidad when a new collegewide council, group, team, committee, etc. forms and seeks Latinx representation proportional to Latinx enrollment with full status and voting rights as other members.

🔗 Apply for HSI grant in collaboration with La Comunidad de ARC and hire at least one full-time, permanent equity-minded Latinx employee to usher grant from embryonic stage to implementation to reporting and evaluating. Ex. write grant with regular input and feedback from a grant implementation team of Latinx employees.

Derrick Booth, Cathy Arellano, Kim Herrell, Jesus Valle

Disproportionate Impact Report First Reading

DI Native Americans: There is one large recommendation to come from this study: ARC should shift to a sovereignty frame when addressing American Indian education and pivot away from the consideration of American Indians as part of a racial frame. American Indians are legally unique. The sovereignty frame takes into account first the body of Federal and State laws that establish AI students as members of self-governing tribes.

IMPLICATIONS OF THE SHIFT TO A SOVEREIGNTY FRAME:

- 1) That a college must acknowledge its historical relationship to the land that it occupies.
- 2) That a college should form executive-level MOU's with local tribes to establish reciprocal relationships and unique services for citizens of those nations.
- 3) That a college should create the administrative capacity to establish and maintain relationships with the tribes represented by its American Indian students.
- 4) That a college should build-out support systems for citizens of tribal nations that take into account Federal and State Indian law; historic discrimination against citizens of tribal nations based on tribal status; K-12 Indian Education, Tribal TANF, Native American Health Centers, the Indian Child Welfare Act, the Native American Graves Protection and Repatriation Act, and the Native American Religious Freedom Act.
- 5) That a college should systematically and in broad strokes employ a sovereignty frame, and that this may inform and enrich instruction, operations, construction, planning, and hiring.

Recommendations include:

The Campus

🔗 A continued dedicated physical space

- 🔗 Permanent coordination and permanent staffing for the Native student support program
 - 🔗 An operating budget
 - 🔗 Aid navigating through first-in-college informational barriers
 - 🔗 Pathways support
 - 🔗 Tribal scholarship facilitation
 - 🔗 Dedicated counseling
 - 🔗 Direct aid: textbook library, Chromebooks for checkout, food resources, housing partnerships
 - 🔗 Campus and community role models and mentors
 - 🔗 Peer group support through Native Peer Advisors Corps
 - 🔗 Motivational events anchored in American Indian cultural practices
 - 🔗 The continuation of the land statement practice
 - 🔗 Creation of a roster of validated, community-approved consultants to provide individual and small group training to ARC employees in the areas of American Indian cultural awareness
- The Classroom
- 🔗 ARC teachers and counselors trained in cultural awareness regarding Native Americans as well as microaggression avoidance
 - 🔗 ARC teachers and counselors trained in "warm demanding" and "proximal development" (Hammond)
 - 🔗 Practitioner development in trauma awareness and trauma-informed approaches to interactions
- The Self
- 🔗 Mental and physical health services provided by partnership with the Sacramento Native American Health Center
 - 🔗 Healthy families workshops
 - 🔗 Sobriety and addiction support
- The Community
- 🔗 Outreach and collaboration with local Indian Education K-12 programs
 - 🔗 Collaboration with Native student support programs at CSU and UC
 - 🔗 Meaningful, formal partnerships with regional California tribal nations
 - 🔗 Participation in the Sacramento Native American Higher Education Collaborative
 - 🔗 Communication on a case-by-case basis with the specific tribes
 - 🔗 Statewide visibility and articulation with other American Indian associations
- The DI Teams collaborated with the Research Department to create culturally responsive student surveys for each affinity group.
 - The surveys were distributed and the return rate for all groups was high enough for the results to be statistically significant. The return rate among Native American students was particularly high.
 - The DI student survey compliments the Campus Climate Survey. It seeks information not gathered through Campus Climate. In the survey, students were asked to provide information about their experiences, which required vulnerability on their parts.
 - All three DI Teams commended Kay Lo for her work in the initial analysis of the survey results; however, all three Teams also caution the college that the results are incomplete. A wealth of data from the surveys exists but has not been analyzed. Considering the resources spent on the survey to this point, the time and vulnerability required of students who took the survey, and the potential meaning in the large amount of information that has not been analyzed, the Team Leads feel it would be an injustice not to complete the analysis.
 - All three DI Teams strongly recommend that the college dedicate resources to completing an analysis of the survey data and publishing it.

Disproportionate Impact - API Project Initiation	Frank Kobayashi	The first draft of the Disproportionate Impact - API Project Initiation was shared and discussed. Feedback from the API community was requested.
Disproportionate Impact - LGBTQ+ Project Initiation	Frank Kobayashi	The first draft of the Disproportionate Impact - LGBTQ+ Project Initiation was shared and discussed. Feedback from the LGBTQ+ communication was requested.

ITEMS FOR FUTURE CONSIDERATION:	
Topic	Contact Person