

ATD Coaches Visit  
Equity and Inclusion Sub-Team Meeting

Thursday, December 03, 2015

1:30 p.m.

Laura Lee Room

Present: Carla Boyd, Dr. Wendy Brown, Candace McNeal, Carol Nichols, Bob Mattson, Cindy Peck

Dr. Linda Watkins and Dr. Luzelma Canales

- I. Bridges Out of Poverty Class at the Danville Housing Authority
  - a. This course has been working really well with very high attendance and participation
  - b. Carla feels like this is how the class is supposed to go
  - c. Can really see the changes
    - i. Carla has been a proponent of this construct, and to finally see it working is very beneficial
- II. Bridges Out of Poverty Class at DACC as Success in College course
  - a. Two on campus sections taught by Carla and Ryan Minier
    - i. Student responses concerning class value range from, “Yes, this class is very beneficial” to “Some of the information is interesting, but I don’t feel like I needed it.
  - b. How can the information from this class be used to impact more than just the students in the INST 101 sections?
    - i. Could you incorporate the Bridges information into the general INST 101 curriculum?
      1. Currently, there isn’t enough time
- III. Student Voices Focus Group
  - a. Had to cancel the focus group this semester, but sent out a survey to 135 students to get responses this way
    - i. Successful economically disadvantaged students were targeted to determine what they had or did to be successful
    - ii. The hope was to create a student panel to share with faculty and staff at In-Service
    - iii. The purpose was to gather information/tools/tactics that these students used to be successful
    - iv. Ashley sent the survey out November 20<sup>th</sup> and has currently had 5 responses
  - b. What are you hoping to do with this information?
    - i. This is a question you need to ask (Have a rationale) to best utilize this information.

- ii. Trying to tweak the college's services based on student responses
- iii. Use this information to reinforce information for this group and for the college as a whole

#### IV. Group Focus

- a. The group needs to determine what their primary outcome is and focus all interventions on this outcome
- b. Need to start determining what interventions need to move to a departmental level versus the college as a whole
- c. Look at major areas of impact (economically disadvantaged, par-time) instead of looking at smaller populations (race/ethnicity)
  - i. Have an intervention that may also be tweaked to help other populations
- d. What is your goal that you want to meet this year?
  - i. To increase course complete and success for the students in INST 101 Bridges section
  - ii. We have 3 sections of the course in our pilot currently, but we need to gather more information to compare students from this special INST 101 and general INST 101 and create backing to expand this class
- e. Luzelma recommended that the team's third goal should focus on diving into the data (could use this group as a pilot for a new protocol Luzelma sent Bob)
  - i. Look at the gaps in appropriate ATD and KPI measures
    - 1. Have seen gaps closing between PELL and Non-PELL students in Dev. Ed and Gateway completion within a certain time period
  - ii. Can use data to justify resources
    - 1. Data from INST 101 pilot
    - 2. Data from focus groups
    - 3. Data analysis of achievement gaps to determine which areas need to be impacted (economically disadvantaged alongside part-time students)
- f. Problem of Practice Framework
  - i. Shared this protocol guide with Cindy and Luzelma thinks this would be a great exercise for the ATD teams to do as a whole
  - ii. Luzelma thinks that a summer retreat where each sub-team brings a problem of practice to the group and work through each problem together would help everyone see how different areas connect and how interventions could work toward the same outcomes (What are our top outcomes that we should be working toward as a college?)
  - iii. What are our main outcomes and how do our interventions work toward this?
    - 1. Should look at our sub-team logic models and always look at the outcomes on these models to stay focused
- g. Should spend most of meeting times actively engaged in solution building not in updates

- i. Never include more than two things on the agenda and have action items for everything you do
    - 1. A lot of follow up and no follow through
    - 2. What is the clear vision? Did we say what we were going to do?  
Where is the accountability?
  - ii. Every group needs to indicate, “These are the indicators that we are trying to improve.”
    - 1. Map out what you’re ready to see by each cohort
      - a. 1<sup>st</sup> Semester – Successful Course Completion
      - b. 2<sup>nd</sup> Semester – Fall-to-Spring Retention
      - c. 3<sup>rd</sup> Semester – Momentum Points (24 hours completed for full-time and 12 hours completed for part-time) and Fall-to-Fall Retention
      - d. 4<sup>th</sup> Semester – Certificate and Degree Completion
- V. Put something at the bottom of our agendas that show goals for the team and anything we’re waiting on (Example: If a committee is reporting back to us on a question we have.)