

**Equity and Inclusion Team Meeting Minutes**  
**Monday October 27, 2014**

**Present:** Carla Boyd, Wendy Brown, Alice M. Jacobs, Bob Mattson, Barb Weldon, Suzanna Aguirre, Candace McNeal, Carol Nichols, Tammy Clark-Betancourt

**A-MALE/WISE Update:** Carla provided an update on WISE. Her Investigations SIC is meeting weekly and they are getting through the modules – the pace is picking up. However, 2 students have fallen off the radar and she is attempting to reach out to them.

She then shared the questionnaire that she developed for the advisors to use when registering students for SIC. There was discussion regarding how to get the students into these classes because they don't do "optional". Carla is also still concerned about getting through the material. Her husband agreed to donate gift cards to "pay" the "investigators" to encourage participation, which is what the Investigations module recommends.

One question arose regarding whether or not the Investigations SIC students are receiving the same material as other SIC students. It was determined that, no they are not, and discussion ensued as to whether or not this was helpful or hurtful to the students. We really need a comparative cohort so we can determine if there is a difference. It was suggested to create a comparative cohort for this purpose. If all of the questionnaires are collected, those that aren't enrolled in the Investigations course could be the comparative cohort.

More discussion occurred regarding increasing contact hours vs. credit hours. ICCB has only approved the curriculum of the existing SIC course. Carla was hoping to make the Investigations a "seminar" so the Investigations material could be added to the existing SIC curriculum. With IAI material can be added, but not taken away. SIC is believed to be transferrable, but not IAI transferrable. The best solution seems to be to add a contact hour, like a lab, for the Investigations sections. Bob is going to contact ICCB to determine if some sections can have a lab if others do not. This would also have to be an Academic Affairs decision and Jane Brown, as the coordinator of the SIC program, would need to be brought up to speed.

While research occurs, the Investigations SIC section will be postponed until Fall 2015 and not offered in Spring 2015. However, it was decided that it would still be a good idea to have all students that the advisors register complete the questionnaire. The questionnaires could then be used to reach out to "at-risk" students to invite them to a non-credit, voluntary, Investigations seminar.

The idea was then raised to partner with TRIO for this initiative. Perhaps if this was written as a deliverable into the new grant, then it could be incorporated as a requirement for the TRIO students. These students seem to be ideally suited for Investigations. If it could be incorporated into TRIO then perhaps the scholarships that are used for TRIO students could include things like bus passes or gift cards to Subway/Bookstore, for their "stipend" payments.

**"The Student Voice" focus groups:** It was decided that the questionnaires discussed above would also provide possible participants for focus groups. Those with more "yes's" could be one group and those with more "no's" could be the other group. Tammy will re-send the questions and results from the focus group conducted last year with the African American students.

**IL Diversity Consortium Meeting:** Tammy indicated that she was unable to attend due to a scheduling conflict and Dawn didn't want to make the long trip solo. There will be a meeting in the Spring that should be closer, so she will keep everyone posted as more information is received.

**Charts:** The charts presented last month were discussed again, along with some comments that Carol Nichols provided. The points from Carol basically are comments regarding several of the points in last month's minutes and include in red:

- There not many black Non Pell students **The number of black Non Pell students ranged between 75 and 221 enrolled in the Gatekeeper courses with all but one year over 100 and between 4.6% and 12.1% of the total enrollment in those courses understanding that duplication exists in all categories.**
- There is consistently increasing success rates for both White Non-Hispanic and Black Pell students in Gatekeeper courses **Success rates increased for black and white Pell and non Pell just at varying rates.**
- There is a decline in success rates for Non-Pell students in Gatekeeper courses – possibly due to the change in the economy (more jobs) and overall lower enrollment. **Actually the numbers showed that there was a dramatic increase in success rates for black Non-Pell students in Gatekeeper courses from 47% in 2008 to as high as 81% in 2012. In fact in three years (2011, 2012 and 2013) black Non-Pell students out performed white Non-Pell students. I think this was the key finding in the numbers. It appears that the Non-Pell (higher income) black students responded very well to the efforts of AtD.**
- There is a consistent gap in success rates for Pell and Non Pell students, Pell students are consistently more successful in Gatekeeper courses and even more so if the student is White Non-Hispanic. **Non Pell (higher income) are the more successful overall which would support the theory that socio economic background is a key factor.**

There was overall general discussion as to how AtD has had a positive impact on our campus culture and we are seeing very positive results. We have to continue our efforts and do as much as we can with everyone.

Dr. Jacobs wondered about minority students and if they are in fact declining. Bub indicated he would do some research and report back next month. Tammy will add to the agenda.

**Next Meeting:** Monday, November 24, 8:00 pm, Laura Lee