

Student Equity and Success (SES) Committee Annual Report 2019-2020

For Academic Year 2019-2020	
2019-2020 SES Goals	<ul style="list-style-type: none"> ● Clarify relationship and expectations between SES and the workgroups (SEW, DevEd and SSSP) <ul style="list-style-type: none"> ○ SES Chairs report back on College Council proceedings to respective workgroups ○ Establish a process for reporting the progress of each workgroup back to SES ○ Workgroup leads will coordinate with SES on Student Equity & Achievement Plan Funding ○ Mentoring students through their engagement with workgroups ● Develop and inform the college on how institutional initiatives intersect on equity goals <ul style="list-style-type: none"> ○ Develop a visual aid to share with the college ○ Report to college council ● Partner with Professional Development for increasing equitable student success <ul style="list-style-type: none"> ○ Bring into focus PD for Classified Professionals ● Coordinate with RPEC to measure the impact of key programs, initiatives, and needs of disproportionately impacted groups <ul style="list-style-type: none"> ○ Develop an equity-lens methodology for research and evaluation ● Coordinate with the Program Review Committee to improve integration and incorporate an equity lens
2019-2020 SES Accomplishments	<ol style="list-style-type: none"> 1. Evolved the role of SES to provide overarching guidance as well as driving the work around equity with operational groups.

	<ol style="list-style-type: none"> 2. Convergence of Equity Initiatives: Project Management worksheet 3. Moved forward the legislation of SEAP funds for the DVC Emergency Grant 4. Coordinate with the Program Review Committee to improve integration and incorporate an equity lens 5. Sent out College-wide communication on End of Semester Equity reminders and resources 6. Partner with Professional Development, Guided Pathways and Distance Education workgroups to increase equitable student success <ol style="list-style-type: none"> a. Pedagogy Inquiry Team Projects (formerly Summer Institutes) 7. Clarify relationship, integration and expectations between SES and the workgroups (SEW, DevEd, and SSSP) 8. Integrate the work of Ethnic Studies
<p>2019-2020 Major Obstacles</p>	<ol style="list-style-type: none"> 1. Building an infrastructure to access disaggregated data sources needed to support disproportionately impacted students and data-driven equity initiatives 2. Moving to remote learning <ol style="list-style-type: none"> a. Lack of data to target students with the greatest needs (students who are not connected to learning communities or existing support programs) b. Limited our ability to mentor students in our workgroups 3. Balancing the perception of SES to serve as an overarching governance committee as well as driving the equity on the ground 4. Gaining legitimacy as a committee that is trying to institutionalize equitable conditions. 5. Ensuring the SEAP budget and allocation process is transparent, because of the time needed to establish an integrated funding request process.
<p>2019-2020 SES Ongoing work</p>	<ol style="list-style-type: none"> 1. Hiring <ol style="list-style-type: none"> a. EEOA

	<ul style="list-style-type: none">b. Cultural Competency in Hiringc. Research diverse posting listd. Equitable language in hiring posts <p>2. Research</p> <ul style="list-style-type: none">a. Disaggregated Datab. Data Coachingc. Equity Lens in Guided Pathwaysd. Work with Shaun Harper's institute <p>3. Pedagogy</p> <ul style="list-style-type: none">a. Coordinating with AB 705 and PD committeeb. Pedagogy Inquiry Team Projects and Guided Pathways on the Fall Institutec. Equity reminder email at the beginning, middle, and end of the semesterd. Social Justice Speaker and Equity Speaker seriese. Expand the work of Nexus beyond the new cohort <p>4. Student Support Outside the classroom</p> <ul style="list-style-type: none">a. Support DI-focused Stakeholders Workgroupsb. Caring Campus - Institute for Evidence Based Change<ul style="list-style-type: none">i. Focus on Equity in non-instructional areasii. Integrating instructional and non-instructional areasc. Remote community building
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