

# Student Success Council

## Meeting Notes

<b>NAME OF COUNCIL/TEAM:</b> Student Success Council			
<b>OBJECTIVE OF MEETING:</b> Discuss DI-LGBTQIA+ and DI-API Project team reports			
<b>DATE:</b> 04/06/2021 <b>TIME:</b> 1:00pm		<b>LOCATION/ROOM #:</b> https://cccconfer.zoom.us/j/94694923037 <b>CALL-IN NUMBER:</b> +1 669 900 6833 <b>CALL-IN CODE:</b> 946 9492 3037	
<b>FACILITATOR(S):</b> Frank Kobayashi, Sarah Lehmann			
<b>TIMEKEEPER:</b>			
<b>ASSISTANT:</b> Beth Madigan			
<b>MEMBERS PRESENT:</b> Roderic Agbunag, Nimo Ali, Sharon Gott, Carina Hoffpauir, Adam Karp, Frank Kobayashi, Sarah Lehmann, Adam Windham, Vicki Alonso, Susan Andre, Raquel Arata, Pamela Chao, Jennifer Laflam, Beth Madigan, Jeff Stephenson,			
<b>SUPPORTING RESOURCES (ITEMS READ IN PREPARATION FOR AND/OR BROUGHT TO MEETING):</b>			
Attached			
<b>UPDATES AND BRIEF REPORTS:</b>			
<b>Topic</b>	<b>Person(s) Responsible</b>	<b>Notes</b>	
Check in: what is something fun you did over the weekend (or over Spring break for those who took time off last week?)	Sarah Lehmann	Check in completed.	
Update from forms/process workgroup. Question for all council members: What form or process at the College do you most wish were easier for students or employees to complete?	Sarah Lehmann	Interim VPA is lead for the new Forms & Process Group which met for the first time to discuss scope of work and strategy. Members to submit a list of forms and/or processes for the Lead to compile. Next meeting, members will rank and prioritize this list.  Additional forms suggested by Student Success Council members included: Travel Authorization Form, Non-Employee Access (NEA) form, counseling forms, Professional Development Leave forms, Late/Add Petitions, Purchasing forms, and Pass/No Pass/Major Change forms.	
<b>ACTION ITEMS:</b>			
<b>Question</b>	<b>Person(s) Responsible</b>	<b>Notes and Decision(s)</b>	<b>Next Steps</b>
Are there any suggestions for changes to the notes from the previous meeting?	Sarah Lehmann	0	Consensus to approve Notes from previous meeting with no changes.
DI-LGBTQIA+ Project Team Report: Second Reading. Does the committee have any questions or comment on the report?	Frank Kobayashi & Sarah Lehmann	Team Chair Roger Davidson provided the second reading of the DI-LGBTQIA+ Project Team Report to the Student Success Council members which is the sponsor of this Team.  The second reading included a section inadvertently left out and added changes and missing references, but no substantial differences were noted.  Answers to questions from Council Members included: 1) 70% of those represented in the survey are people of color, 2) the Report will be used to determine which implementation teams will kick off with funding; and 3) intention to have Report serve as a foundation document or communication starter for possible District implementation.  Team Notes: currently, there is no District oversight for PRIDE Centers, so ARC's PRIDE Center is now coordinating all campuses (eg: Spectrum Employee Group) with no advocacy for liaisons.  Next Steps: Once the sponsor Council approves moving the Report forward, it will go to the Executive Leadership Team (ELT) to prioritize implementation teams.	

		ACTION ITEM: Consensus among Members to move Report to ELT for review.	
DISCUSSION ITEMS:			
Question	Person(s) Responsible	Notes and Next Steps	
DI-API Project Team Report: First Reading. Does the committee have any feedback, questions, or comments on the report? Team co-leads, Neue Leung and Raquel Arata, will share highlights from the report and answer questions.	Frank Kobayashi & Sarah Lehmann	<p>Guest Neue Leung and Member Raquel Arata are co-chairs of the DI-API Project Team presenting the first reading of the DI-API Project Team Report. A Power Point presentation covered the components of the Report, including: 1) analysis of disproportionate impact among Asian Pacific Islanders (API) students; 2) theoretical framework; 3) literature review; 4) Student Experience Survey (SES); 5) student focus group interviews; 6) high impact practices; and 7) recommendations. The SES had a 9% return which is considered a high return showing that API students are more likely to have success in the classroom and be employed working at least 3 hours per week. Other observations recorded ratings of a sense of belonging, cultural relevance, API role models, designated space to gather and ways to reach these students in times of crises.</p> <p>Some AANAPISI high impact practices from around the nation included: 1) ARC's Pacific Islander/Southeast Asian American Resilience Integrity &amp; Self-Determination through Education or PRISE Program focuses on academic and social gatherings, dedicated counselors and mentors, and culturally relevant curriculum; 2) Sacramento State University's "Full Circle Project" focuses on learning community style ethnic studies for API students, a Leadership Institute promoting community service, and career guidance; and 3) North Seattle Community College Peer Navigation Program focusing on peer navigators in a one-stop shop concept (similar to ARC's HomeBases) and workforce and career development.</p> <p>Recommendations for implementation: 1) support practices of "disaggregating data,,"; 2) building on promising best practices; 3) providing culturally relevant instruction; 4) increasing outreach and support strategies; 5) doing more research; and 6) increasing API representation and role models by forming an API-focus group to support recruitment and retention.</p> <p>Team Notes: 1) due to a surge of anti-Asian American sentiment and hate crimes, the Team will add either a section or preface to the Report; 2) surveys and research just scratched the surface of these issues requiring more focus groups, broader community input, and real time studies versus using retrospective studies; and 3) a desire to continue this work and to keep the conversation going.</p> <p>Second reading of the API Report at the next meeting of the Student Success Council which is the sponsor of this Team.</p>	
ITEMS FOR FUTURE CONSIDERATION:			
Topic		Contact Person	
DI-API Project Team Report - second reading at next meeting			