



# Minutes - Equity Committee Meeting

Tuesday, May 14, 2018  
UH-194  
3:30 PM – 5:00 PM

**Type of Meeting:** AVC Student Equity Working Group Meeting (*Regular*)

**Note Taker:** Darlene O’Keeffe, Clerical III

**Please Review/Bring:** Agenda

**Attendees:**

Dr. Jill Zimmerman- Dean, Student Life  
Crystal Garcia- Program Specialist, Student Equity  
Tynisha Steans- Program Specialist, Student Equity  
Darlene O’Keeffe- Clerical III, Student Equity  
Dr. Morenike Adebayo-Ige- Faculty, Rhetoric & Literacy  
Joseph Baumann- Director, Institutional Research  
Jamaal Brown- Technical Analyst, CalWorks  
Towana Catley- Faculty, Counseling & Matriculation, Palmdale Center  
Michelle Hernandez- Director, First Year Experience  
Wade Saari- Classified, Assessment  
LaDonna Trimble- Dean, Enrollment Services  
Nichelle Williams- Director, Financial Aid

Rosa Fuller- Counselor, Counseling & Matriculation  
Vanessa Gibson- Specialist, Financial Aid  
Dr. Meeta Goel- Dean, IERP/Library Services  
Sergio Gomez- Director, Human Resources & Employee Relations  
Golden Hicks- Student Leader & Umoja Club  
Rashall Hightower-Stickel- Director, Student Equity  
Kristal Ibrahim- Adjunct, Counseling & Matriculation  
Vejea Jennings- Faculty, Rhetoric and Literacy  
Kenya Johnson- Director, Student Activities & Community Outreach  
Jamie Jones- Research Technician, IERP/Library Services  
Dr. Louis Lucero- Director, Office of Students with Disabilities  
Susan Lowry- Faculty, Rhetoric and Literacy, Basic Skills Faculty Co-Chair  
Tina McDermott- Faculty, Rhetoric and Literacy  
Audrey Moore- Counselor, Counseling & Matriculation  
Brian Palagallo- Faculty, Rhetoric and Literacy  
Tamira Palmetto Despain- D.S. Specialist, Office for Students with Disabilities  
Michael Rios- Faculty, Kinesiology, Athletics, and Dance  
Gary Roggenstein- Dean, Counseling & Matriculation  
Yuliana Sandoval- Technical Analyst, Financial Aid  
May Sanicolas- Faculty, Counseling & Matriculation  
Rich Sim- Faculty, Arts and Humanities  
Dr. Les Uhazy- Dean, Math and Sciences  
Dr. Erin Vines- Vice President, Student Services  
Heidi Williams- Faculty, Rhetoric & Literacy, Basic Skills Faculty Co-Chair  
Dr. Sherri Zhu- Faculty, Social & Behavioral Sciences

**Absent:**

Jason Bowen- Faculty, Math and Sciences  
Snizhana Jane Bowers- Faculty, Math and Sciences  
Dr. Rashitta Brown-Elize- Director, EOP&S  
Dr. De’Nean Coleman-Carew- Counselor, P.R.I.D.E  
Saundra Cooley- Director, STAR  
Marisela Corona- Technician I, CalWorks  
Scott Covell- Faculty, Rhetoric and Literacy  
Dr. Svetlana Deplazes- Research Analyst, Institutional Research  
Riley Dwyer- Dean, Rhetoric and Literacy

Items	Person	Action
I. Open Meeting	Dr. Jill Zimmerman	<p><b>Issues Discussed:</b></p> <ul style="list-style-type: none"> <li>Meeting minutes from the April 30 meeting were handed out.</li> <li>Large printouts of the NOVA Metrics from the May 9<sup>th</sup> meeting were handed out.</li> </ul> <p><b>Follow Up Items:</b></p> <ul style="list-style-type: none"> <li>Committee members not included in the teams listed in <i>Section III, Sub-Groups</i> of the May 9, 2019 meeting minutes are to join a group aligned with their interests and assist with that section of the report.</li> </ul>

<p>II. Brainstorming on Transfer</p>	<p><i>Dr. Jill Zimmerman</i></p> <p><i>General Discussion</i></p>	<p><b>Issues Discussed:</b></p> <ul style="list-style-type: none"> <li>● <b>Transfer Brainstorming Discussion:</b> <ul style="list-style-type: none"> <li>○ Identify those who have Transfer as a goal who are not making adequate progress toward their goal early enough- track through the Pride office regardless of ethnicity.</li> <li>○ Provide wrap-around support through clubs such as Hola, and a Puente-like program.</li> <li>○ Cohort now in Counseling for Transfer to ensure whatever resources there are for Transfer are utilized.</li> <li>○ All other groups that have Transfer connected programs should reach out to Counseling for their information.</li> <li>○ Hold Joint HSI/HBCU Caravan, and have a meeting with the attending students beforehand to frame the trip for them and tell them what to look for to understand.</li> <li>○ Host Separate HSI and HBCU tours on campus.</li> <li>○ Highlight the pipeline more clearly, i.e. when they apply here they get automatic admission.</li> <li>○ After Transfer Day, the HSI &amp; HBCU reps go to AV Fairgrounds or Highland for a college info night to capture the parents who have high school kids</li> <li>○ Promote the Transfer Center workshops.</li> <li>○ At Summer Bridge, advise students to connect with the Transfer Center early and often.</li> <li>○ Increase Transfer Tours so students know their options.</li> <li>○ Have all Umoja students and groups go to Summer Bridge together to get the information they need there. Help them understand how to make that transition, <ul style="list-style-type: none"> <li>◇ i.e. help students find carpooling opportunities or understanding about using the bus. Possibly helping out with bus passes that first semester.</li> </ul> </li> <li>○ Tours taking students on the training so they become comfortable with doing that.</li> <li>○ Engage Alumni to share their experiences with the transferring students.</li> <li>○ Find out where students plan to transfer to then send email for a meeting to talk about what the experience will be like.</li> <li>○ Create a Transfer Club</li> </ul> </li> <li>● Native American – 1 individual:</li> </ul>
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- o Student Equity hosting ManKiller in October
  - o Native American and LGBTQ Resource Fair on June 15 (including Anya, Pride Advocates, Anthropology, Sociology clubs)
  - Calendars:
    - o Student Life to add Transfer days and Transfer workshops onto the Student Life calendar.
    - o At beginning of the year, enter all the events and activities on the Student Life and Student Services calendars.
    - o Push for students to subscribe for notifications from the Student Life calendar
    - o Show new students how to sign up for calendar notifications when they are shown how to sign into their MyAVC and email.
    - o Invite other calendars to copy the Student Life Calendar.
    - o Challenge has been to get one main calendar for AVC- right now, which calendar(s) do you have students sign up for?
  - Communication:
    - o Speak to in the Executive Summary- How do we communicate critical and important information to the students?
    - o Students who are not connected are often Equity gapped students and are at a disadvantage of not knowing the kinds of activities available to help them.
    - o Liz Diachun, *Executive Director, Marketing & Public Information* is leaving the district. The communication/calendar issue should be discussed with her replacement- how to ensure there is a collaborative connection with the Campus Updates and Calendar of Events in enough time to plan accordingly.
- Follow Up Items:**
- Determine how many stay for the college info night, on transfer day to determine if feasible.
  - A more comprehensive communications plan discussion to be held with new Marketing Director when hired.

		<ul style="list-style-type: none"> <li>● Increase the opportunities for exposure- add Transfer activities and increase Transfer Tours and connect with our local transfers.</li> </ul>
III. Access (Enrolled in Same College)	<p><i>Dr. Jill Zimmerman</i></p> <p><i>General Discussion</i></p>	<p><b><u>Issues Discussed:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Access Brainstorming Discussion:</b></li> <li>● Definition: Students who said they were coming, and did.</li> <li>● Need to gather more data: <ul style="list-style-type: none"> <li>○ Create inquiry team that analyzes the data of who are applying and who's coming.</li> <li>○ Use Argos reports to find out who students are and get in touch with them.</li> <li>○ How do we insure we capture those students who have given an intention but then no follow-through?</li> <li>○ Find out from students how difficult the onboarding process was for them to navigate.</li> <li>○ Use National Student Clearinghouse to find out where the students who applied here, but didn't come, actually went.</li> <li>○ Work with the High School Districts to find out where their students are applying to, and work to create a situation where the students have a meaningful, educational, next step transition to AVC.</li> <li>○ Need to understand why the FAFSA applications nearly doubled.</li> <li>○ Outreach to Veterans as soon as the application comes through.</li> <li>○ AVC has embedded counselors at the high schools.</li> <li>○ Bridge counselors keep a Google Drive database on their students.</li> <li>○ Speak to the lead Bridge Counselors for historic data.</li> <li>○ Identify the Bridge Counselors and survey them as to the gaps they see and what they think we can do.</li> <li>○ Conduct a call campaign to high school students to determine equity gaps for those students that did not arrive.</li> </ul> </li> </ul>
IV. Retaining from Fall to Spring	<p><i>Dr. Jill Zimmerman</i></p>	<p><b><u>Issues Discussed:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Retention Brainstorming Discussion:</b> <ul style="list-style-type: none"> <li>○ Problem retaining males across the groups.</li> </ul> </li> </ul>

	<i>General Discussion</i>	<ul style="list-style-type: none"> <li>o Analyze the SUSSI data by gender to determine if they're using less services, etc.</li> </ul>
V. Completion	<p><i>Dr. Jill Zimmerman</i></p> <p><i>General Discussion</i></p>	<p><b><u>Issues Discussed:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Completion Brainstorming Discussion:</b></li> <li>● There are currently 1,153 students with 50+ units who have not applied to graduate.</li> <li>● Determine why they are not applying to graduate, with an equity viewpoint, help get them on track to completion and complete.</li> <li>● Create buzz about graduation.</li> </ul>
VI. Conclusion	<p><i>Dr. Jill Zimmerman</i></p> <p><i>General Discussion</i></p>	<p><b><u>Issues Discussed:</u></b></p> <ul style="list-style-type: none"> <li>● Many activities can be repeated across the different groups.</li> <li>● Very specific wording must be used for the activities, stating exactly what will be done, being specific to the equity gap.</li> <li>● Agreement that the specific activities to be listed, and in the Executive Summary to be the over-arching strategy.</li> <li>● Need to be clear in our professional development, hiring practices and EEO plan- the campus must be reflective of the student population we serve.</li> <li>● Bring AVID in to talk about disrupting the narrative.</li> <li>● If we can't print the report, contact the Chancellor's office.</li> </ul> <p><b><u>Follow Up Items:</u></b></p> <ul style="list-style-type: none"> <li>● Crystal Garcia and Tynisha Steans to provide Dr. Zimmerman with a draft exit survey for Umoja and LatinX Graduation Celebrations (i.e. what are some things that would have enhanced your education experience?)</li> <li>● Similar survey for Veterans, and Students on the Move.</li> <li>● Dr. Zimmerman to work on the Executive Summary.</li> <li>● Groups to enter their data into the report.</li> </ul>
<b>NEXT MEETING DATE:</b>		<p><b>Date:</b> May 28, 2019</p> <p><b>Time:</b> 3:30pm to 5:00pm</p> <p><b>Location:</b> L-201</p>

# Metrics

In the sections below, the Baseline figures shown are your actual student counts in each category. The Minimum Equity number indicates the student count that would bring your college within 2% of closing the equity gap. The Full Equity number indicates the student count that would eliminate the equity gap. The Goal you enter will be your targeted student counts. You must enter a Goal for each metric in both the Overall Student Population and the Disproportionately Impacted (DI) Student Groups sections. However, some of these goals can be the same as the baseline number, signaling that your college will not be focusing resources on activities designed to close the gap for those populations. If your college has identified additional student groups to target that are not listed, you may enter those groups in the Additional Categories section.

## Overall Student Population

Metric	Baseline	Goal
Transferred to a Four-Year Institution	959	<input type="text" value=""/>
Attained the Vision Goal Completion Definition	1369	<input type="text" value=""/>
Completed Both Transfer-Level Math and English Within the District in the First Year	182	<input type="text" value=""/>
Retained from Fall to Spring at the Same College	9921	<input type="text" value=""/>
Enrolled in the Same Community College	15802	<input type="text" value="0"/>

### Disproportionately Impacted (DI) Student Groups

The below groups of students at your college have been identified as disproportionately impacted according to the point gap methodology. (Note that the “Filipino” demographic was reported separately from the Asian demographic and may be listed below. Since it is not a designated equity group by EDC 782220, your college is not required to set an equity goal for this group. However, this platform requires a goal number entered for each metric displayed. You may enter the baseline number as the goal if you will not be targeting this group.)

Demographic	Gender	Metric	Baseline	Minimum Equity	Full Equity	Goal	Action
Hispanic or Latino	Male	Transferred to a Four-Year Institution	149	159	196	<input type="text" value=""/>	-
Filipino	Female	Transferred to a Four-Year Institution	6	8	10	<input type="text" value=""/>	-
Black or African American	Male	Transferred to a Four-Year Institution	39	44	54	<input type="text" value=""/>	-
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	1	2	2	<input type="text" value=""/>	-
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	0	2	2	<input type="text" value=""/>	-
LGBT	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	2	<input type="text" value=""/>	-
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	4	6	<input type="text" value=""/>	-
Some other race	Male	Retained from Fall to Spring at the Same College	25	33	34	<input type="text" value=""/>	-
Black or African American	Male	Retained from Fall to Spring at the Same College	497	588	604	<input type="text" value=""/>	-
Black or African American	Female	Retained from Fall to Spring at the Same College	945	1001	1030	<input type="text" value=""/>	-



Veteran	Male	Enrolled in the Same Community College	253	279	293	<input type="text" value="-"/>
LGBT	Male	Enrolled in the Same Community College	200	253	266	<input type="text" value="-"/>
LGBT	Female	Enrolled in the Same Community College	415	453	475	<input type="text" value="-"/>
Foster Youth	Female	Enrolled in the Same Community College	495	516	541	<input type="text" value="-"/>
White	Male	Enrolled in the Same Community College	1395	1418	1487	<input type="text" value="-"/>
White	Female	Enrolled in the Same Community College	1536	1643	1722	<input type="text" value="-"/>
Some other race	Male	Enrolled in the Same Community College	32	119	125	<input type="text" value="-"/>
Some other race	Female	Enrolled in the Same Community College	54	91	95	<input type="text" value="-"/>
Native Hawaiian or other Pacific Islander	Male	Enrolled in the Same Community College	21	49	52	<input type="text" value="-"/>
Native Hawaiian or other Pacific Islander	Female	Enrolled in the Same Community College	31	39	41	<input type="text" value="-"/>
Black or African American	Male	Enrolled in the Same Community College	1339	1409	1477	<input type="text" value="-"/>
Black or African American	Female	Enrolled in the Same Community College	2135	2183	2289	<input type="text" value="-"/>
Asian	Male	Enrolled in the Same Community College	222	314	329	<input type="text" value="-"/>
Asian	Female	Enrolled in the Same Community College	280	305	320	<input type="text" value="-"/>



American Indian or Alaska Native	Male	Enrolled in the Same Community College	44	64	67	-
Disabled	Male	Transferred to a Four-Year Institution	18	26	32	0
LGBT	Male	Attained the Vision Goal Completion Definition	7	10	12	0
LGBT	Female	Attained the Vision Goal Completion Definition	5	20	25	0
Foster Youth	Male	Attained the Vision Goal Completion Definition	17	25	30	25
Foster Youth	Female	Attained the Vision Goal Completion Definition	42	44	54	44
Asian	Male	Attained the Vision Goal Completion Definition	9	9	12	9
Black or African American	Male	Attained the Vision Goal Completion Definition	67	76	94	76
Native Hawaiian or other Pacific Islander	Female	Attained the Vision Goal Completion Definition	1	1	2	1
American Indian or Alaska Native	Female	Attained the Vision Goal Completion Definition	2	2	3	2
Black or African American	Female	Attained the Vision Goal Completion Definition	120	126	156	126
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	2	6	9	6
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	6	10	15	10

Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	2	13	19	13
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	3	5	3
Veteran	Male	Retained from Fall to Spring at the Same College	153	170	175	170
Foster Youth	Male	Retained from Fall to Spring at the Same College	172	203	209	4
LGBT	Male	Transferred to a Four-Year Institution	1	5	6	4
Disabled	Male	Attained the Vision Goal Completion Definition	45	-	-	-