



## Success, Equity & Transformation Committee Minutes

May 21, 2021  
9:30 am – 11:00 a.m.  
Student Services Center, 14-402 (via Zoom)

<b>ATTENDEES</b>	Larry Maxey	Ailene Crakes	Nancy Cortes
	Caitlin Tiffany	Leticia Diaz	Alex Holowicki
	Melanie Baeza-McCray	Pahua Vang	Hannah Padilla Barajas
	Kyung Ae Jun	Melissa Williams	Edeama Onwuchekwa
	Ashanti Hands	Guest, SDICCCA Intern: Krystal Mucha	Guest, SDICCCA Intern: Van Pham
	Guest, Counselor/Co-Chair- Kapwa Scholars: Amber Alatorre	Guest, Asst. Professor/WBL Coordinator/Co-Chair- Kapwa Scholars: Katlin Choi	Guest, Professor/Co-Chair- Kapwa Scholars: Jennifer Derilo

### **AGENDA ITEM 1: Welcome/Introduction and SSE Sightings**

<b>COMMENTS/ DISCUSSION</b>	<p>Introductions and SSE Sightings from attendees:</p> <ul style="list-style-type: none"> <li>• Successful class of 2021 end-of-year awards, to the RAZA Grad event and the first virtual EOPS &amp; Special Programs Achievement Ceremony.</li> <li>• An encouraging Kapwa Scholars Summit held on Friday, May 14<sup>th</sup> and Saturday, May 15<sup>th</sup> that highlighted the students' work and promoting a sense of community within the APIA student population.</li> <li>• A collaboration program between the instructional and student services created a cohort for Black students who dropped out and are invited back to the spring semester with intentions on providing resources and support through Project Assistants within the classroom. It is hopeful to have this model continue for fall semester and moving forward.</li> <li>• Student Success story on a former student from five years ago that struggled with a lot of setbacks and from a different institution; moved to San Diego two years ago and unexpectedly found the same instructor, Professor Alex Holowicki. Reconnected and committed to succeeding as a second chance. As a result, Professor Alex Holowicki provided a letter of recommendation in which the student was accepted to all his institution of choice and with scholarships.</li> <li>• Minor improvements through an Equity mindedness made an impactful difference such as; <ul style="list-style-type: none"> <li>- allowing participants who watched recordings of workshops to answer some questions and thus receiving Participation Certificate along with those who attended/participated during the scheduled workshop</li> <li>- services provided in the library for spring semester has been positive with data showing that students have been utilizing the</li> </ul> </li> </ul>
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	<p>services and resources intentionally- data collection still in process but hope to share in future meetings.</p> <ul style="list-style-type: none"> <li>• Student Services Call to Action plans were developed as a one year commitment in response to the George Floyd case, for each Student Services department to identify at least one goal in which they can remove barriers to support our African Americans/Black students with intentionality. Very pleased to see and capture over 20 departments' efforts of creating new programs, conduct new outreach and/or come up with new ways to serve students. As a result, the directions from the Student Services community has been exciting and hopeful that these plans can serve as a model to support all student population with intentionality.</li> </ul>
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## AGENDA ITEM 2: Presentations

<b>COMMENTS/ DISCUSSION</b>	<p>A. AAPI Committee (Choi, Derilo, Alatorre)</p> <ol style="list-style-type: none"> <li>1. Shared and presented the AAPI (Asian American Pacific Islander) student data dashboard, available on the Mesa website;  <a href="https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/APIDashboard.shtml">https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/APIDashboard.shtml</a> <ul style="list-style-type: none"> <li>• Important point to share is that by looking at the raw data, it may seem like the AAPI community is doing fine as they are often treated as a single ethnic group; however, more breakdown shows specific area or specific AAPI student groups that are actually struggling.</li> <li>• As the data was created and shared by Kyung Ae, she pointed out that the results made a big difference in regards to drop in enrollment and low income when the international students were excluded, as Asians made up the highest percentage in the international student population</li> <li>• The international students' socio-economic background is very different from our AAPI students on campus in which it makes sense to separate them when the AAPI students are discussed in regards to equity</li> <li>• Another eye-opening data or characteristic found is the low income being reported by each sub-group of Asians in which would not have been known when grouped as one and otherwise not identified as low income. This is one area that would be helpful to see support in for the AAPI students.</li> <li>• A key take away is that we should remove the international students when we factor in disproportionate impact as we can be missing a great nuance and that group may hinder the data for those students who really need more support</li> <li>• With these data, it gives us a good starting point to do very intentional work</li> </ul> </li> <li>2. The Meaning of Kapwa and Collaboration <ul style="list-style-type: none"> <li>• Shared their summit website that was recently held on Friday, May 14<sup>th</sup> and Saturday, May 15<sup>th</sup> and testimonies of what they think about Kapwa that can also be found on their website;  <a href="https://sites.google.com/view/kapwa-scholars-summit-2021/home?authuser=0">https://sites.google.com/view/kapwa-scholars-summit-2021/home?authuser=0</a> </li> <li>• Equity projects have been done through collaboration with</li> </ul> </li> </ol>
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	<p>CRUISE/Agustin and obtaining space for outreach and advocate for students in which the relationship has grown in terms of piloting a Kapwa liaison.</p> <ul style="list-style-type: none"> <li>• Looking forward to growing and institutionalizing Kapwa</li> </ul> <p>3. Individual Support to Help Amplify Student Voices</p> <ul style="list-style-type: none"> <li>• One of the ways to help with students during these discussions is through institutional support which is having them in spaces where they can see themselves in with faculty, classified and counselors.</li> <li>• Based on the data shared by Amber, there are approximately 12% Asian employees but they are largely classified professionals along with NANCEs as another large population.</li> <li>• As a result, the hope is to hire more Asian contract faculty that would be helpful to provide ways for our students to feel seen and welcome; also along with developing an APIA department/program or certificate that will have faculty support</li> <li>• Another institutional support is through Outreach support efforts; some of the population with equity gap had a big drop in enrollment. <ul style="list-style-type: none"> <li>- Through the Outreach department, feeder schools are usually by City College in which the question is now if the population at City has increased or do they choose not to attend college, if so then how to help them return</li> </ul> </li> <li>• Would also like to work on ways to compensate faculty with efforts in the Ethnic Studies Taskforce to ensure the courses are including APIA studies/history and increasing the number of courses offered.</li> <li>• Feedback from students from a town hall meeting back in 2019 was to create a space for students, faculty and classified professionals to continue feeling the togetherness, closeness and community.</li> <li>• In addition, there are hopes for an annual APIA ceremony/celebration to acknowledge the hard work that the APIA students have done and also a Regional APIA Student Summit that can help develop their leadership skills</li> </ul> <p>4. Ways to contribute;</p> <ul style="list-style-type: none"> <li>• APIA Scholarship fund</li> <li>• In the process of developing an APIA Mentorship Program and looking for anyone interested to support, please reach out to Amber Alatorre, Jennifer Derilo and/or Kaitlyn Choi</li> </ul> <p>5. To Acknowledge and Dismantle Unconscious Bias Against the APIA Community</p> <ul style="list-style-type: none"> <li>• In an effort to be inclusive, a collaboration of cross-community solidarity with the Puente Program last year was offered and opened to all students to learn about the APIA history; although it was taught through an APIA lens, most students were able to learn the connection with the APIA experiences</li> <li>• Avoid stereotyping APIA students as silent and passive</li> <li>• Offer workshops in students' native language</li> </ul> <p>6. Ways APIA connected during COVID</p> <ul style="list-style-type: none"> <li>• Still held socially distant gatherings</li> <li>• There are two cohorts, K1 and K2 where communication and information were still shared, essentially providing a Year 1 and Year 2 experience for the students</li> <li>• Out of the Year 1 cohort, the development of the Asian Pacific Diversity Club was created and continuing next year with the K2 students moving into leadership positions</li> </ul>
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ACTION ITEMS	PERSON(s) RESPONSIBLE	DEADLINE

**AGENDA ITEM 3: Committee Reports – Tabled for next meeting**

<b>COMMENTS/ DISCUSSION</b>	A. Title V/HIS & Title III STEM B. Committee for Diversity, Action, Inclusion, & Equity: C. Financial Literacy D. Strong Workforce E. Guided Pathways F. Equity Librarian
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ACTION ITEMS	PERSON(s) RESPONSIBLE	DEADLINE

**AGENDA ITEM 4: Roundtable**

<b>COMMENTS/ DISCUSSION</b>	No roundtable shared
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ACTION ITEMS	PERSON(s) RESPONSIBLE	DEADLINE

**Next Meeting: Fall 2021**

*Meeting Formula: every 3<sup>rd</sup> Friday of each month, unless otherwise noted (\*).*