

Integrated Student Success Committee Update Report 11.1.2023



[The Academic Year 2021 Report](#) is a helpful publication

to understand the various components of the Integrated Student Success Committee (ISSC)

Introduction

What is the Integrated Student Success Committee (ISSC)?

We would like to start with an overview of the Integrated Student Success Committee, the [official committee webpage of which can be found here](#) and the [support website here](#).

ISSC is a large and diverse [Standing Committee](#) of the college whose membership is cross-constituent and whose membership count is 32. It includes instructional and allied faculty, students, classified staff, and managers. Appointments are made by various constituent leadership groups, including the Academic Senate, AFA, Classified Senate, Student Government Assembly, and the President's Cabinet. All members participate as part of college service.

Faculty participants serve on this committee in fulfillment of their college service. There is no reassigned time or base hourly pay given.

A bit of committee history and the Student Equity & Achievement (SEA) Program

ISSC represents the merging of two predecessor committees and three previously individual programs, including the Student Equity program, Student Success and Support Programs (SSSP), and Basic Skills. These programs were combined into the Student Equity and Achievement (SEA) program, which is described by the Chancellor's office in the following summation:

In 2018, the SEA Program was established and merged funding for three initiatives: the Student Success and Support Program; the Basic Skills Initiative; and Student Equity. Integrating these efforts into a single program advances our goal of demolishing once and for all the achievement gaps for students from traditionally underrepresented populations

The SEA Program requires colleges to implement the Guided Pathways framework offering a clear path to a stated goal, to provide all students with an education plan based on that goal, and to toss aside outdated and inaccurate placement policies that are keeping far too many from completing their goals in a timely manner. Colleges must also maintain a student equity plan.

Equity plans are focused on boosting achievement as measured by specific “success indicators” (access; course completion; ESL and basic skills completion; degrees and certificates awarded; and transfer rates) and require each college to develop detailed goals and measures addressing disparities that are discovered.

It’s all about giving every student an equitable chance.

- [found at CCCCO.edu “Student Equity](#)

Role of the Student Equity Committee

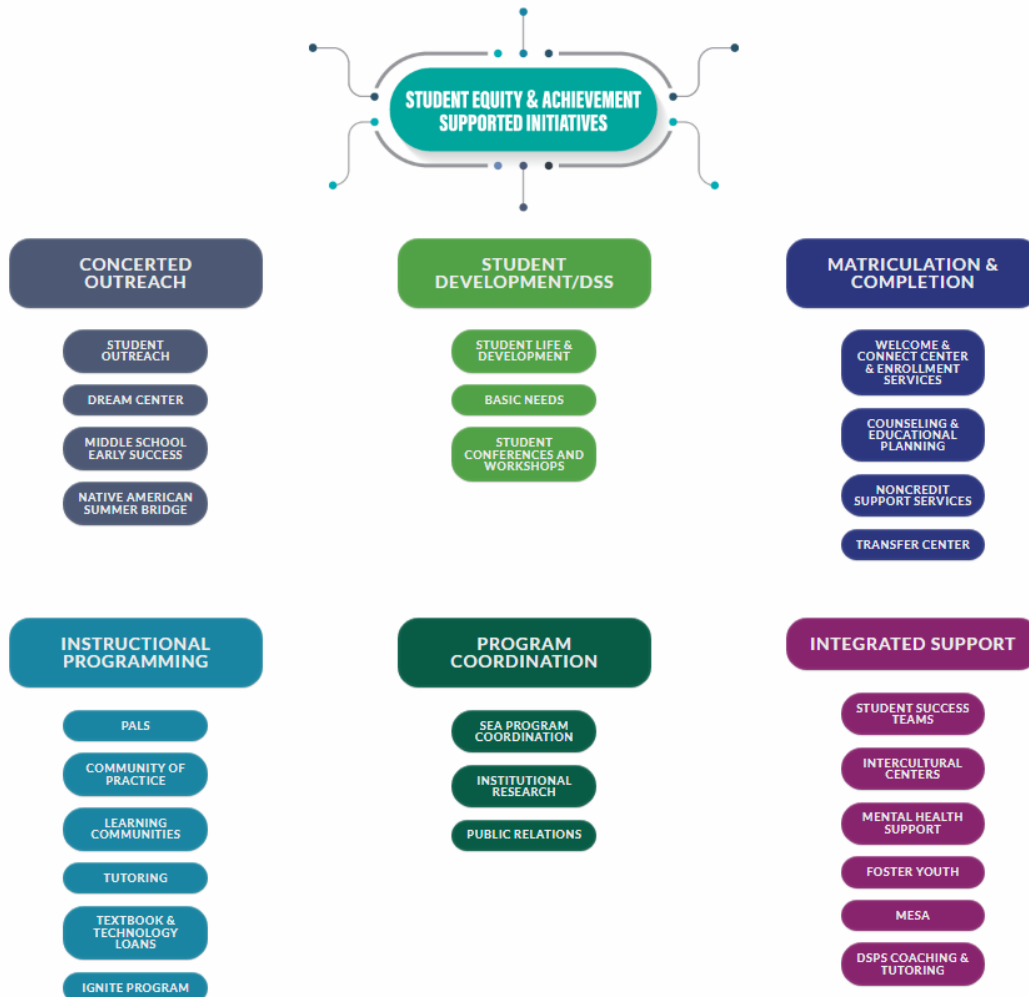
Through its legacy as the Student Equity Committee, ISSC also maintains a role connected to [Board of Trustees 8.1.17P Student Equity](#). As such, it plays a vital role in the development and implementation of the college’s Student Equity plan, and monitoring of its progress.

The imperative of the committee: SRJC students

ISSC endeavors to keep students at the center of its inquiry and recommendations. One of the primary methods for this is the production and analysis of student data. The following are examples of data sources regularly viewed by ISSC:

- An aggregate webpage of various custom and state data report:
<https://sea.santarosa.edu/data-and-research>
- The college’s public reporting on equity measures:
<https://fact-book.santarosa.edu/equity-data>
- The college’s data on disproportionately impacted student groups:
<https://sea.santarosa.edu/disproportionately-impacted-student-student-data>
- An display of outcomes for part-time students versus full-time students at SRJC:
<https://public.tableau.com/app/profile/blair.lamb/viz/Full-TimePart-TimeComparison2021-22/AggregateGrades>

The interventions and projects undertaken within the SEA program are also varied and centered on student success in a wide array of areas. You can see the general scope of them in the following graphic.



Function of the committee

Mission

The mission of the Student Success Committee is to advance equitable student access, success, and completion at Santa Rosa Junior College and provide a platform for collaboration and communication across the District that results in the integration of student success efforts.

How the committee carries out its mission

The committee subscribes to the following model of how to create deliberate change:

- Inquiry
- Design
- Recommendations for Implementation
- Continuous Evaluation and Evolution

As part of SRJC's responsibility to acknowledge, understand and dismantle systemic racism and other systems of oppression, the Committee seeks to create equitable outcomes, cultivate cultural humility and mindfulness, and celebrate the spectrum of diversity by serving the following functions:

- Select, plan and conduct inquiry into the students' disparate experiences and outcomes including but not limited to: college services, programs, culture, curriculum, classroom pedagogy, policies, and procedures across the student lifecycle from pre-entry to completion, identifying opportunities within those areas to address inequities
- Design recommendations for change based on inquiry and informed by data
- Relay recommendations to the appropriate shared governance and administrative bodies for design and/or implementation
- Monitor proposed recommendations, reviewing and communicating to the greater college community on their progress

The primary method for conducting this process has been the Action Team model the committee began utilizing in the 2018-2019 Academic year. Action Teams use the steps of Inquiry Based Design (Orientation, Conceptualization, Investigation, Conclusion, Discussion) to develop a deeper understanding of an issue or topic and to create learning or recommendations for the college. You can read more about the committee's history of Action Teams and the model [on its Committee Orientation page](#).

Previous Action Teams include:

- Creating institutional approaches to Welcoming, Guiding, and Engaging Students
- Examining the life-cycle of the student: First Year Achievements, Persistence through Education, and Completion Milestones
- Examining the findings on Part-Time Students, Barriers to Participation in support programs, and the implications of Remote Instruction

Reports from the three current Action Teams

First Year Experience (FYE)

The origins for the creation of the FYE Action Team result from a culmination of work in various areas of the college. First, the Guided Pathways FYE group created out of the [Academic Senate in their 2022 report \(here\)](#) recommended that a “Cross-Constituency, and student-equity-driven coalition, like ISSC, to bring the work together and start a pilot beginning summer 2023.” As they pointed out, the project “is not a ‘program,’ but an institutional effort to engage and retain minoritized student groups in their first/returning year.” Furthermore, a previous ISSC Action Team examining [“First Year Achievements” recommended further work on creating a coordinated response to the experience of students in their first year.](#) Further, the learnings from the COP entitled “Dreaming an FYE into existence” provided impetus for the next step to create recommendations for next steps, along with learnings from attendance at the national First Year Experience conference. Finally, the Student Equity Plan 2.0 details Action Steps to create a coordinated first year home room and experience for students to help address basic needs and other barriers to student persistence for first generation students.

The FYE Action Team utilized the Inquiry Based Design model to make a recommendation for an FYE pilot program to begin summer 2023. The three recommended components were 1) a summer bridge workshop day, 2) “cohorting” students in taking some of their classes together (in existing courses), and 3) out of class engagement and support.

In alignment with the Student Equity Plan 2.0, the recommendation was to focus on one ~30 student cohort of first-generation students who were undecided on their major and career goals. The recommended pilot was submitted to the Vice Presidents of Academic Affairs and Student Services and EOPS was identified to operate the pilot with their students within the Student Services division.

The FYE Action Team continues to monitor the pilot and its current work centers around creating recommendations for measuring and evaluating its effectiveness.

Creating an Equity Lens

In the aftermath of the murder of George Floyd, several departments created solidarity statements with the Black Student Union's open letter and list of demands. DRD was one of these departments. They undertook an "equity audit" of their department's practices and policies building upon innovative work for equity scholars that the district had contracted to come speak on several occasions, such as Lasana Hotep, among others. Equally important, Behavioral Sciences undertook a process to "decolonize their curriculum" and create a more culturally relevant curriculum.

Inspired by the amazing work of these two departments (among many others), the Equity Lens Action Team sought to build on their good work.

Their goal is to inquire into what a shared definition of equity across the District could look like. They seek to design a toolkit for the college community to review and evaluate processes, practices, and decisions, using an equity lens, and design a pathway into applying an equity lens and integrating equity work into all groups across the District.

Implementation of the Student Equity Plan 2.0

Implementation of the Student Equity Plan requires examining the identified action steps to document responsible groups or individuals, resources necessary, timeline needed and evaluation process being used to assess implementation.

The Student Equity Plan identified five major outcomes and many action steps for each but did not identify responsible parties, resources needed, timeline, and how implementation will be evaluated. Their overarching research question is:

What information is needed to support SRJC groups and individuals across the District in implementing the action steps identified in the Student Equity Plan 2.0?

- Who are the responsible parties?
- What are the resources needed to complete the action steps?
- What is the timeline for implementation?
- What evaluation process will be used to track and assess implementation?

The Action Team is working to create a resource that can be utilized by those who undertake implementation of the SEP 2.0.