

Guidance, Resources, Integration, and Transformation Committee Meeting

April 8, 2020
2:00-3:00 PM
Via Zoom

Present: Gina Cullen; Maria Coulson; Hugo Guillen; Tonya Hersch; Andrea Hunter; Alexander R Jones; Ellen Shaw; Sadika Sulaiman Hara

Resource: Kathleen Antokhin; Emy Bagtas; Melanie Palomino; Keith Rosenthal; Holly Shafer; Julian Solis; Cari Torres Benavides; Sofie Totapudi

Absent: Bea Cazares

Agenda

- Agenda approved for the current meeting.

Minutes

- Minutes from 3/11/2020 meeting approved.
- Minutes from 3/25/2020 meeting approved with a note to correct a typo.

Introductions

- Welcome by Tonya Hersch. Tonya opened the conversation with a review of the metrics and activities in Student Equity Plan and explained that the activities fall into two categories, ones that are intended for the student body as a whole and others, which target specific groups of students who have historically been under-represented.

Transfer to a Four-Year Institution-Overall Population

1. **Outreach to students undecided on majors:** Tonya Hersch queried the meeting regarding what COM is currently doing and could be done with regard to this activity. Career and Transfer shared that they collect student emails for their list serve. When students sign up for the list serve they are asked about major choice. While this data is not comprehensive, it does provide a way to contact students via the email they provide. Counseling offered that they would like to expand their outreach to students undecided on a major. In the past, they have offered Choosing a Major workshops and had more workshops planned this semester in partnership with the learning communities. Career and Transfer would like to connect with faculty, with a goal of visiting meta-major entre classes, to talk with students about career and transfer paths within these majors. These discussions would highlight alternate majors that exist within these paths. Students typically have a very narrow knowledge of majors and focus on the top twenty majors.

This narrow focus is widespread among students and as a result these top twenty majors are impacted. Students who broaden their choices increase their odds of successfully transferring to the college or university of their choice. Counseling would also like to have more classroom visits, particularly to introductory/exploratory level classes. These visits would serve to familiarize students with the resources that are available to them at COM, including meeting with a counselor. They would also like to expand on the counselor liaison work with the Academic departments and have been developing event ideas. Career, Internship and Service Learning partnered with ASCOM to host a Choose Your Major fair where Faculty and Industry would be present to talk about the pathways between majors and jobs in industry. This event was cancelled because of the Shelter in Place order, but they plan to host this event next spring.

2. **Explore best practices to support students on probation.** This was addressed in the last meeting.

Attained the Vison Goal Completion Definition-Overall Population.

1. **Outreach to students who are close to degree completion.** Tonya asked the members and guests to comment on this activity. Counseling would like to expand their outreach, currently they run degree audits on all the students who are transferring to UCs, to see if they have earned a degree from COM as well. With expanded capacity, they would reach out to everyone who was close to completing their degree requirements. In order to do this, IT would need to create a report that pulled out the students that are close to completion and counselors would need to review their transcripts. Students frequently have selected majors for which they still need classes for, but are very close to completing a degree in a different major. Ideally, we would be reaching out to everyone who had approximately 60 units, perhaps with a text or email, letting them know that they were close to graduating and they needed to meet with a counselor. Once a list of students close to graduation was created, EOPS offered to pull out the EOPS students and contact them. The Learning Communities could also peel off their students and contact them directly.
2. **Increase activities around commencement and completion.** Members agreed that combining the transfer recognition and commencement ceremonies last year was very successful.
3. **Improve the graduation application process.** The move to online instruction has necessitated putting the grad application online. Students still need to meet with a counselor but now they can begin the process themselves. The big issue here remains that students may not realize that they can get a degree; they may be ready to graduate but maybe not in the major they selected. It was agreed that this is the process that needs improving, supporting students in their selection of a major. The

Math department added that having the right major means they take the right math class. It was noted that going forward the grad application will remain online and be more accessible and this new online application provides COM with an opportunity to promote the online grad app along the lines of “start your grad application online and have a counselor approve it”.

4. **Strengthen the pipeline with industry to encourage certificate completion.** Career, Internship and Service Learning is in process of creating an internship program for Academic Year 20/21. They are also looking at developing shorter unit certificates in accounting and multi-media that will give students access to jobs upon completion, and developing inter-disciplinary certificates that create pathways to transfer and industry. In order to target specific groups that may not usually have access to these industries, they are seeking to create multiple pathways that meet the needs of different communities. They gave the example of a pathway currently being investigated. This would be CTE fellowship program for undocumented students who are unable to work because of documentation issues. These fellowships would provide a stipend while students gained hands on work experience. They are working with Community Based Organizations and Industry doing assessments to learn where student interests lie, and where workforce shortages exist to create strong pathways that align with the interests of institutions, communities, and industry.

Student Equity Goals Activities, Resources for Disproportionately Impacted Groups.

- Tonya Hersch clarified some of the contextual issues that have arisen with some of our DI groups; small sample size means it doesn’t take a lot to make the needle move, and there are data collection issues with regard to our LGBT DI groups. Despite these issues, we do want to create activities specifically for these groups.

Transfer to a Four Year Institution-Disproportionate Impact Groups.

1. **Provide Transfer support for special populations and historically underrepresented groups.** The Learning Communities, especially PUENTE and Umoja support D.I. groups. The Transfer Center has been trying to connect with students that don’t typically utilize the Transfer Center. This semester they did pop-ups around campus so that students could encounter the Transfer Center in an informal way. The pop-ups were not as well attended as they would have liked and going forward they would like to partner with other resources on campus and host the pop-ups in those spaces. Transfer Center would also like to grow their Transfer peer advisor program. This program has been very successful, both in terms of outreach and supporting the social media campaign. Sofie is very involved with MAPS but has also done presentations for EOPS and SAS and the Learning Communities and would like to do more, including creating spaces for specific

student populations that are dedicated to transfer. Tonya recapped that this is an area of growth; the pop-ups are a great idea and the learning communities are a great place to start. Sadika highlighted the need for remote opportunities now and over the summer, to provide opportunities for communities to connect and talk to each other. Student Activities and Advocacy is collaborating with ASCOM & Mental Health Services to host an online program that will offer this. If it is successful, they hope to make it a weekly program. Transfer Center added that they are bringing all their workshops online and among other ideas, are considering hosting a Virtual Essay Writing camp this summer. The issue for them is not programming but how to outreach to different student populations. Counseling also finds this to be a persistent problem. One of the big successes of MAPS has been through word of mouth. Counseling would like to capitalize on that, to get students to invite other students. Counseling is looking at different ways to provide online services this summer; some ideas include synchronous workshops and some very short videos to put on the website. Tonya agreed that partnering with ASCOM and the Learning Communities around transfer was a great idea. She also noted that though this will be addressed in a later activity, partnering with alumni by inviting them to participate in workshops as speakers to targeted groups that they are also members of, is very powerful.

Transfer Center noted that an Alumni Network was started last year and currently has over 80 students signed up. These former students are willing to participate in events or meet one on one. SAA is working on a virtual calendar that will cover remote events, including the Woman of Color Café, and the Instagram Live groups with COM Mental Health professionals and invited Transfer and Career to list on the calendar, any events that they want to promote. SAA shared that they were excited to be using Instagram live, they are finding it simpler to use than Zoom, and events can be recorded and accessed later.

2. **Scale, coordinate and align efforts among the learning communities.** This has already been addressed.
3. **Expand peer- mentoring programs.** This has been addressed as well.
4. **Develop and implement Veterans Support Team to support students transitioning from military to student life.** We talked briefly about this; we need include veterans when we talk about student success for our targeted groups. We will need to include Jon Hornik in this conversation

Attained Vision Goal Completion

1. **Track and assess program and student success for targeted groups.** We are doing this.
2. **Develop alumni network as a resource.** We are developing a network as a resource. We should expand and continue this work.

3. **Develop activities to connect alumni network with current students.** Currently, Outreach uses alumni in their events, Transfer Center invites alum to participate on alumni panels and during campus visits. Keith Rosenthal suggested that alumni be invited to participate in graduation. It was noted that this has been done in the past; however the length of the ceremony creates a barrier to alumni participation. While graduation is an opportunity to engage with alumni donors, at this point students are set, the time for students to connect with the alumni network is prior to graduation. Tonya asked how the alumni network works in terms of career. CISL responded that they are exploring new platforms to manage the COM job board. There are better platforms available that students could continue to use as alumni after they exit COM, ones that interact with other widely used platforms such as LinkedIn and this could work to build the alumni network.
4. **Reach out to students in targeted groups through Ambassadors.** It was agreed that having students involved in presentations who look like the students we want to see progress, is vital to creating reflection for these targeted groups. Representation is fundamental whether we are talking about alumni, learning communities or ambassadors supporting group activities.

Meeting was adjourned

- Tonya thanked the group for their participation, urged everyone to stay healthy and adjourned the meeting.