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Student Equity Plan
Minutes
12:00-1:30
August 20, 2012

Attendees: Erin Vines, Peter Cammish, Cynthia Simon, Arturo Reyes, Robin Darcangelo, Karen McCord, Jocelyn Mouton, Jeff Lamb, Lily Espinoza, Renee Moore, Charlene Snow

Access

Goal to address male gap

- Increase male enrollment 1% each year

Activities

- Increase Male enrolment through marketing
- Survey high school students to see needs
- Partnership with agencies that have high male population
- Market certificates
- Feature male students who have been successful
- Improve lineage from CTE to basic skills

Goal:

30% increase in ESL enrollment

- Develop noncredit offerings
- Offer courses at the adult schools
- Capture displaced students from adult school
- Offer CTE class in non-English ???

There was a request to have SEP and Title 5 54220 emailed to group (Erin)

To do:

- Disaggregate age data by race (Peter)
- Research future demographics at the high school so we know the population to assist with setting goals. (Erin)
- Discussion that A&R is currently working to have students who identified themselves as “other” choose a race/ethnicity. (Erin)
- Discussion of how we should address funding. Suggested to use current funding process and explain in report. (Erin)

- Mention County data does match SCC (Erin)
- Research options for CCAPPLY race/ethnicity data capturing. (Erin)

Minutes
August 27, 2012
12:00-1:30
Room 446

In attendance: Erin Vines, Marcie McDaniels, Peter Cammish, Cynthia Cimon, Arturo Reyes, Robin Darcangelo, Karen McCord, Jocelyn Mouton, Jeff Lamb, Renee Moore, Maire Morinec

Access

ESL

1. Update website and phone greeting to communicate with Spanish speakers

Age

Basic Skills Completion

Goals

1. What are successful groups doing A, W
2. Identify top three barriers to African American, Hispanic and Hawaiian student success and share with campus community
3. Identify successful pathways

Activities

1. Examine successful students, time of day taking classes, identify instructors that have success with African American and Hispanic students, success in following class, resources students used in success
2. Increase evening and weekend tutoring
3. Each semester offer faculty training for cultural competency, hidden biases and multi-cultural pedagogy (possibly BSI funding, during flex cal,).
4. Focus groups for students to get feedback on learning experience at SCC
5. Faculty and staff focus groups

Gender

Goals

1. Identify successful pathways
2. Identify top three barriers for male students

Activities

1. Focus groups

ESL

1. Explore what ESL students are doing to be successful in math
2. Explore background of students to understand what is contributing to their success

DSP

Goal

1. Support what is contributing to the improvement in math success

Activities

1. Explore what DSP students have done to improve success in math
2. Focus groups

Things to do:

Send updated SEP to all

County data compared to SCC data

Find out what % of population is typically DSP

Ask DSP about numbers decrease in Fall 2011

Ask DSP to look at data

Find out when we have tutoring available

Can we see what instructors are successful with DSP students

Talk to Candace and Angela regarding goals and activities for DSP students BS English

Are DSP students using tutoring?

Student Equity Plan
Minutes
August 29, 2012
446

In Attendance: Erin Vines, Marcie McDaniels, Susanna Gunther, Peter Cammish, Cynthia Simon, Arturo Reyes, Robin Darcangelo, Karen McCord, Jocelyn Mouton, Jeff Lamb, Renee Moore

ACCESS

Goals:

1. Increase Latino student enrollment to reflect County population
2. Increase male enrollment 1% each year to reach 50%
3. Increase ESL enrollment 30%
4. Collect and review institutional data on disabled students enrolled at Solano Community College. Identify and correct any access barriers.

Activities

Goal 1: Increase Latino student enrollment

1. Offer CTE class in Spanish
2. Update website and phone greeting to communicate with Spanish speakers
3. Develop vocational basic skills classes

Goal 2: Increase male enrollment 1% each year

1. Increase Male enrolment through marketing
2. Survey high school students to understand needs of male students
3. Partnership with agencies that have high male population
4. Market certificates that have high male interest
5. Feature male students who have been successful
6. Improve linkage from CTE to basic skills
7. Identify successful pathways
8. Identify top three barriers for male students
9. Focus groups consisting of male students to gain insight

Goal 3: Increase ESL enrollment

1. Offer ESL courses at the adult schools and throughout the community
2. Develop noncredit ESL offerings
3. Capture displaced ESL students from adult school

BASIC SKILLS

Goals

1. Improve African American, Latino and Hawaiian student success rates.
2. Sustain ESL success in math
3. To increase basic skills success rates for male students.
4. Improve DSP success rate in English and math

Activities

Goal 1:

1. Identify top three barriers to African American, Hispanic and Hawaiian student success and share with campus community
2. Identify instructors that have success with African American, Latino and Hawaiian students, measured by success in the proceeding class.
3. Examine successful student habits, time of day taking classes, resources students used in success
4. Increase evening and weekend tutoring
5. Each semester offer faculty training for cultural competency, hidden biases and multi-cultural pedagogy (possibly BSI funding, during flex cal,).
6. Focus groups consisting of students to gain feedback on learning experience at SCC
5. Faculty and staff focus groups
6. Identify successful pathways
7. Tack and monitor impact of current programs such as African American Male Scholars, Puente, First Year Experience, Umoja and Harambee

Goal 2:

1. Explore what is contributing to ESL students success in math
2. Explore characteristics of ESL students' background to understand what is contributing to their success

Goal 3:

1. Track and monitor impact of current programs such as African American Male Scholars, Puente, First Year Experience, Umoja and Harambee

Goal 4:

1. Explore what DSP students have done to improve success in math
2. Focus groups to make certain DSP needs are being met

Retention:

Goal 1:

1. To increase retention in the Spring Semester
2. Gender Retention – Increase male student retention
3. To improve DSP Retention

Activity:

1. Identify students who have GPA's less than 2.0 and invite to an Academic Intervention (Success Workshop) (Online Financial Advising (SAP))
2. Exit Interviews, Surveys and Focus Groups – Develop strategies to address the obstacles for retention, Retention Fair
3. Send students a letter to meet with the designated school official to discuss academic options
4. Support program that are designed to increase male student success. Including: AA Male Scholars, Harambee
5. DSP Faculty and Staff will collaborate with appropriate discipline instructors to increase success for DSP students.

Student Equity Plan
September 4, 2012
12:00-1:30
Minutes 603

Attendees: Erin Vines, Marcie McDaniels, Susanna Gunther, Peter Cammish, Cynthia Simon, Robin Darcangelo, Melissa Reeve, Diane White, Jeff Lamb, Marie Morinec

- Continued work on goals and activities
- There was further discussion on data gathered and explanation of the data

Basic Skills

Goals

1. Increase proportion of minority students completing basic skills sequences early

Activities

1. Faculty and staff focus groups
2. Identify successful pathways
3. Tack and monitor impact of current programs such as African American Male Scholars, Puente, First Year Experience, Umoja and Harambee

AWARDS

GOALS

1. Increase overall degree and certificate completions in all categories
2. Increase proportion of African American and Hispanic students attaining Associates degrees

Activities

1. Educate students early and often on choices available for awards
2. Implement Degree Works
3. Utilize counseling and faculty to recommend programs that have helped African American and Hispanic students complete basic skills sequences

Link to [E5.5: [Draft of the 2012 Student Equity Plan](#)]

Solano College BSI Committee Proposal Form

Date this form is filled out:

April 5, 2011

For Budget Year: 2011-20

Strategy Title: Student Equity

Name of Person Proposing	Lead Person's Name	Lead Person's Phone	Lead Person's email	Component (see Legend)
Susanna Crawford	Susanna Crawford	4614	Susanna.crawford@solano.edu	A

Legend (Component to which the lead person(s) belong): **A** = Academic Affairs, **B** = Admin & Business Services; **H** = Human Resources; **P** = President's Office; **S** = Student Services, **T** = Technology & Learning Resources

List units/departments that will be involved:

Academic and Student Affairs

Use the expanding table below to fill in detailed information about this strategy:

STRATEGY'S RATIONALE: (Explain in detail why your proposal is needed.)

Analyzing institutional data on student success from an equity outcome lens (Please see attached data), it is clear that Solano Community College is in need of a strategic approach to address the inequities that underrepresented students are experiencing. Considering the wide range of academic levels and racial-cultural backgrounds of our students, it is necessary to provide our institution with the professional development that will give us the tools necessary to serve our community.

STRATEGY'S DESCRIPTION (Specify in detail how and what you will accomplish.):

The BSI Committee and other faculty and administrators will engage in an action inquiry with Center for Urban Success CUE to address the equity gaps that our institution is experiencing. The tools that CUE researchers develop to facilitate action inquiry for equity take the form of various self-assessment inventories (SAIs) and data investigation protocols. These include the Equity Scorecard, the Benchmarking Equity and Student Success Tool (BESST), the Transfer Access Self-Assessment Inventory, the Equity-Based Assessment Toolkit, the Organizational Learning Inventory (OLI), and the Interactive Learning Module (ILM). The SAIs are tools to assist the learning, "equity-mindedness," and professional development of college administrators and faculty members in ways that enhance college capacity to achieve equitable and uniformly high student learning outcomes. The tools support data-informed decision making to turn data into actionable knowledge.

Below are three tools to illustrate CUE's expertise in facilitating organizational learning and change for equity. The most developed and extensively utilized of CUE's tools is the Equity Scorecard¹, which is based on the Balanced Scorecard model from the business world. It has been used by over forty two- and four-year colleges and universities in six states to promote organizational learning about equity on their campuses. The **Equity Scorecard** focuses on promoting equitable student outcomes among racial-ethnic groups by having inquiry teams examine disaggregated student outcomes data to learn about the nature and extent of racial-ethnic student outcome inequities from four Perspectives; these are Academic Pathways, Persistence, Transfer Readiness, and Excellence.

The **Transfer Access SAI**² focuses on the resources, practices, and policies that promote transfer from community colleges to colleges and universities. It was first developed through a national case study of the practices and policies of "best practice pairs"³ of community and elite colleges that promote

¹ The development of the Equity Scorecard instrument, processes, and projects has been funded by the Chancellor's Office of the California Community College system, Ford Foundation, Irvine Foundation, Lumina Foundation for Education, and the University of Wisconsin Board of Regents.

² The development of the Transfer Access Self-Assessment Inventory was supported by funding from the Jack Kent Cooke Foundation, Lumina Foundation for Education, the Nellie Mae Education Foundation, and the William and Flora Hewlett Foundation.

³ The case study colleges were selected as exemplars—institutions whose promising practices deserved attention as models for potential dissemination—through a document review and statistical analysis showing they enrolled higher numbers of transfers than peer institutions with similar enrollment characteristics.

transfer to highly selective institutions. A subsequent single institution action research project, in which administrators, faculty, and counselors at a community college pilot tested a revised inventory led to a new Transfer Access SAI designed to assess transfer to all types of four-year institutions (not only those that are highly selective).

Through the California Benchmarking Project, CUE researchers developed the **Benchmarking Equity and Student Success Toolkit (BESST)**⁴. A central objective of the California Benchmarking Project was to build institutional commitment to addressing the problem of poor retention and student success, especially for underrepresented students of color, within the basic skills curriculum. To build this commitment, equity-based assessment processes and tools were developed by CUE to help uncover and investigate issues that cause inequities in basic skills and to contextualize potential solutions to address those problems. The BESST, a performance benchmarking tool, was developed to guide practitioners in an examination of their college data (successful course completion rates, persistence rates, and entering student cohort migration rates from basic skills classes to transfer classes, disaggregated by race and ethnicity) and a process of goal setting in the long-term and short-term equity.

A wide variety of assessment activities are undertaken regularly on college campuses as part of institutional self-study, accreditation, and accountability initiatives. The SAIs are distinguished by their emphasis on the development of practitioner knowledge and by their multi-faceted treatment of the educational problems that must be understood through assessment activities. The SAIs have different focal points, and can be adapted for use by higher education system leaders,⁵ but collectively they are intended to increase capacity among college leaders and practitioners to observe the material, social, and organizational conditions of their educational practice.

A Social Learning Theory of Professional Development

The primary method for increasing the capacity of colleges to carry out action inquiry for equity is by convening practitioners from different functional areas (faculty and administrators) to engage in collaborative assessment activities. The assessment inventories are designed to provide a productive structure for these groups, which are referred to as “evidence or “inquiry” teams, in keeping with the goal of developing a “culture of inquiry” to promote student success. The members of the teams are viewed as providing institutional leadership and as developing their leadership capacity through teamwork.

Many theories, studies, and interventions of racial-ethnic gaps in student outcomes focus on the ability of students to negotiate the opportunities and barriers of higher education.⁶ CUE’s focus is on studying practice settings to understand how practitioners’ knowledge, beliefs, and expertise impact student experiences and outcomes. In effect, rather than targeting interventions at remediating student deficits, CUE’s intent is “re-mediating” the institutional and professional practices of higher education to serve previously underserved student groups effectively. The necessity of this approach is supported by socio-cultural studies of learning.⁷ Routine professional practices are viewed as opportunities for

⁴ The development of the BESST was supported by funding from the William and Flora Hewlett Foundation and the Ford Foundation.

⁵ The Wisconsin Transfer Equity Study, funded by the Ford Foundation, provides a successful example of system-level use of CUE’s SAIs.

⁶ Estela Bensimon’s presidential address to the Association for the Study of Higher Education elaborates extensively on this point.

⁷ A wonderfully engaging book provides an introduction to this approach for interested readers: Tharp, R. G., & Gallimore, R. (1988). *Rousing minds to life: teaching and learning in social context*. New York: Cambridge University Press. Recent journal article provides in-depth discussions: Ogawa, R., Crain, R., Loomis, M., & Ball, T. (2008). CHAT-IT: Toward conceptualizing learning in the context of formal organizations. *Educational Researcher*, 37(2), 83-95 and Roth, W.-M., & Updated 3/18/09

Solano College BSI Committee Proposal Form

professional development and the acquisition of adaptive expertise, which is the form of expertise needed to respond expertly in instructional and administrative settings to diverse students with diverse needs.

Racial-ethnic inequities often seem natural, overwhelming, or the responsibility of other individuals or institutions. Existing postsecondary assessment instruments typically do not pay substantive attention to issues of race, ethnicity, or equity, which contributes to a “color blindness” that impedes progress towards equity. In creating assessment tools and processes for use by practitioners engaged in action inquiry, CUE researchers develop new cultural artifacts that aim to normalize equity as a postsecondary practice and goal.

In the Equity Scorecard process, student success in college is framed as an institutional responsibility that requires *race-conscious* expertise. The centrality of race-conscious practitioner expertise distinguishes The Equity Scorecard process from the more familiar models of student success. Prevailing models of student success are based on socio-psychological behavioral theories of student development, integration, and engagement. Typically academic success is described and assessed as behaviors, attitudes, and aspirations that represent how college students, ideally, ought to be. The normative model of academic success focuses on student self-motivation and the amount of effort he or she willingly invests into the academic activities that signify he or she is taking the identity of college student.

Practitioners and scholars typically respond to evidence of low rates of college completion by asking questions that focus attention on the student: *Are these students academically integrated? Do these students exhibit such and such behavioral patterns? Do these students exert effort? How does the effort of these students compare to the effort of such and such group? Do these students have social capital? How do the aspirations of high-performing students compare to low-performers? Are they engaged? Are they involved? Are they motivated? Are they prepared?*

A premise of the Equity Scorecard process is that questions like the ones above reflect a normative model of academic success. That is, academic success is associated with the experiences, behaviors, and values of the full-time, traditional college-age student. When we come across students who are not engaged or involved; or who don't take advantage of support resources; or who rarely ask questions or seek help we judge them as deficient and in need of compensatory interventions. These students often acquire the “at-risk” label.

CUE is supportive of the theory of student success that focuses on the knowledge and behaviors of practitioners and institutions rather than on the knowledge and behaviors of students. Instead of speaking about the racial achievement gap the focus is on the knowledge and cultural gap that undercut practitioners' capacity to be responsive to the students they *get*, rather than the ones they might *wish* for.

CUE works with practitioners to address the logic underlying the notion of at-risk students goes something like this: “If students are not doing well it must be because they are not... exerting the effort...seeking help...motivated...; or because they are working too many hours...unprepared for college...disengaged...” Regardless of their accuracy, these explanations are not helpful. They are harmful to all students, but most particularly to students of color as they often, albeit unconsciously, reinforce stereotypical judgments of race-based deficits. The reasoning derived from normative expectations of academic success, when applied to minoritized populations, is defeatist in that patterns

Solano College BSI Committee Proposal Form

of racial inequity seem inevitable and self-fulfilling, and leaves little hope for practitioner agency. And it is also unproductive because a focus on the deficits of students discourages practitioners' deeper reflection about the failure of institutional practices (including structures, leadership, culture, policies) to produce success for particular racial and ethnic groups.

ASSESSMENT OF RESULTS (Specify in detail how and when you will assess your results. Assessment of results is a requirement for continued BSI funding. If funding was used from BSI previously, then it is necessary to include detailed assessment information related to existing results.):

There will be ongoing assessments after each workshop.

LINKAGE TO STRATEGIC OBJECTIVE(S), EFFECTIVE PRACTICE AND STRATEGIES, EDUCATION MASTER PLAN GOALS, and/or STUDENT EQUITY PLAN GOALS:

Effective Practice and Strategies Linkage: (See List Below or refer to ccbsi.org for more details.)

Student Equity Plan Goal Linkage:

Course Completion Goals:

- 1) Increase the course completion rate for all Solano Community College students, especially African American, Latino, Native American, and disabled students.
- 2) Increase the course completion of students enrolled in basic skills courses

ESL & Basic Skills Goals:

- 1) Improve the success rate of African American students in pre-college English courses by a minimum of 6% per year through 2008-09.
- 2) Improve the success rate of African American students in ENGL 1 by a minimum of 2-3% per year through 2008-2009.
- 3) Improve the success rate of African American and Latino students in Math, particularly in spring semester, by at least 2-3% per year through 2008-09.

Degree and Certificate Completion Goals:

- 1) Increase the percentage of Latino students earning degrees from 8.1% to 13.1% by 2008-09. Increase 1% each year.
- 2) Increase the percentage of Latino students earning certificates from 3.8 to 8.8% by 2008-09. Increase by 1% each year.

Transfer Goals:

- 1) Increase transfer rate of all ethnic groups to match Solano county demographics using CCCCCO definition of transfer.

Educational Master Plan Goal Linkage:

Core Four:

- **Mission**

Quality teaching, effective transfer preparation and Services that are responsive to the needs of our students

- **Vision**

Leader in education and transforming students lives

- **Core Values**

Integrity, Mutual respect, Collaboration, Innovation, Accountability and student well being

Solano College BSI Committee Proposal Form

Addresses Strategic goal 1 and 2

List of Effective Practices and Strategies from BSI: (Please refer to the other attachment or cccbsi.org to include sub categories.)

A: Organizational/Administrative Practices

C: Faculty and Staff Development

D: Instructional Practices

FISCAL IMPACT :

No, budget & staffing resources are already built in.

Yes, BSI funding is required to implement strategy. One-time = x On-going =

Yes, other funding sources besides BSI funds are needed. One-time = On-going =

If other funding sources are available, please specify:

Solano College BSI Committee Proposal Form

ITEMIZED BUDGET: (Please fill out the following table as it applies to all BSI funding requested. Do not include funding from any other source. Please break down the funding in the last column so that each item only refers to ONE category. This may mean dividing the expenditure into portions or sub-categories in some cases, but is necessary so that this information can be accurately submitted to the Chancellor's Office.)

EXPENDITURE ITEM(S):	EXPECTED BSI EXPENDITURE	EFFECTIVE PRACTICE(S): (Refer to cccbsi.org or the list from page 1. List letter(s) A, B, C, and/or D)	CATEGORY: (Refer to the list below. List letter A, B, C, D, E, F, or G. Only list ONE of these categories, please! If the expenditure is distributed among more than one of these categories, then please create more than one row for this expenditure so that accurate figures can be sent to the Chancellor's office related to how much will be spent in each category.)
CONTRACT WITH CUE	\$80,000	A,C,D	G
	\$		
	\$		
	\$		
	\$		
	\$		
	\$		
	\$		
	\$		
	\$		
	\$		
	\$		
	\$		

List of BSI Expenditure Categories:

A: Program and Curriculum Planning and Development

E: Articulation

B: Student Assessment

F: Instructional Materials and Equipment

C: Advisement and Counseling Services
skills, ESL I

G: Other purpose directly related to the enhancement of basic
instruction, and related student programs

D: Supplemental

FALL 2011 STAFF DEVELOPMENT FLEX CAL ACTIVITIES

August 15 & 16 (*required days*)
and
August 12 and November 21, 22(*optional days*)



Solano Community College

Human Resources Department
4000 Suisun Valley Road
Fairfield, CA 94534-3197
(707) 864-7128
<http://www.solano.edu>

**Reservations required for workshops indicating RSVP,
otherwise workshops are first come, first served.**

Faculty Participation - Full-time faculty are required to attend four campus in-service days and contract for the remaining six days in either optional workshops or individually planned activities. Adjunct faculty may participate in on- and off-campus in-service activities with approval of immediate supervisor for the number of hours equal to their weekly assigned hours for the semester and will be reimbursed for their participation at their hourly rate of pay.

Staff Participation - Classified and management staff are strongly encouraged to attend flex workshops and staff development activities. Released time should be arranged with their immediate supervisor.

Small Group/Individual Projects/Student Info Tables - Prior approval from division Dean is necessary for this option. Faculty may use up to six optional flex cal hours per day on optional days to work on curricular activities.

**FRIDAY,
August 12, 2011
(Optional Day)**

9:00 a.m. – 12 noon (3 hours optional flex credit)

Academic Senate Meeting

Building 600, Room 626 (*Limited to 60 participants*)

9:00 a.m.-12 p.m. (3 hours optional flex credit)

Practical Self-Defense (*Limited to 30 participants*)

Reservations required!! Call HR x-7169.

Vallejo Center Multipurpose Room

Jimmy Tanaka, PE Instructor

Enjoy this activity designed for the personal safety and welfare of the faculty and staff while on and off campus from a former martial arts instructor to the Green Beret Instructors, Army Ranger Instructors, USAF Academy Cadets, USAF Combat Controllers, CHP Officers, Fairfield Sheriffs, etc. Dr. Tanaka will be instructing, time permitting, the hands-on technical participatory aspects of Self Defense, i.e. Basic Falls, Body Movements, Grip Breaks, Controlling Holds, Hugging Attack Defenses, Defense against Strangles, Pistol and Knife Defenses.

Chief Steve Dawson will be a guest speaker at this event to cover the legal policies and the wisdom regarding the use of pepper spray, taser gun, hand gun, knife, etc.

Wear warm-ups (no metallic or sharp objects) and socks. This is an easy to moderate participatory activity. Be prepared to have an informative, practical and fun morning.

9:00 – 11:00 p.m. (2 hours optional flex credit)

My Solano for Faculty

Building 100, Room 103-A (*Limited to 30 participants*)

Barbara Fountain, Director of Admissions & Records

In this session you will learn how to access the functions now available for faculty. For example, you will be able to print rosters, see class information, and much more. You need to be able to login to OWA (**O**utlook **W**eb **A**ccess) to take advantage of this workshop.

12:00 noon – 1:30 p.m.

CSEA Luncheon

Reservations required!! Call HR x-7169.

Building 1400, Back half of cafeteria

Debbie Luttrell-Williams, CSEA President

11:00 a.m. – 12:30 p.m.

Avoid the Myths, Misconceptions and Mistakes of Retirement Planning (CalSTRS)

Building 600, Room 605 (*Limited to 50 participants*)

George Tarwater, Zuk Financial Group

Reservations required!!! Call HR x-7169 by 8/5/11.

- When can I retire and how much will I get?
- Should I purchase additional service credit?
- What are the new Cal STRS options and how do they impact me?
- How does Social Security affect my Cal STRS benefits?
- What are some of the advantages and disadvantages of tax deferred investments?
- Strategies designed to help maximize my retirement income stream.
- How can I take control of my financial future?
- TSA/403(b), 457, IRA, Roth or 401(k). Which works best?

A light lunch will be served.

12:30 p.m. – 2:00 p.m.

What Every Educator Needs To Know: How Much Will I Need? How Much Will I Get? Where Will It Come From? How Can I Make It Last?

Building 600, Room 605 (*Limited to 50 participants*)

George Tarwater, Zuk Financial Group

Reservations required!!! Call HR x-7169 by 8/5/11.

- Identifying and clarifying your retirement needs.
- TSA/403(b), 457, IRA, Roth or 401(K): Which option is appropriate?
- CalPERS/CalSTRS advanced planning strategies to help maximize your monthly retirement benefits.
- Managing retirement risks and implementing protective strategies.
- Developing an investment and distribution plan to help protect your nest egg, access your money, and help make your income last a lifetime.

A light lunch will be served.

1:30 p.m.-4:30 p.m. (3 hours optional flex credit)

Oh Wow! What a Cool Slide! PPT Lectures that Engage, Inform and Entertain

Building 500, Room 501 (*Limited to 30 participants*)

Janene Whitesell, Art Instructor

This workshop will cover everything you need to know about PPT lectures (and then some more). Workshop participants will receive basic training on design tips and pitfalls to PPT lectures. After a quick orientation, participants will design several slides incorporating Google images and animation. Those that have more experience with PPT will be given additional information

and coaching on advanced animation techniques and advice on the benefits/detriments of too many “bells and whistles.” During the latter half of the workshop, participants will have time to work on their own PPT lectures with assistance/advice from the workshop leader.

1:30 p.m. – 2:50 p.m. (1-1/2 hours optional flex credit)

Curriculum & CurricUNET Training for Faculty

Building 500, Room 505 (*Limited to 42 participants*)

Joe Conrad, Pei-Lin Van’t Hul, Tina Abbate, and Leslie Rota (guest speaker)

CurricUwhat? Come learn about course development and the curriculum approval process, find out how the Committee works and what it’s looking for when your course is on the agenda, and get specific information on navigating CurricUNET.

1:30 p.m. – 2:50 p.m. (1-1/2 hours optional flex credit)

MyCourse for Faculty

Building 100, Room 103-A (*Limited to 30 participants*)

Patrick Vogelpohl & Corrine Kirkbride

Come learn about MyCourse in MySolano! Faculty can upload syllabi, post announcements and other links related to their courses, and a host of other exciting things which immediately become available for students. In this session, you will add information to your Fall 2011 courses in MyCourse, so bring an electronic copy of anything you want to add.

1:30 p.m. - 2:50 p.m. (1-1/2 hours optional flex credit)

Physical Activity and Learning

Building 1700, Room 1738 (*Limited to 30 participants*)

Sally Baldwin, PE Instructor

This workshop will describe and discuss the very basic of skills: the need to be healthy and well in order to be prepared and succeed in the Basic Skills. The workshop will discuss research that confirms physical activity develops brain cells, improves test scores, as well as encourages students to stay in school. Come learn how exercise can be utilized to direct students' attention and motivation and point students towards success.

3:00 p.m. - 4:30 p.m. (1-1/2 hours optional flex credit)

Puente

Building 400, Room 446 (*Limited to 36 participants*)

6:00 p.m. - 9:00 p.m. (3 hours optional flex credit)

Adjunct/Part-time Faculty Forum

Building 1600, Rooms 1645 (*Limited to 68 participants*)

Kristie Iwamoto and Lou McDermott, SCFA Adjunct Executive Board Representatives

All adjunct faculty are invited to this forum to learn how the Solano College Faculty Association works for them, and to voice their needs and concerns regarding instruction and employment issues.

**MONDAY,
AUGUST 15, 2011**
(Required Day)

8:00 a.m. – 10:00 a.m. (2 hours optional flex credit)

Tennis Anyone?

College tennis courts

Alan Jian and George Daugavietis, Math Instructors

Enjoy this wellness activity with like-minded enthusiasts at Solano College for some recreational tennis. All ability levels are welcome. Tennis balls will be provided but please bring your own tennis racket.

8:00 a.m. – 10:20 a.m. (2.5 hours optional flex credit)

“Waiting For Superman”

Building 400, Room 444 (*Limited to 36 participants*)

Jim Dekloe, Biology Instructor

Documentary filmmaker Davis Guggenheim starts the film by saying that he started as a tremendous advocate for public education. But when it came time to choose a school for his children, he drove past his local public school to enroll them in a private school. The controversial film WAITING FOR SUPERMAN examines the “failure” of public schools. It follows a group of children as they enter the lotteries for particular charter schools whose high test scores make them desirable. The film portrays certain reformers like controversial former DC schools Chancellor Michelle Rhee in a favorable light, and portrays teachers’ unions unfavorably. Like a good Michael Moore film, this filmmaker skillfully weaves a story, but does his story stand up to scrutiny? What has he gotten right? What has he gotten dead wrong? We will view the film and engage in a lively discussion afterwards.

8:00 a.m. – 10:30 a.m. (2.5 hours optional flex credit)

Academic Senate/Ed Administrators

Building 600, Room 626 (*Limited to 60 participants*)

9:00 a.m. – 10:20 a.m. (1.5 hours optional flex credit)

Curriculum Committee Meeting

Building 500, Room 505 (*Limited to 42 participants*)

Joe Conrad, Curriculum Committee Chair

A training session for new (and current!) Curriculum Committee members. (Required for new members.) This training will get new and current members up to speed on All Things Curriculum: the role and responsibilities of the committee and its members, the processes related to curriculum development and implementation on our campus, and “best practices” that every division representative should know. CurricUNET will be discussed, but this is not a CurricUNET training session. (See Friday August 12th’s CurricUNET Training for Faculty session.)

9:00 a.m.-10:20 a.m. (1.5 hours optional flex credit)

Demystifying Student Attendance Reporting

Building 400, Room 445 (*Limited to 42 participants*)

Barbara Fountain, Director of Admissions and Records

This workshop will clarify your role in apportionment and why we in the OAR are such pains about the drop deadlines, grade and positive attendance submission, and how those things effect 320 reporting, MIS and audits.

9:00 a.m.-10:20 a.m. (1.5 hours optional flex credit)

Disaster Service Worker

Building 1600, Room 1625 (*Limited to 55 participants*)

Rachel Dwigins-Beeler, Emergency Preparedness Coordinator

Are you prepared for the types of emergencies that occur on the college campus? Do you know what the college expects you to do when an emergency occurs? The Disaster Service Worker (DSW) training answers these questions and more! The DSW training ensures all campus employees understand the critical role they play in responding to and recovering from a disaster on-campus and in surrounding communities as outlined by the DSW state program. This training helps you understand the duties that may be assigned to you for the protection of public health and safety or the preservation of lives and property as well as the liability protection that DSWs are given by the state when performing the assigned duties. This training will also discuss specific procedures for localized incidents that occur on campus and steps you can take to become personally prepared. Its time to get prepared...start now!

(1.5 hours required flex credit for morning activities)

10:30 a.m. – 10:40 a.m., Building 1200, Theater

Welcome

Janene Whitesell, Master of Ceremonies

10:40 a.m. – 11:10 a.m.

Welcome and College Update

Dr. Jowel Laguerre, Superintendent/President

Introductions of Manager of the Year, Maire Morinec and

Classified Employee of the Year, Sabrina Drake

11:10 a.m.-11:30 a.m.

Senate Report and Introductions of Distinguished Faculty (full-time and adjunct)

Thom Watkins, Academic Senate President

11:30 a.m. – 12:00 noon

Distinguished Faculty Presentations

12:00 noon – 12:25 p.m., Building 1400, Cafeteria

President's Faculty & Staff Recognition

12:20 p.m. – 1:30 p.m., Building 1400, Cafeteria

Community Lunch hosted by Staff Development & Superintendent President

(4.5 hours required flex credit for afternoon and evening activities)

1:30 p.m. – 2:50 p.m. (1-1/2 hours required flex credit)

Learning Outcomes Assessment: Closing the Loop

Location: determined by Division/Department

Tracy Schneider, LOAC, and division facilitators

Are you curious how other instructors help their students to achieve expected learning outcomes? Would you like to share your expertise and ideas for the improvement of student learning? During this bi-annual session, each faculty member will present his/her SLO assessment(s), results, and analysis to other faculty. Schools/Departments will break into segments in order for each faculty to share and discuss the implications of the individual, department, and division assessment analyses. These discussions will generate ideas for teaching as well as data and suggestions for department- and division-level planning.

3:00 p.m. – 4:50 p.m. (2 hours required flex credit) and

6:00 p.m. – 7:00 p.m. (1 hour required flex credit)

Meetings: SLOs and School Planning

School of Liberal Arts (Room 1239)

School of Sciences (Room 308)

School of Career Technical Education and Business (Room 802)

School of Human Performance and Development (Room 1746)

Counseling (Room 446)

**TUESDAY,
AUGUST 16, 2011
(Required Day)**

BASIC SKILLS MINICONFERENCE

(3 hours required flex credit for morning activities)

9:00 a.m. – 10:30 a.m.

Budget Presentation

Building 600, Room 626

Yulian Ligioso, VP, Finance & Administration

9:00 a.m. – 9:10 a.m.

Introduction for conference

Building 1200, Theater

Susanna Crawford, Basic Skills Coordinator, Solano Community College

9:10 a.m. – 10:30 a.m.

Keynote Speaker #1: Student Equity

Building 1200, Theater

Center for Urban Education

10:35 a.m. – 11:55 a.m. (Choose one of these)

1. UMOJA

Building 700, Room 704 (*Limited to 50 participants*)

Karen McCord, SCC UMOJA Coordinator

This workshop will examine the components necessary to create a supportive learning environment for underprepared students. It will also incorporate culturally relevant pedagogy and identify courses that work best together for optimum learning success. Participants will learn how a topic specific learning community can provide a foundation that will enable students to successfully matriculate through the college experience. Participants will identify and examine early warning signs and develop student centered action and early intervention plans to increase learning and retention. College and community resources will also be identified. This workshop will incorporate a diverse student panel including a re-entry student, single parent, former foster child and ex-offender who have made a successful transition to college with the support of the Umoja Learning Community.

2. Introduction to Open Educational Resources

Building 700, Room 705 (*Limited to 55 participants*)

Barbara Illowsky, De Anza CC

Did you know that college students spend, on average, approximately \$900/year on textbooks? The expense has forced students to leave their formal education. In the past few years, foundations, faculty, and students have organized to fund, develop, search for, promote, and use Open Educational Resources (OER).

In this session, participants will learn about different forms of OER, how to find and distinguish high quality OER, and how stakeholders are working together to substitute OER for costly texts. Learn how we can work together so that students can continue their education, stay in college, and achieve their goals.

3. College Completion: Why Accelerating Developmental English and Math is the Essential First Step

Building 700, Room 703 (*Limited to 59 participants*)

Katie Hern, Ed.D., English Instructor, Chabot College Director, California Acceleration Project

A pervasive problem across community colleges is the high rate of attrition in pre-collegiate sequences. The more levels students must take, the less likely they are to ever complete college English or Math. This presentation makes the case that to address this problem, colleges must shorten their developmental sequences and eliminate the many exit points where students are lost. The session will highlight a number of acceleration models, with particular focus on accelerated English and pre-Statistics classes from Chabot and Los Medanos colleges, both of which have seen significant increases in the number of

developmental students completing college-level coursework.

4. Student Equity

Building 700, Room 706 (*Limited to 40 participants*)

Center for Urban Education

12:00 noon – 1:25 p.m.

Faculty Meeting Luncheon

Building 1400, Cafeteria

Charlene Snow, SCFA President

12:00 noon – 1:25 p.m.

Speakers Luncheon

Building 1400, Faculty Staff/Dining Room

Susanna Crawford, BSI Coordinator

(3 hours required flex credit for afternoon activities)

1:30 p.m. – 2:50 p.m. **(1-1/2 hours required flex credit)**

Keynote 2 – Basic Skills Education: What have we learned?

Building 1200, Theater

Barbara Illowsky, Former BSI Program Director, DeAnza Community College

The California Community Colleges Chancellor's Office first funded the Basic Skills Initiative in 2006. It started with a literature review and then grew beyond what anyone envisioned. Has it been successful? Completely? Partly? Not at all? What, exactly, have we learned about educating students with basic skills needs? Who are these students? Have there been any successful projects to help our students move from basic skills through transfer courses? Let's find out the answers to these questions together!

3:00 p.m. – 4:20 p.m. (Choose one of these)

1. Syllabi

Building 800, room 801 (*Limited to 37 participants*)

Cleavon Smith, 3CSN North Bay Regional Coordinator

First impressions matter and our syllabus is often the tool that makes our first impression with students. The syllabus can be a lot more than just a document with schedules and rules. It can also be a manifesto to communicate our encouragement for student success, our awareness of student backgrounds and aspirations, and our philosophies informing how we feel the activities, exercises, and assignments will empower the students with opportunities to demonstrate their learning and growth over the course of the term. Please bring a copy of your current syllabus so that you can participate in this reflection activity and share with your colleagues strategies you already use to make your syllabi student-centered and your first impressions with students great.

2. The Second Chance Program

Building 800, Room 802 (*Limited to 62 participants*)
Debbie Van Sickle, Sacramento City College

3. Integrating Contextualized Teaching & Learning with Basic Skills

Building 800, Room 804 (*Limited 54 participants*)
Barbara Illowsky, Former BSI Program Director,
DeAnza Community College

This session discusses the purposes, theory and strategies of contextualized teaching and learning and how such programs can increase the retention, success and learning enjoyment of our students.

4. Effective Practices in Learning Assistance: Butte College's Center for Academic Success (CAS)

Building 800, Room 811 (*Limited to 55 participants*)

Miya Squires, Butte College, Center for Academic Success
Join us for a session to learn about the Center for Academic Success (CAS) at Butte College. Our one-stop learning center supports student success campus-wide, from basic skills and general education to career and technical programs. Current practices recognized by the statewide Basic Skills Initiative include a Reading and Writing Center, Critical Skills Workshops, and an associated .5-unit Critical Skills Study Hour course. Butte's CAS staff have presented at statewide conferences in support of developing student learning outcomes for learning assistance programs and student services. Participants will learn how the physical center and program were developed based on surveys of successful practices nationwide, and how we measure our success. This session is appropriate for basic skills faculty, learning center faculty and staff, student services personnel, and anyone interested in innovation in support of student success.

3 Date this form is filled out: August 15, 2011 For Budget Year: 2012-13

Title for Planned Activity/Program: _____

Name of Person Proposing	Lead Person's Name	Lead Person's Phone	Lead Person's email	Component (see Legend)
Susanna Crawford Erin Vines	Susanna Crawford	707-864-7256	Vines@USC.edu	A, B,P, S,T

Legend (Component to which the lead person(s) belong): **A** = Academic Affairs, **B** = Finance & Administration; **H** = Human Resources; **P** = President's Office; **S** = Student Services, **T** = Technology & Learning Resources

List units/departments that will be involved, if any, and indicate whether or not they have been notified of the proposal and support it:

Department/Unit	Notified		Date	Support		Signature of Department/Unit Rep	Date
	No	Yes		No	Yes		
Campus Wide Notification through IPP							
Will notify now that faculty has returned							

Use the expanding table below to fill in detailed information about this activity/program:

RATIONALE (Specify the assessment/data upon which this activity is based.):

Rationale

When analyzing Solano Community College disaggregated student success and graduation rate data by racial and ethnicity it is clear that a strategic research approach to address the inequities is needed. This proposal will fund the continuation of services of Center for Urban Education (CUE) to facilitate an action research team made up of SCC faculty and administrators. This team will address the equity gaps using CUE's equity-minded tools and process, which will be described later in this grant. The Basic Skills committee has committed initial investments through the grant proposal process to have CUE with work faculty, staff and administrators, but additional assistance is anticipated for such grave disparities in success rate when disaggregated by race and ethnicity.

To help illustrate the disparity in success rate data I will use the California Community College Chancellor's Office (CCCCO) calculation and then further disaggregate the data by race and ethnicity. CCCCCO calculates success rate by dividing the number of enrollments with grades of A, B, C, CR, P by number of enrollments with grades of A, B, C, D, F, CR, NC, W, I, P, NP, and DR. The following is the SCC college level English and Math course student success

rate by race and ethnicity in 2010. English: Asian 77 percent, White 70 percent, Hispanic 68 percent and African American 57 percent. Math: White 54 percent, Hispanic 49 percent, Asian 48 percent and African American 40 percent.

To further illustrate the disparity in student success data, it is important to be aware of SCC's graduation rates disaggregated by race and ethnicity. The Integrated Postsecondary Education System (IPEDS) defines the graduation rate by "the percentage of full-time, first-time students who began their studies in fall 2006 and graduated within 150% of 'normal time' to completion for their program." The graduation rates by race and ethnicity are as follows: White 39 percent, Hispanic 33 percent, Asian 31 percent and African American 21 percent (IPEDS). While community colleges have served as a gateway and/or gatekeeper to bachelor's degrees, there is not equity in outcomes for underserved populations (Dowd, 2008; NCES, 2011, Moore & Shulock, 2010). With CUE's lead, SCC will continue to actively build on initial work done by BSI to address the equity gaps in success and graduation rates.

To address the issue of inequities in degree completion and success in at SCC, it is necessary to start with the SCC's practitioners (faculty, staff and administrators) at the college because they are the most consistent point of contact with students (Bensimon, 2007). Bensimon and Dowd (2009) explain that the CUE's Equity Score Card tools are designed to assist these practitioners as they form inquiry teams, consisting of CUE facilitator and SCC faculty, staff and administrators. These teams, in a professional development sense, will examine disaggregated student outcomes by race and ethnic groups in order to learn more about the inequities in academic pathways, persistence, transfer readiness and excellence. Through this professional development, CUE "aims to increase the capacity of colleges to carry out action inquiry for equity by convening practitioners from different functional areas to engage in collaboration

assessment activities” (Dowd & Bensimon, 2009, p. 9).

CUE conducts action research working with colleges on performing equity assessment and facilitating solutions for such institutional challenges. Noffke (1997) defines action research “as a social movement it is fundamentally about emergent meanings of both action and research, as well as the relationship between them” (p. 306). Action research is designed to allow practitioners to learn in their own environment, with their own data personalizing the learning experience, with a group of ideas emergent in various contexts which leads to a greater learning (Bensimon, in press; Greenwood & Levin, 2005; & Noffke, 1997). Data analyses are conducted on student success in order to build institutional responsibility, rather than practitioners explaining inequities as student deficits (Dowd, Malcom, Nakamoto, & Bensimon, in press). The focus in action research is on problem solving at the local level within institutions on a very practical level and suited for adult learners (Noffke, 1997). Greenwood and Levin (2005) and Noffke (1997) suggest that action research aims to solve problems through democratic inquiry while collaborating with professional researchers and local stakeholders to solve the problems. Greenwood and Levin (2005) state “action research is the key to the needed fundamental transformation of the behaviors engaged in by social scientists” (p. 54). The researchers contribute the research methods and the local stakeholders offer the extensive and long-term knowledge of the problem (Greenwood & Levin, 2005). Action research teams can be conceptualized as a large family with different beliefs and relationships (Noffke, 1997).

CUE’s Equity Score Card tools and processes are a direct intervention to address equity gaps and leads to an equity minded campus. This approach of action inquiry aims bring to bring about organizational change in colleges. To assist practitioners in re-mediating practices, CUE developed several tools to help measure equity when working with campuses. These tools are

Self-Assessment Inventories (SAI) and data investigation protocols such as the Equity Score Card, the Benchmarking Equity and Student Success Toolkit (BESST), the Transfer Access Self-Assessment Inventory, the Equity Based Toolkit, the Organizational Learning Inventory (OLI) and the Interactive Learning Module (ILM). The Transfer Access Inventory (SAI) focuses on the resources, practices and policies that promote transfer from community colleges to universities. The Benchmarking Equity and Student Success Toolkit (BESST) is designed to guide practitioners in examining successful course completion rates, persistence rates, and entering student cohort migration rates from basic skills classes to transfer classes, disaggregated by race and ethnicity (Bensimon & Dowd, 2009). For example, the Equity Based Assessment Toolkit helps uncover and investigates issues that cause inequity in basic skills. The Transfer Self-Assessment Inventory is designed to help community colleges assess their policies that promote or prohibit transfer from community college to university. The module encourages practitioners to dialogue about equity on their campus using intuitional disaggregated data.

DESCRIPTION (Specify in detail how and what will be accomplished, including 1) the steps involved, 2) resources needed, and 3) evaluation plan.):

Description

The SCC Basic Skills Committee (BSC) partially funded a CUE grant for the 2011-12 academic year, which will allow for CUE to work with the BSC in address the equity issues discussed. CUE will present in August 2011 to all faculty during Flex Cal. This grant will allow for a broader level participation in action inquiry by campus practitioners. The steps of implementing this grant are to first work with CUE in solidifying a contract. In preparation for the activates, CUE will work with Solano College's to assess additional services to possible include the following:

Workshop 1:

"Using Data to Design Effective Action Plans"

This is a four hour workshop for participants to increase their expertise in data collection and analysis, using CUE's Benchmarking Equity and Student Success Tool. In preparation for this workshop, CUE will work with Solano College's office of research and planning to collect specific performance data for a cohort of students and convert that data for the production of customized BESST tables. This will require about 60 hours of CUE staff time to: develop an institutional profile for a student cohort; create a course pathway for basic skills math and/or English to college-credit level courses; and develop BESST tables showing rates of progress for different student groups, broken down by race and ethnicity, based on specific milestones jointly determined by Solano College and CUE.

Then CUE will develop an institutional profile for a student cohort; create a course pathway for basic skills math and/or English to college-credit level courses in math and/or English. Develop BESST tables showing rates of progress for different student groups, broken down by race and ethnicity, based on specific milestones jointly determined by Solano College and CUE.

Work Shop II

“Using Inquiry to Define the Problems and Assess Potential Interventions”

CUE will prepare and conduct a 4-hour workshop which builds on the foundation developed from the first workshop. The second workshop is designed to train participants on the use of structured inquiry to understand the barriers to student success and what can be done to address institutional practices that are not working for students of color. CUE will provide tools

and supplemental materials for this workshop and facilitate the discussion on conducting inquiry in general, the types of inquiry activities that may be relevant to the college and assessing intervention points. CUE will lead a discussion on how the results from benchmarking and inquiry can be incorporated into a college's action plan.

Memorandum/Report

After completion of the second workshop, CUE will summarize the findings and provide recommendations for next steps that college leadership and faculty can consider.

Timeline for Phases

The timeline for activities described above will be between August 2012 and May 2013 and can be adjusted.

Resources needed

Resources that are needed, in addition to funding, are the practitioners, facilities, data, computers, projector, flip chart paper, markers, and time allocated to the inquiry team during a division meeting in all departments (2 hours).

LINKAGE TO STRATEGIC OBJECTIVE(S) (Identify for which this is intended. For example, Obj 2.1a.): 1.1, 1.2,2.1,2.3,2.4,3.1,4.1

LINKAGE TO INSTITUTIONAL-LEVEL OUTCOME(S) ["Core Four"] (Identify for which this is intended using. For example, ALL

FISCAL IMPACT (attach budget worksheet, if required):

No, budget & staffing resources are already built in.

Yes, funding is required for implementation. One-time = \$26,500 On-going = \$0

Budget

This proposal is requesting to be solely funded by SCC Institutional Planning Process (IPP) with general fund dollars. All additional equipment mentioned above will be provided by SCC.

(2) Workshops and a memorandum with findings each \$10,000 x 2=\$20,000

(2) Recommendations for next steps (\$2,500x 2=\$5000

Travel and lodging expenses for two 2 CUE facilitators \$1,500

Total Proposal \$26,500

Yes, external funding source is needed. One-time = \$0 On-going = \$0
If external funding sources are available, please specify:

LINKAGE TO COLLEGE PLANS (Identify plans that should be updated as a result of implementing this activity/program): **Equity Plan, Education Master Plan**

Evaluation of this Strategy — To Be Completed by June 1st Each Year of Implementation

Did this strategy involve other departments WITHIN your component? Yes, No.

If "Yes," please specify: _____

Did this strategy involve other departments OUTSIDE your component? Yes, No.

If "Yes," please specify: _____

3. Yes, the strategy has been completed. Describe the ACCOMPLISHMENTS of the strategy:
4. Yes, the strategy is in progress. Describe the PROGRESS made so far (refer to your original description above):
5. No, the strategy has NOT begun. Please explain:
6. Yes, additional funding (funds NOT yet budgeted) is needed for the next academic year to implement this strategy.
 - a. Amt = \$
 - b. Justification:
7. No, this strategy is abandoned. Please explain:

Evaluation

The evaluation of the strategic plan will consist of surveys after each workshop. The survey are intended to gage the impact of the workshops on the practitioners' practice. Surveys will also be given after SCC's inquiry team present to divisions.

Person Completing Evaluation: _____ Date: _____

References

- Bensimon, E. M. (2007). The underestimated significance of practitioner knowledge in the scholarship of student success. *The Review of Higher Education*, 30(4), 441-469.
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- Integrated Postsecondary Education Data System (IPEDS) <http://nces.ed.gov/ipeds/>
- Kelly, A. P., Schneider, M., & Carey, K. (2010). Rising to the Challenge: Hispanic College Graduation Rates as a National Priority. American Enterprise Institute for Public Research; P.99.
- Lamon, M., & Lareau, A. (1988) Cultural Capital: Allusions, Gaps and Glissandos in Recent Theoretical Developments. *Sociology Theory* 153-168, (6) 2.

Moore and Shulock (2010). *Divided We Fail: Improving Completion and Closing Racial Gaps in California's Community Colleges*. Institute For Higher Education Leadership & Policy.

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<http://links.jstor.org/sici?sici=0735->

[2751%28198823%296%3A2%3C153%3ACCAGAG%3E2.0.CO%3B2-V](http://links.jstor.org/sici?sici=0735-2751%28198823%296%3A2%3C153%3ACCAGAG%3E2.0.CO%3B2-V).

United States Bureau of Census <http://www.census.gov/>.

Evaluation Questionnaire

CUE Benchmarking Equity Workshop

Solano College, March 14, 2012

Please take time to provide CUE with overall feedback on this workshop. For each statement below, circle the response that best reflects your opinion and/or experiences. Your written comments and suggestions are also greatly appreciated.

Your experiences and responses are important to us.

1. As we conclude today's activities, my feelings about participating in this workshop can best be described as:

(Circle all that apply):

Excited	Content	Satisfied	Tired	Dissatisfied	Curious
<u>Interested</u>	Indifferent	Disinterested	Bothered	Nervous	Concerned
Angry	Other (Please indicate)				

2. Overall, I felt engaged throughout this workshop.

Strongly Agree Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

3. I expect my engagement would have been higher if ...(fill-in below)

If we had more data - - - I get the workshop was a sample.
 Mustaf the data is telling me nothing I already knew.
 However, I hope ~~the~~ BESST can help our fight
 to improve our BS Program and student success,
 - this workshop has opened another door for us!

BESST Workshop Evaluation

CENTER FOR
URBAN EDUCATION

4. I have a clear understanding of the steps my institution can take to improve equity in student outcomes.

Strongly Agree / *Agree* / *Neither Agree nor Disagree* / *Disagree* / *Strongly Disagree*

5. As I apply what I learned here today, I expect it will be valuable for my institution.

Strongly Agree / *Agree* / *Neither Agree nor Disagree* / *Disagree* / *Strongly Disagree*

6. Due to this workshop, I feel better equipped to play a significant role in addressing equity at my institution.

Strongly Agree / *Agree* / *Neither Agree nor Disagree* / *Disagree* / *Strongly Disagree*

7. The discussions with my colleagues at this workshop were meaningful to me.

Strongly Agree / *Agree* / *Neither Agree nor Disagree* / *Disagree* / *Strongly Disagree*

8. The facilitators of this workshop were effective in their presentation of the information covered.

Strongly Agree / *Agree* / *Neither Agree nor Disagree* / *Disagree* / *Strongly Disagree*

9. My main question following this session is...(fill-in below)

What the argument is ~~agreed~~ to derail our findings.

10. CUE provided an effective introduction to the Benchmarking Equity and Student Success Tool (BESST).

Strongly Agree / *Agree* / *Neither Agree nor Disagree* / *Disagree* / *Strongly Disagree*

11. I have a clear idea of what I am being asked to do to take the next steps that follow this workshop.

Strongly Agree / *Agree* / *Neither Agree nor Disagree* / *Disagree* / *Strongly Disagree*

12. At my institution, significant changes surrounding ethnic/racial equity are...

Unnecessary / *Somewhat Unnecessary* / *Neutral* / *Somewhat Necessary* / *Necessary*

13. I have a strong sense of my own personal responsibility surrounding racial and ethnic issues on my campus.

Strongly Agree / *Agree* / *Neither Agree nor Disagree* / *Disagree* / *Strongly Disagree*

14. I consider myself an agent of change around equity issues on my campus.

Strongly Agree / *Agree* / *Neither Agree nor Disagree* / *Disagree* / *Strongly Disagree*

15. At my institution, the changes surrounding equity ethnic/racial equity are...

Not Under My Control / *Somewhat Under My Control* / *Under My Control*

16. At my institution, asking most people to play a role in promoting equity is...

Useless / *Somewhat Useless* / *Neutral* / *Somewhat Useful* / *Useful*

17. I feel that my own beliefs about equity are similar to those of most of my colleagues on my campus.

Strongly Agree / *Agree* / *Neither Agree nor Disagree* / *Disagree* / *Strongly Disagree*

18. My colleagues at my institution engage in behaviors surrounding racial and/or ethnic equity that are similar to mine.

Strongly Agree / *Agree* / *Neither Agree nor Disagree* / *Disagree* / *Strongly Disagree*

19. My institution's culture strongly encourages conformity around institutional practices dealing with racial/ethnic student issues.

Strongly Agree / *Agree* / *Neither Agree nor Disagree* / *Disagree* / *Strongly Disagree*

20. I believe most people on my campus feel it is risky to discuss issues of race or equity.

Strongly Agree /Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

Please use the remainder of this sheet to add any additional comments you would like to share.

Thank you for your feedback! We appreciate your time in helping CUE improve its work with your campus.



Evaluation Questionnaire
CUE Benchmarking Equity Workshop
Solano College, March 14, 2012

Please take time to provide CUE with overall feedback on this workshop. For each statement below, circle the response that best reflects your opinion and/or experiences. Your written comments and suggestions are also greatly appreciated.

Your experiences and responses are important to us.

1. As we conclude today's activities, my feelings about participating in this workshop can best be described as:

(Circle all that apply):

- | | | | | | |
|--|--|--|---|---------------------------------------|---|
| <input checked="" type="checkbox"/> Excited | <input type="checkbox"/> Content | <input type="checkbox"/> Satisfied | <input checked="" type="checkbox"/> Tired | <input type="checkbox"/> Dissatisfied | <input checked="" type="checkbox"/> Curious |
| <input checked="" type="checkbox"/> Interested | <input type="checkbox"/> Indifferent | <input type="checkbox"/> Disinterested | <input type="checkbox"/> Bothered | <input type="checkbox"/> Nervous | <input type="checkbox"/> Concerned |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Other (Please indicate) | | | | |

2. Overall, I felt engaged throughout this workshop.

- Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

3. I expect my engagement would have been higher if ...(fill-in below)

4. I have a clear understanding of the steps my institution can take to improve equity in student outcomes.

Strongly Agree /Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

5. As I apply what I learned here today, I expect it will be valuable for my institution.

Strongly Agree /Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

6. Due to this workshop, I feel better equipped to play a significant role in addressing equity at my institution.

Strongly Agree /Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

7. The discussions with my colleagues at this workshop were meaningful to me.

Strongly Agree /Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

8. The facilitators of this workshop were effective in their presentation of the information covered.

Strongly Agree /Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

9. My main question following this session is...(fill-in below)

10. CUE provided an effective introduction to the Benchmarking Equity and Student Success Tool (BESST).

Strongly Agree /*Agree* /*Neither Agree nor Disagree* /*Disagree* /*Strongly Disagree*

11. I have a clear idea of what I am being asked to do to take the next steps that follow this workshop.

Strongly Agree /*Agree* /*Neither Agree nor Disagree* /*Disagree* /*Strongly Disagree*

12. At my institution, significant changes surrounding ethnic/racial equity are...

Unnecessary /*Somewhat Unnecessary* /*Neutral* /*Somewhat Necessary* /*Necessary*

13. I have a strong sense of my own personal responsibility surrounding racial and ethnic issues on my campus.

Strongly Agree /*Agree* /*Neither Agree nor Disagree* /*Disagree* /*Strongly Disagree*

14. I consider myself an agent of change around equity issues on my campus.

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16. At my institution, asking most people to play a role in promoting equity is...

Useless /*Somewhat Useless* /*Neutral* /*Somewhat Useful* /*Useful*

17. I feel that my own beliefs about equity are similar to those of most of my colleagues on my campus.

Strongly Agree /*Agree* /*Neither Agree nor Disagree* /*Disagree* /*Strongly Disagree*

18. My colleagues at my institution engage in behaviors surrounding racial and/or ethnic equity that are similar to mine.

Strongly Agree /*Agree* /*Neither Agree nor Disagree* /*Disagree* /*Strongly Disagree*

19. My institution's culture strongly encourages conformity around institutional practices dealing with racial/ethnic student issues.

Strongly Agree /*Agree* /*Neither Agree nor Disagree* /*Disagree* /*Strongly Disagree*

20. I believe most people on my campus feel it is risky to discuss issues of race or equity.

Strongly Agree / Agree / Neither Agree nor Disagree / Disagree / Strongly Disagree

Please use the remainder of this sheet to add any additional comments you would like to share.

Thank you for your feedback! We appreciate your time in helping CUE improve its work with your campus.

Thank you for leading this
Workshop!



Evaluation Questionnaire
CUE Benchmarking Equity Workshop
Solano College, March 14, 2012

Please take time to provide CUE with overall feedback on this workshop. For each statement below, circle the response that best reflects your opinion and/or experiences. Your written comments and suggestions are also greatly appreciated.

Your experiences and responses are important to us.

1. As we conclude today's activities, my feelings about participating in this workshop can best be described as:

(Circle all that apply):

- | | | | | | |
|-------------------|-------------------------|---------------|----------|--------------|-----------|
| Excited | Content | Satisfied | Tired | Dissatisfied | Curious |
| <u>Interested</u> | Indifferent | Disinterested | Bothered | Nervous | Concerned |
| Angry | Other (Please indicate) | | | | |

2. Overall, I felt engaged throughout this workshop.

Strongly Agree Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

3. I expect my engagement would have been higher if ...(fill-in below)

Hmm... there was a lot of 'stuff' going on. There are so many variables involved in this type of thing, it is hard to know when to start.

I felt like instructions were repeated a lot. Sometimes I am feeling more like just doing than talking.

4. I have a clear understanding of the steps my institution can take to improve equity in student outcomes.

Strongly Agree /Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

5. As I apply what I learned here today, I expect it will be valuable for my institution.

Strongly Agree /Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

6. Due to this workshop, I feel better equipped to play a significant role in addressing equity at my institution.

Strongly Agree /Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

7. The discussions with my colleagues at this workshop were meaningful to me.

Strongly Agree /Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

8. The facilitators of this workshop were effective in their presentation of the information covered.

Strongly Agree /Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

9. My main question following this session is...(fill-in below)

Do I get to pick a cohort that starts later (Fall 2011, say) and follow them 3 years from now? Or is this data all the data we get?

10. CUE provided an effective introduction to the Benchmarking Equity and Student Success Tool (BESST).

Strongly Agree /*Agree* /*Neither Agree nor Disagree* /*Disagree* /*Strongly Disagree*

11. I have a clear idea of what I am being asked to do to take the next steps that follow this workshop.

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(Circle all that apply):

Excited Content Satisfied Tired Dissatisfied Curious
 Interested Indifferent Disinterested Bothered Nervous Concerned
 Angry Other (Please indicate)

*Pressed for time, and worried about lack of
 clarity on how/when to move
 forward.*

2. Overall, I felt engaged throughout this workshop.

Strongly Agree Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

3. I expect my engagement would have been higher if ...(fill-in below)

- More people were here

4. I have a clear understanding of the steps my institution can take to improve equity in student outcomes.

Strongly Agree / *Agree* / *Neither Agree nor Disagree* / *Disagree* / *Strongly Disagree*

5. As I apply what I learned here today, I expect it will be valuable for my institution.

Strongly Agree / *Agree* / *Neither Agree nor Disagree* / *Disagree* / *Strongly Disagree*

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CUE Benchmarking Equity Workshop
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| Angry | Other (Please indicate) | | | | |

2. Overall, I felt engaged throughout this workshop.

Strongly Agree /Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

3. I expect my engagement would have been higher if ...(fill-in below)

less powerpoint, more work with data

4. I have a clear understanding of the steps my institution can take to improve equity in student outcomes.

Strongly Agree /Agree /Neither Agree nor Disagree /Disagree /Strongly Disagree

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Please use the remainder of this sheet to add any additional comments you would like to share.

Thank you for your feedback! We appreciate your time in helping CUE improve its work with your campus.

Link to [E5.10: [SCC Program Review draft](#)]

Equity and Inclusion Advisory Council

Purpose: Provide leadership and planning that advocated for diversity and inclusion in Solano Community College educational programs, management, operations and employment.

Meeting Duration: 1st Wednesday of each month in room 431

Responsibilities:

- Provide leadership to produce a new organizational culture that encourages mutual respect, trust, acceptance and teamwork, regardless of differences and diverse backgrounds (as identified in the Board policy on non-discrimination).
- Produce institutional plans to address equity issues and to eliminate barriers to diversity, including working on the Student Equity Plan required by the state chancellor's office.
- Develop and implement innovative programs focused on the needs of an increasingly diverse community.
- Review relevant board policies and make recommendations for revision of board policies related to diversity and equity.
- Solicit input from relevant community groups.
- Establish appropriate timelines to complete tasks and make recommendations.

Goals:

- A. Update 1) Staff Diversity Plan 2) EEO Plan
- B. Highlight resources available on campus
- C. Create EAIAC trained members to serve on hiring committees
- D. Create an online deposit of diversity education to the SCC community
- E. Review and if necessary revise recruitment and selection committee processes

First Meeting Goals:

Establish positions, review rules and procedures, and approve goals for the year.

Solano Community College

Staff Diversity Advisory Council

Governing Board Room

November 18, 2011, 10:00 a.m.

Meeting Minutes

In attendance: Charo Albarran, Lynette Gray, Karen McCord, Ann Jacobsen, Ana Valenzuela

Convene – 10:05 a.m.

Review/Approve Agenda

I. SDAC Initial Members/Introductions:

Academic Senate	Karen McCord	present
ALG	Lynette Gray	present
Student Representative	Ana Valenzuela	present
CTA	Ann Jacobsen	present
CSEA	Deidra Moss-Taft	
Ethnic Minority Coalition	Brenda Tucker	
Disability Services Program	Cheryl Williams	
Local 39	TBD	
Veteran's	TBD	

II. History:

- a. Staff Diversity Advisory Council has not met for 10 years;
- b. SCC is out of compliance.
- c. Will look at the initial composition of the advisory council to create more diversity in the group.

III. Icebreaker

- a. "What does diversity means to you"? Work as a "Team". Take shape and change with the culture. Students become better informed, better equipped for the future.
- b. Charo reviewed the PBS "Power of Illusion" documentary about Race.
 - i. Every meeting there will be an opportunity for learning about diversity.

IV. Purpose of SDAC

a. Expectations

1. Eager to Lean,
2. Expand from current experience.

3. SDAC will be more than just meetings.
4. Glad the committee is reengaged.

b. Meaning of **“Equity and Inclusion”** and Types of discrimination:

- Race/Color
- Religion
- Gender/Sex
- National Origin
- Age
- Ability
- Genetic Information
- Sexual Preference

1. Climate at SCC is not inclusionary. She has a strong background in Cultural Competency and Conflict Resolution Training. Example: Islamic speaker’s poster defaced just one year ago. (Karen)
All: Active Committee – engaged.

c. **Name Change:** Does the current title reflect our goals for SCC?

1. **SCC Equity and Inclusion Advisory Council (EIAC)**

d. **Mission Statement:** Adopt the University of New Mexico (UNM) Mission, Vision and Core Values. Copy attached.

V. **Assignment of Officers Roles:**

Chair	Charo Albarran
Vice Chair	Karen McCord
Secretary	Lynette Gray
Treasurer/Resources:	TBD
Advertising:	Ana Valenzuela

VI. **EIAC Ground Rules**

- a. A = Accurate
B = Brief
C = Confidential
- b. Committee can take action when 3 members are present.

VII. **Goals for 2012**

a. **Campus Climate Assessment**

- i. Karen McCord will get a copy of Mychal Wynn’s Book which has a survey format. Likely use Survey Monkey, confidential/anonymous vs. paper
- ii. Report on result of survey to various faculty, staff and student groups
- iii. Administer survey to students with pizza at the rear of cafeteria, OR teachers administer in classes, on computers, as available

b. **Update Staff Diversity Plan**

- i. To be discussed at next meeting.
 - ii. Charo will scan and send to committee
- c. Review EEO Plan**
 - i. Charo will scan and send to committee to be discussed at next meeting.
 - ii. Draft EEO plan on SCC website
 - 1. Unable to calculate recruitment target goals; waiting for data from the Chancellors office
 - 2. Must review hiring practices, faculty, staff
 - 3. Add - Selection Committee Training
 - 4. E IAC Group to be trained, and can serve on every hiring/selection committee
- d. Creation of online resources for diversity education**
 - i. Graphics for an on-line logo. Brand.
 - ii. Share with community, student guidance, resources
 - iii. Define "Hate Crime" – How to file a complaint, online, www.solano.edu website

Next meeting – December 2011, TBD.

For 2012: First Wednesdays of every month at 1:00 p.m. – Location TBD, maybe Rm. 431 or Board Room

Action: Calendar meeting days and reserve room for the meetings

Adjourn – 11:50 p.m.

Solano Community College

Equity and Inclusion Advisory Council
December 7, 2011, 1:00 p.m.
Room 414

Meeting Minutes

In attendance: Charo Albarran, Lynette Gray, Donna Luttrell-Williams

Convene – 1:00 p.m.

Review/Approve Agenda

I. EIAC Members/Introductions:

Academic Senate	Karen McCord	absent
ALG	Lynette Gray	present
Student Representative	Ana Valenzuela	absent
CSEA	Donna Luttrell-Williams	present
EEO Officer	Charo Albarran	present
Ethnic Minority Coalition	Brenda Tucker	(confirm w/ Kevin Anderson)
Disability Services Program	Cheryl Williams	(confirm w/ Candace Roe)
Local 39	TBD	(no Representative, at this time)
Veterans	TBD	(recruit Jesse Branch?)
CTA/SCFA	TBD	

Ann Jacobsen withdrew as CTA member.

II. Icebreaker - Hold, only 3 present. Instead introductions with Donna, background and purpose of EIAC

III. Approval of Minutes (Donna Luttrell-Williams/Lynette Gray)

a. Review of meeting minutes –updates:

- i. Part IV. b. Change “Sexual Preference” to “Sexual *Orientation*”
- ii. Core Values: last sentence modified to read, “. . . understanding and connections with diverse communities, ensure the success of all our *SCC community members* and advance the academic enterprise.”

(Donna Luttrell-Williams/Charo Albarran)

IV. My Groups

- a. Meeting Agendas and Minutes will be placed on My Groups, all members need to join.
 - i. Post EEO DRAFT Report (also in HR Group)
- b. Access for all members and staff.

V. Goals for 2012

- a. Information from Karen McCord, re. a known survey model, by Mychal Wynn, is still needed.
- b. Campus Climate Assessment - Tools from two sites reviewed. Website <http://www.diversityweb.org/digest/sp.sm00/surveys.html> reviewed where to begin?
 - i. Timeline – do in small bits, not all at one time
 - ii. What are we looking for? How to make us better. How to make us work.
 - 1. It is a New Year, a New Day.
 - 2. We will provide Resources and Information on the new/updated SCC webpage
 - 3. Support for the Mission and Goals
 - 4. Focus on Reorg. – How do we enhance the climate?
 - iii. What resources do we need?
 - 1. Review with Dr. Laguerre, Step 1, before all below.
 - 2. ALG – managers and administrators buy in
 - 3. All three unions
 - 4. Peter Cammish, set up survey

VI. Next meeting: January 4, 1:00 pm, room 431

- a. First Wednesdays of every month at 1:00 p.m. – Location Rm. 431 or Board Room

VII. Follow-up, for next meeting:

- a. Review 1999 Staff Diversity Plan, pages 1-7
 - i. Bring comments/recommendations

VIII. Encourage participation!!

Ajourn – 2:10 p.m.

Solano Community College
Equity and Inclusion Advisory Council
 September 5, 2012, 1:00 p.m.
 Room 414

Meeting Minutes

In attendance: Charo Albarran, Immaculate Adesida, Jesse Branch, Rich Cross, Lynette Gray, Donna Luttrell-Williams

Convene – 1:00 p.m.

1. **Review/Approve Agenda**

Moved: J Branch, Second; R. Cross

2. **EIAC Members/Introductions:**

Academic Senate	Karen McCord	absent
ALG	Judy Yu	absent, newly appointed
CSEA	Donna Luttrell-Williams	present
EEO Officer	Immaculate Adesida	present
Disability Services Program	TBD	absent
Veterans	Jesse Branch	present
Ethnic Minority Coalition	Tasha Smith	absent, newly appointed
Student Representative	Ciclady Rodriguez or Kelcey Cromer	absent
Local 39	Rich Cross	present
Former EEO Officer	Charo Albarran	present
Former Member/Secretary	Lynette Gray	present

Charo Albarran discussed some Equity and Inclusion Advisory Council (EIAC) history, defined EIAC members make-up and group representation.

All Agendas, Minutes and other EIAC documents are currently in “My Groups”, under files. Documents and files will be moved to the soon to be created EIAC webpage, nested under the Human Resources page. This will be coordinated with the Webmaster, Scott Ota.

- Requested each member prepare a short, several paragraph biography to be included on the Equity and Inclusion webpage, with their photograph. Can state how they identify: race, national origin, culture, ability, gender, sexual orientation, etc. Should be completed and sent to Immaculate by October 1, 2012.

3. **Equity and Inclusion Advisory Council (EIAC) Mission, review**

Mission, Vision and Core Values Statement handed out. No questions. Will be provided to all members not present.

4. **EIAC Officers** HOLD for October 3 meeting, when more members are present.

5. **Rules**

Reviewed the established rules, in place to provide a safe place for all members to share ideas and hold progressive, proactive discussions.

- o A = Accurate
- o B = Brief
- o C = Confidential

Committee will only take action when 3 members are present

6. **Goals for 2012 / 2013**

a. Campus Climate Assessment:

- o Subcommittee: Donna Luttrell-Williams, Lynette Gray and Rich Cross

Review Campus Climate survey questions from other institutions. Select questions for SCC. Peter Cammish, Research & Planning, will create a Survey Monkey tool and hard copy (paper) surveys will be available. Campus Climate Survey will be distributed to:

- Faculty
- Staff
- Students
- All Centers

b. Update Staff Diversity Plan

- o Plan is Old. Review for revising to meet the needs of SCC Recruitment:

- Job vacancies – recruitment
 - Where to advertise?
 - People to advertise to/for
 - Lynette to connect Veterans Employment Committee with Immaculate for Veteran recruitment
- Beneficial for all: ASSC, Academic Senate, ALG

c. Review EEO Plan – DRAFT

- o Lynette will re-email to all.
 - It is based on a 1996 model, currently in compliance, never approved by the Governing Board.
- o EEO Data now available through NeoGov.
- o Charo will seek professional updates former a former colleague.

- d. Creation of online resources for diversity education, on SCC website
 - o Need to have an online Resource Directory, for all:
 - Where to go for information on all diversity
 - What is “harassment”?
 - Best practices: videos, articles, links
 - o Charo will connect with UC Berkeley – to seek connection with their Walter and Evelyn has Foundation funded resources, meant to be shared with other educational institutions.
 - o Donna – reminded all to be mindful of permissions needed to post/duplicate copyrighted documents on website
 - o Charo – connection with has and UCB will make permissions available
 - o Rich – will contact son-in-law to get names/links of on-line resources

Other topics:

1. Should the EIAC accept more volunteers?
 - a. Not on the Council, but to the subcommittees.
 - b. Keep EAIC streamlined to accomplish tasks
2. Charo will be at meetings, as available. Immaculate is the EEO Officer and she will host EIAC meetings.

Add to Agenda:

- 1) Recruitment Update
- 2) Subcommittee Updates
 - a. Campus Climate Survey Subcommittee
 - b. Resource Collection Subcommittee

Adjourn: 1:50 p.m.

Moved: J. Branch, Second: D. Luttrell-Williams

7. **Next meeting Date: October 3, 2012, 1:00 – 2:00, Room 431**

Link to [E5.15: [Draft EEO Plan](#)]