

Student Success Council

Meeting Notes

NAME OF COUNCIL/TEAM: Student Success Council

OBJECTIVE OF MEETING: To review and further student success agenda items and support for institutional work

<p>DATE: 05/05/2020 TIME: 1:00pm - 3:00pm</p>	<p>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:</p>
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FACILITATOR(S): Frank Kobayashi & Pam Chao

TIMEKEEPER:

ASSISTANT: Frank Kobayashi & Pam Chao

MEMBERS PRESENT: Rod Agbunag, Susan Andre, Raquel Arata, Pam Chao, Ramses Galves, Adam Karp, Frank Kobayashi, Jennifer Laflam, Jeff Stephenson, 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	<p>Team plan for virtual HB 6 Virtual Homebases to be implemented in fall Physical postponed for time being Staffing for HB with 6 SPAs Jeff is coordinating with Koue HB Implementation Team will send email with 3 minute video that includes video with Jen, Jeff Frank from SSC Blooper reel available Video reframes HB in a way that we hope will resonate with campus</p> <p>Fall HB will include base level support coordination and pathways communities Program collaboration (turnkey programs that fit well with virtual world) are tie ins that can move forward in fall Useful documents that describe services in virtual homebase will be provided to Beaver Bites when edited Counseling will be discussing their role this week Teaching faculty will be brought into HB in spring 21 Timeline restructured for lived on ground reality Work out virtual HB with base level support coordination</p>

ACTION ITEMS:

Question	Person(s) Responsible	Notes and Decision(s)	Next Steps
		<p>Jesus began with highlighting the importance of the historical record and our obligations to the local tribes. Details are found in the Native American DI Report.</p> <p>A. Sovereignty traces back to the nation to nation and treating forming relationships between native and non native. Native tribes are sovereign nations who experience self-regulation. The U.S. treats Native tribes as sovereign dependent.</p> <p>B. Colonization and Occupied lands Native peoples are resilient and adaptive but feel the colonization daily. There is a pressure to assimilate, K-12 education curriculum glorifies institutions that colonize and attack the minds and spirit of Native children, and these processes are traumatic. "Colonization is both a moment and a lengthy process; it is direct genocide as well as a genocide of the mind and spirit. The end point is the attempted erasure of indigenous people from the hemisphere, and if not the physical erasure, then the erasure of Native identity and sense of community."</p> <p>C. History Affects Our Students 1. Native Americans are homeless and landless in our own lands via Mexican Gov't and then the U.S. The first acts in CA were to allow miners to enslave and make Native peoples and children to work on gold claims. The ARC Mining display was a tribute to enslavement of Native People—removal was significant. Our ARC students had relatives who were hunted</p>	

Disproportionate Impact Report Second Reading	Derrick Booth, Cathy Arellano, Kim Herrell, Jesus Valle	<p>and enslaved. Federal policies, historical and present, affect ARC students.</p> <p>General: Can you speak to your report as to how it impacts students as we have gone remote?</p> <p>African American DI Team: Impacts our students—already a lack of access—being remote amplifies that—gap may be widened How do we provide services to a community? How do we work remotely when sometimes there is one computer per family?</p> <p>LatinX Di Team: Devastating—Some students didn't have computers, some have computers but don't have printers, need printers at school. Need wifi access. Students struggling to work. Not always easy to be hired. One student had to go to Nevada to work. Tech savviness challenging. How to access.</p> <p>Native American DI Team: We set up FB group and have Sunday morning Check-Ins etc We have banded together throughout the district , including inspirational material, Students are coming out to interact virtually Some "I'm in crisis and trauma" and others "I got this" with resilience Culturally being in pandemic—our communities have dealt with this and generational knowledge is coming on through. Ancestors backwards and ancestors forward... Being on Creators Time—Guiding people with needs on table—heart space and spirit space to know you'll be ok Spirit alive—guest speakers from tribes</p> <p>African American DI Team: Many of our recommendations do not require a great deal of investment upfront...many are already in place and just need to refocus or a shift resources. Having contacts are very important. There are people in place in important student service departments who are supportive already. For example: · Outreach · Umoja support classes · Financial aid supportive people Much we can leverage now even remote—can implement Right now, we are asking how can we possibly use the resources we already have?</p> <p>SSC question: What happens with the process?</p> <p>Frank's response: Move on to ELT for first and second reading Resource Allocation for operationalizing similar to other reports that have been operationalized by the college Additional requests from group has been shared with Pres Green and exec staff will be the one to direct research to do additional analysis Pres Green has heard the requests around data analysis and understands how to implement it</p>	All thumbs up
Disproportionate Impact - API Project Initiation Second Reading	Frank Kobayashi	PRISE has until May 18 to make edits for the May 19 meeting	All thumbs up
Disproportionate Impact - LGBTQ+ Project Initiation Second Reading	Frank Kobayashi	Reviewed Emilie Mitchell and Alejandra Garcia's changes to the initiation document	All thumbs up

DISCUSSION ITEMS:

Question	Person(s) Responsible	Notes and Next Steps
		<p>Working on dual enrollment for 5 or 6 years. We started with CTE faculty wanting to get back into classrooms Began with Twin Rivers and Reached out to Natomas and to San Juan Unified Twin Rivers came to us with online dual enrollment—started off with 1 section and now we have 12 sections Our faculty teach classes online and have students from a variety of high schools in Twin Rivers who go to a lab staffed by a credentialed high school teacher who supports the students taking the course. Success rates 85-89% % and we think we have a model we can scale. 1,000 students locally fall 20 and can expand to 4,000 over next few years 1. Meet needs of local communities</p>

Dual Enrollment	Frank Kobayashi	<p>2. Being able to offer college classes to students who may not be thinking of going to college</p> <p>3. Seamless pathway into ARC</p> <p>Dual Enrollment Discussion: What kind of access and support if high schools are closed?</p> <ol style="list-style-type: none"> 1. San Juan and Twin Rivers distributed large numbers of laptops 2. Wifi Access—hot spots distributed—and wifi rt buses parked in neighborhoods that need wifi 3. High school teachers are completing paperwork to be added as an IA so ARC Canvas is being utilized for support by credentialed high school teacher 4. Williams Act requires high schools provide books to students <p>Kate Jaques, Marsha Reske, and Raquel Arata meet with dual enrollment partners every two weeks Question to answer for dual enrollment —what to do with textbooks next year if we are remote in fall?</p> <p>Jeff Stephenson and Tamara Armstrong at District also looking at laptops Also looking at purchasing more hotspots for students to check out</p> <p>LRCCD discussion of how students may access college wifi—using what we are already paying for? Sac City running pilot project of feasibility of leveraging the wifi on campus</p> <p>District convened a Digital Equity Workgroup Working with district IT and Research to determine where the digital needs and gaps are</p>
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ITEMS FOR FUTURE CONSIDERATION:

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