STUDENT EQUITY & ACHIEVEMENT COMMITTEE MEETING MINUTES

Thursday, May 19, 2022| 2:00 p.m. to 4:00 p.m. | Location: https://cccconfer.zoom.us/j/93453286627

Agenda

Check-ins:

Jill shared that an EOPS student got into Stanford.

Liz shared President's scholarship information for students.

1. SEA Budget Update (per May Revise)

May revise indicates 5% more in budget, partly to match COLA. Our rollover should be about 290K. We will have Basic Needs Coordinator who will be responsible for market, which will be in back area where conference room is now. We will also be able to give direct awards, like gas card, housing voucher, etc.

Desire to be effective with our money. Joel wondered how that would affect counseling budget. Counseling will be same level as last year. Jill wants part-time counselors to know their hours sooner. SEA funds aren't supposed to pay overload, Shawn clarified. For counselors, though, summer work is overload by definition. SEA budget is SSSP, matriculation, and basic skills; however, we're still operating as if we have those 3 different strands. But we don't have these anymore. State is now saying that if an expenditure is not directly related to closing equity gaps, that position needs to be rewritten or eliminated.

Kristy mentions that GP working with SEA to re-do some of our websites to more accurately convey resources. Redesign of student resources hub to mirror what is in Canvas. Hoping that basic aid person can also keep community resources list updated.

Shawn will send out Basic Needs job position. Amanda has been doing a lot of work on this!

2. SEA Funds vs. Equity Innovation Grant

SEA funds can be used for anything that can be sustainable and that directly affects student success—extra tutors, calculators to lend, etc. Equity innovation grant is professional development, things that we can scale up or xxx. We don't want to "splash the money hose" on problems but be careful and intentional.

Work group, Community of Practice…get in your applications.

Audit coming up week of November 11.

3. **Feedback on forms (per last meeting)**

Groups involved, how the money will help, etc. There has been a lot of fraud. Report is now every term.

Get funding form to him by next Friday, 5/27 to suggest changes.

4. **Priorities AY 22-23**

Shawn has been given a lot of extra responsibilities this year. Time it has taken him to manage people has been significant, so he hasn't gotten to some of his priorities. Measurable, direct impact on. Veterans have been added back on. MENA still not added. There is currently a lawsuit.

We can use funds on this group, but audit will happen, and they'll see that this group not on there, so we need to justify funding. We could do an affinity group. He was able to carve out some money for an affinity group in the case of AAPI. But a more official LC could not be funded if not an official DI group.

Will help anyone who needs help, but we have to be more creative. Danger of turning groups into monolith.

We need to bring problems to the meeting so that design thinking model can be applied. More quality of life things have been addressed here.

Staff a counselor in Online Service Center to help with application, etc.

Look at impact of students' difficulty in accessing learning materials. No physical book makes things complex for students.

Kristy noted conversation happening in student services around help with applications.

Shawn—all our processes are laborious. It takes too much time to hire students, we lose them to other jobs, we lose time that could have spent training. Student access.

Navigating content across multiple platforms for students.

Students didn't want to drive in and get print-outs to mark up.

They want everything free and digital, but that is not good for them.

Brain research.

User experience.

Synergizing

Welcome week 1 and club rush 2nd week

Jeanne asked about newsletter—what is goal as far as when to put it out next?

What is happening on campus this week

5. **Housekeeping**

6. **Adjourn**

3:32 pm.

Fall Semester 2022 Meetings
- September 15
- October 20
- November 17
- December 15 (tentative)

Shifting Towards Equity-Mindedness and Institutionalization

2018-2022	2022-2025
Transactional	Transformational
Compliance Oriented	Community Driven, thoughtful, meaningful, reflective
One and Done	Fluid and Dynamic
Race-Neutral	Race-Consciousness
Standalone Plan	Inform other Institutional Plans
Compartmentalized Funding	Braiding of Funds (Trenza)

A Shift Away from "Activities"

- No "one-offs" or disconnected equity activities
- Go far beyond student services and into the classroom and curriculum
- Leverage existing work and build efforts (and consensus) across campus
- [A Note] Systemic inequities demand systemic responses

How the '22-'25 Equity Plan will be different from previous plans

Metrics that support:
- Alignment with Guided Pathways and Vision for Success
- Accessibility and standardization, all colleges having the ability to use the same data via the dashboard (available middle-end of March)
- College's ability to identify student populations experiencing the most disproportionate impact

Use of DI to Support:

- College plans that center and prioritize student populations experiencing the most disproportionate impact for each metric
- The understanding that when we direct efforts to address the inequities for the population experiencing the most disproportionate impact, the efforts will benefit other student populations.

Equitable Group Work

Dr. Robert Thomas (SFSU) was hesitant to give me his exact plan/method for equitable group work, but he did give me the primary sources he used to create his own way, some gleaned from successful k-12 practices.

- "Equity in Cooperative Learning Classrooms" https://complexinstruction.stanford.edu/about/Equity-in-Cooperative-Learning-Classrooms
- Equitable Group Work (focusing on Mathematics) https://www.mathagency.org/groupwork-dynamics

Differentiated Instruction
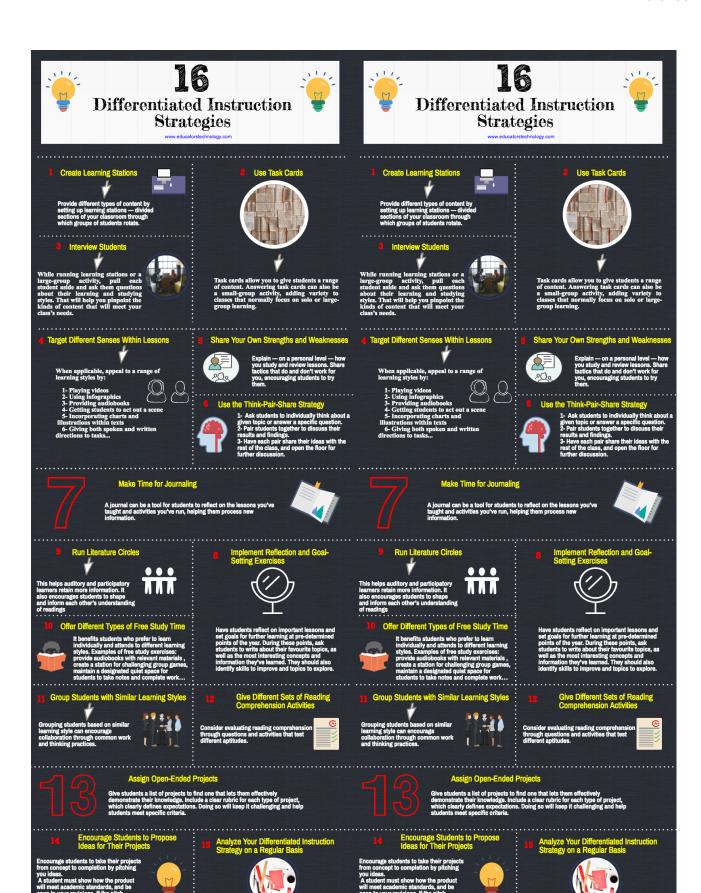
K-6 Principal Delgado (Cleveland Elementary, Oakland) provided the following resources to adapt/amend for college students:

-https://resilienteducator.com/classroom-resources/examples-of-differentiated-instruction/

See Graphic Below

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Differentiated Instruction Strategies
www.educatorstechnology.com

1 Create Learning Stations

Provide different types of content by setting up learning stations — divided sections of your classroom through which groups of students rotate.

2 Use Task Cards

Task cards allow you to give students a range of content. Answering task cards can also be a small-group activity, adding variety to classes that normally focus on solo or large-group learning.

3 Interview Students

While running learning stations or a large-group activity, pull each student aside and ask them questions about their learning and studying styles. That will help you pinpoint the kinds of content that will meet your class's needs.

4 Target Different Senses Within Lessons

When applicable, appeal to a range of learning styles by:

1- Playing videos
2- Using infographics
3- Providing audiobooks
4- Getting students to act out a scene
5- Incorporating charts and illustrations within texts
6- Giving both spoken and written directions to tasks...

5 Share Your Own Strengths and Weaknesses

Explain — on a personal level — how you study and review lessons. Share tactics that do and don't work for you, encouraging students to try them.

6 Use the Think-Pair-Share Strategy

1- Ask students to individually think about a given topic or answer a specific question.
2- Pair students together to discuss their results and findings.
3- Have each pair share their ideas with the rest of the class, and open the floor for further discussion.

7 Make Time for Journaling

A journal can be a tool for students to reflect on the lessons you've taught and activities you've run, helping them process new information.

9 Run Literature Circles

This helps auditory and participatory learners retain more information. It also encourages students to shape and inform each other's understanding of readings

8 Implement Reflection and Goal-Setting Exercises

Have students reflect on important lessons and set goals for further learning at pre-determined points of the year. During these points, ask students to write about their favourite topics, as well as the most interesting concepts and information they've learned. They should also identify skills to improve and topics to explore.

10 Offer Different Types of Free Study Time

It benefits students who prefer to learn individually and attends to different learning styles. Examples of free study exercises: provide audiobooks with relevant materials , create a station for challenging group games, maintain a designated quiet space for students to take notes and complete work...

11 Group Students with Similar Learning Styles

Grouping students based on similar learning style can encourage collaboration through common work and thinking practices.

12 Give Different Sets of Reading Comprehension Activities

Consider evaluating reading comprehension through questions and activities that test different aptitudes.

13 Assign Open-Ended Projects

Give students a list of projects to find one that lets them effectively demonstrate their knowledge. Include a clear rubric for each type of project, which clearly defines expectations. Doing so will keep it challenging and help students meet specific criteria.

14 Encourage Students to Propose Ideas for Their Projects

Encourage students to take their projects from concept to completion by pitching you ideas. A student must show how the product will meet academic standards, and be open to your revisions. If the pitch doesn't meet your standards, tell the student to refine the idea until it does.

15 Analyze Your Differentiated Instruction Strategy on a Regular Basis

Analyze your strategy by reflecting on:

1- Content : Are you using diverse materials and teaching methods in class?
2- Processes: Are you providing solo, small-group and large-group activities that best allow different learners to absorb your content?
3- Products: Are you letting and helping students demonstrate their understanding of content in a variety of ways on tests, projects and assignments?

16 "Teach Up"

Teaching at a level that's too easily accessible to each student can harm your differentiated instruction efforts, according to Tomlinson. Instead, she recommends "teaching up." This eliminates the pitfall being stuck on low-level ideas