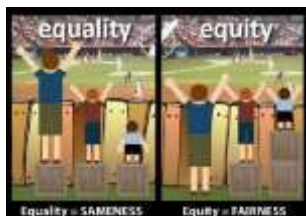


Cerritos College
The College Committee on Student Equity
Wednesday, May 9, 2018; 3:00 p.m.; Board Room

MINUTES



Members Present: Dr. Lucinda Aborn, Dean, Disabled Student Programs and Services (ACCME)
Dr. Kristi Blackburn, Dean of Institutional Effectiveness, Research and Planning (Ex-officio)
Damon Cagnolatti, iFALCON (Faculty Representative)
Dr. Jan Connal, General Counseling (Faculty Representative)
Michelle Fagundes, English Department (Faculty Representative)
Dr. Shelia Hill, Instructional Counseling (Faculty Representative)
Dr. Steven La Vigne, Disabled Student Programs and Services (Faculty Representative)
Rick Miranda, Vice President of Academic Affairs (Co-chair)
Roxanne Mitchell, Administrative Secretary, Technology (CSEA)
Dr. Valyncia Raphael, Director of Diversity, Compliance, and Title IX Coordinator (Ex-officio)
Norma Rodriguez, Director, Student Program Services (ACCME)
Armando Soto, Counseling Department Chair (Faculty Senate)
Yvette Tafoya, EOPS Assistant Director (Ex-officio)
Graciela Vasquez, Associate Dean of Adult Education/Diversity Programs (Ex-officio)
Dara Worrel, Math Department (Faculty Representative)

Members Not Present: Dr. Pauline Acosta, CCFF (Faculty Representative)
Raul Avalos, Student Representative (ASCC)
Dr. Renée DeLong, Dean, Counseling (Ex-officio)
David Fabish, Instructional Dean of Liberal Arts (ACCME)
Dr. Adriana Flores-Church, Vice President of Human Resources (Ex-officio)
Dr. Stephen Johnson, Vice President of Student Services (Co-chair)
Michelle Lewellen, Faculty Senate President (Faculty Senate)
Felipe Lopez, Vice President of Business Services (Ex-officio)
Brittany Lundeen, Co-Director, Transfer Center (Faculty Senate)
Karen Patron, Student Representative (ASCC)
Ashna Perera, Student Representative (ASCC)
Rodrigo Quintas, Student Representative (ASCC)
Danylle Williams-Manser, Program Assistant II, Project Hope (CSEA)

Guests: Shawna Baskette, Library; David Betancourt, CTX; Connie Boardman, SEM; Chelena Fisher, Umoja; Kahlil Ford, IERP; Deb Moore, Library; Michelle Rodriguez, Success Center; Kaitlin Scott, Library; Kristin Towhid, Student Success; Kim Westby, Student Support Services

Mr. Miranda called the meeting to order at 3:09 p.m.

I. Approval of Minutes

MSU (La Vigne, Rodriquez) to approve the Student Equity Committee minutes of April 11, 2018, as presented. The motion passed 12-0-3; Dr. Connal, Ms. Fagundes, and Dr. Hill abstained.

II. Student Equity Shared Governance Committee Self Evaluation 2017-18

Mr. Miranda asked the committee to review the draft evaluation document and send comments to him by Monday, May 14. He will compile the results and send them out to the committee for approval.

Members expressed concern that the committee has been unable to address many important agenda items and that the items are not always brought back for discussion. It was suggested that the committee begin meeting for two hours to allow time for project presentations and committee business. Another suggestion was to meet twice a month instead of once with one meeting for presentations and the second for business only. Mr. Miranda encouraged the members to include their concerns and suggestions in their evaluation comments.

III. 2018-19 Meeting Calendar

The proposed 2018-19 meeting dates were presented. There was concern among the committee members that the December 12 and January 9 dates conflicted with finals week and the first week of school. It was also noted that an alternate date should be scheduled for the March 13 meeting that falls during spring break. It was decided that the calendar of meeting dates and the possibility of longer or bi-monthly meetings would be agendized for further discussion at the first meeting next year.

IV. Project Performance Reports

The committee received reports on the activities and outcomes of the following Student Equity funded projects:

A. Discipline Specific Tutoring – Kaitlin Scott

Ms. Scott reported that Discipline Specific Tutoring is scheduled based on student requests. It is pre-scheduled, set tutoring times based on tutor and student availability for 6-10 hours per week, per subject. Sessions are scheduled in the Success Center or outside locations that require special equipment/supplies. Students who received discipline specific tutoring had higher completion rates (91% compared to 81%) and success rates (82% compared to 67%) than those who did not receive discipline specific tutoring.

B. Center for Teaching Excellence David Betancourt

Mr. Betancourt shared information on the activities and achievements of the Center for Teaching Excellence (CTX). He stated that the CTX provides professional development for all full-time and part-time faculty and is responsible for the new faculty orientation program. He shared data on the number of faculty and staff who used CTX services and attended their workshops. The CTX also sponsored a conference on our campus last fall for Open Education Resources (OER) with David Wiley of Lumen Learning delivering the keynote address. He added that a Culturally Responsive Teaching and Learning Institute will be offered this summer.

C. Student Success Tutors – Math – Kaitlin Scott

Ms. Scott presented a report on Student Success Center math tutoring. She stated that students have access to math tutors every day during Success Center business hours and provided data for the number of students served, number of visits, and total hours of math tutoring provided during Fall 2017 and Spring 2018. She also reported that there is a 7% difference between completion rates and a 10% difference in success rates for students who received math tutoring versus students who did not.

D. Success Center Embedded Tutors for ENGL, ESL, READ, MATH, and other Disciplines – Kaitlin Scott

In the Embedded Tutoring Program, Ms. Scott stated that tutors attend class with the students and arrange study sessions in the Success Center immediately following class. They serve as a liaison with the Success Center and the classroom. During Fall 2017 the Success Center provided 25 embedded tutors to sections in English, ESL, reading, math, history, and Chinese. In Spring 2018, 30 embedded tutors were provided for sections in English, ESL, math, accounting, journalism, and psychology. She added that the persistence rate is 7% higher for students if their class has an embedded tutor.

E. Supplemental Academic and Support – Kaitlin Scott

Ms. Scott reported that the Supplemental Academic and Support project (also known as Team Room tutoring), was offered as a separate location where student athletes could access faculty and tutors in math and English. The room was facilitated by coaches for several hours a day and student athletes were encouraged to use the room to study with their peers and fellow athletes. However, challenges during the year with space availability, room and student supervision, lack of use by multiple teams/coaches, and data that indicated a lack of significant impact on completion and success in math have led to a decision to redesign the tutoring project. For Fall 2018, there will be pre-scheduled, one-hour study sessions facilitated by the Instructional Specialist or a tutor. Each study session will be limited to 8 student athletes with the majority of sessions focused on math success. Student athletes will be required to attend at least 2 study sessions per week.

F. iFALCON Support Services – Shawna Baskette, Damon Cagnolatti, and Kristin Towhid

Ms. Baskette reviewed the history of the iFALCON Program and its activities since Student Equity funding began in 2015. Mr. Cagnolatti shared information on rebranding the program to iFALCON 3.0 with integration into professional development; online Habits of Mind (HOM) modules; new Success Center workshops; Falcon Kids; and Learning Communities with Umoja, Puente, EOPS, and athletics. He added that the website has been redesigned and includes information on the iFALCON program and HOM, as well as the Falcon Kids program and “Falcon for a Day” AVID Program. The Falcon Kids program is an initiative to connect with surrounding communities and introduce college life to middle and elementary school students. The “Falcon for a Day” AVID Program brought students to campus during spring break for a welcome assembly, campus tour, and lunch with student volunteers. iFALCON also provides a resource table in the library that brings information and brochures to a central area where students can see them as they pass by. Currently, there is not much data collected for the program activities, but there is a plan to work with IERP to develop a way to collect that information.

G. Expanded Library Hours – Deb Moore

Ms. Moore shared information and data on the expanded library hours funded by Student Equity. She stated that the library hours were reduced in 2008 but have been reinstated to include 9-10 pm, Monday-Thursday, and 10 am-3 pm on Saturday. Hour-by-hour attendance data was provided for the expanded hours. Ms. Moore added that compared to other college libraries, only four are open until 10 pm and most close at 8 pm; most are also open on Saturday but only four are open on Sunday.

H. Lab Assistants/Instructional Aides – Connie Boardman

Dr. Boardman stated that the Math Learning Center (MLC) is funded for \$150,000 and is completely separate from the Math Success Center. The additional funding has made it possible to hire more instructional aides to provide assistance to struggling students and monitor student progress. It has also provided the instructors more time to monitor the quality of assistance provided by the MLC and update course materials to include technology and supplemental materials. The MLC enrolls over 600 students each semester in all levels of math and is open

five days a week for 52 hours. The MLC currently employs 17 instructional aides working from 8 to 22 hours per week. During hours of operation there are 3-5 instructional aides on duty

I. Micro Technology Associates Certification Exams – Connie Boardman

Dr. Boardman indicated this allocation funds training materials and exams for students at a cost of about \$150 per student. The implementation of this project began in Spring 2018. Thus far, 10 students have taken exams and 6 have passed. There are currently 68 students signed up for MTA certification training and testing, and we expect 20-30 to take the exam this summer. Students are more motivated to complete their classes because they know they can receive industry certification at no cost to them upon completion of the classes.

J. Umoja Program – Shelia Hill and Chelena Fisher

Dr. Hill and Dr. Fisher shared this year's achievements for the Umoja Program and the HBCU Tour this Spring. The program currently has over 60 active students and has successfully transferred 4 students to colleges and universities nationwide and will be transferring another 8 this current year. They have sponsored students to attend the Annual A2Mend Conference, the 12th Annual Umoja State Conference, the Annual Black College Expo, and the cross-country HBCU tour. Other activities include Village Space in Drs. Fisher's and Hill's offices, monthly community meetings, monthly Sista2Sista/Brotha2Brotha meetings, Kwanzaa Celebration, Rites of Passage, Food Pantry, and engagement in other campus/community activities.

V. **Student Equity Summit III**

This item was held over to the next meeting.

VI. **Member Reports and Requests for Future Agenda Items**

There were no member reports.

Future agenda items include: Student Equity Shared Governance Committee Self Evaluation 2017-18, 2018-19 Meeting Schedule, and 2018-19 Student Equity Budget and Funding.

VII. **Next Meeting**

The next meeting is scheduled for September 12, 2018, at 3 p.m.

VIII. **Adjournment**

The meeting was adjourned at 4:55 p.m.