

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES



2015 ACADEMIC ACADEMY

MARCH 13 - 14, 2015

# SUBVERTING SILOS

COLLABORATION FOR EQUITY AND SUCCESS

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## Dear Participants,

Welcome to the **Academic Academy!** This year, our focus is on student success, support, and equity in the California Community College System. How can we best serve the diverse needs of our communities while simultaneously aiming to close achievement gaps across student populations? How do we best enable students to attain success throughout their collegiate life, from the moment they arrive on our campuses to the moment they graduate or complete their educational goals?

Our theme is “**Subverting Silos: Collaboration for Equity and Success,**” calling attention to our need to bring together often disconnected instructional and student services sides of the house. It isn’t hard to understand that the *best things happen* for students when these areas are working in concert, and the program for this institute has been designed to reflect that simple notion. In fact, it was no coincidence that

two ASCCC committees came together to present this institute; the Equity and Diversity Action Committee teamed up with the Transfer, Articulation, and Student Services Committee to blend faculty voices in synergistic ways that address student success.

We would like to thank all of the presenters and committee members in our program. Faculty, administrators, and researchers have rounded out this program in unique ways that address student equity, student support, and student success through a variety of effective, evidence-based practices, programs, initiatives, and processes. Special thanks also go out to our general session participants, including our Keynote Speaker Darla Cooper from the RP Group, our researchers in the Saturday morning panel, and our final session panel that includes Vice Chancellors Pam Walker and Denise Noldon, who represent the Academic Affairs and Student Services Divisions of the California Community Colleges Chancellor's Office. Finally, the ASCCC staff has worked hard to make this institute possible, and we would like to recognize and thank them for their tremendous efforts.

We hope that you find this institute energizing, engaging, hopeful, and inspiring. Our work in an age of delineated Student Equity funding and mandated Student Success and Support Programs is just beginning, and there's plenty to be done. We look forward to spending this time with you as we question what might make our institutions stronger, our programs more vibrant, and our students more successful.

**James Todd**, Chair, Equity and Diversity Action Committee

**Cynthia Rico**, Chair, Transfer, Articulation, and Student Services Committee

**FRIDAY**

*March 13*

9:00 AM

**Continental Breakfast and Registration**

Terrace Pavilion Foyer

10:00 AM to 10:20 AM

**Welcome**

Terrace Pavilion

*James Todd, Chair, ASCCC Equity and Diversity Action Committee*

*David Morse, ASCCC President*

**Keynote Address: Student Support (Re)defined**

Terrace Pavilion

*Dr. Darla Cooper, Director of Research and Evaluation, RP Group*

The Research and Planning Group for California Community Colleges (RP Group) conducted Student Support (Re)defined between 2012 and 2014, asking nearly 900 students from 13 California community colleges what they think supports their educational success, paying special attention to what African Americans and Latinos cited as important to their achievement. The project's director, Dr. Darla M. Cooper, will begin with an overview of Student Support (Re)defined, highlighting the "six success factors" the RP Group identified through a review of relevant research on student success and support and which served as a framework for the study. She will focus on what African-American and Latino students in particular said helps them be successful. She will also highlight student suggestions on specific ways that not only faculty, but everyone at the college can support their achievement. A student panel will follow the presentation where students from the local college will share their experiences and insights related to the six success factors. Attendees will leave with ideas on how they can regularly help students achieve the six success factors in their own work.

11:50 AM to 12:00 PM

**Break**

12:00 PM to 1:00 PM

**Lunch**

Terrace Gazebo

1:00 PM to 1:15 PM

**Break**

## **Student Support (Re)defined: A Follow-up Conversation with Darla Cooper**

San Marcos

*James Todd, ASCCC Equity and Diversity Action Committee Chair, Facilitator*

*Darla Cooper, RP Group*

Join Darla Cooper for a follow-up to her keynote address on “Student Support (Re)Defined.” Come and participate in what should be an informative conversation on how to locally utilize and implement the “six success factors” Darla describes.

## **Basic Skills and Beyond: Expanding the First-Year Experience with Equity**

San Juan

*Corinna Evett, ASCCC Equity and Diversity Action Committee Member, Facilitator*

*Bridget Kominek, Fullerton College*

*Kristine Nikkhoo, Fullerton College*

*Dani Wilson, Fullerton College*

Learn how equity funding is helping to scale special programs beyond their original intent and to redefine the notion of “scaling” to include practices as well as programs. Presenters Dani Wilson, Kristine Nikkhoo, and Bridget Kominek oversee the Entering Scholars Program at Fullerton College, a successful basic skills first-year experience program, which has grown beyond basic skills and into transfer-level courses with equity funding, scaling up 67% from Fall 2014 to Spring 2015. Explore how equity can influence a re-imagining of special programs and how professional learning can be a component of student support interventions.

## **Online Education Planning Tools: Sacramento City College and Irvine Valley College**

San Felipe

*Tiffany Tran, ASCCC Transfer, Articulation, and Student Services Committee Member, Facilitator*

*Robert Melendez, Irvine Valley College*

*Nichelle Williams, Sacramento City College*

Comprehensive Educational Plan for All—The California Community Colleges Board of Governors adopted regulations to implement the Student Success Act of 2012 requirement that students declare a course of study by the time they complete 15 degree-applicable units or their third semester. Many colleges are working hard to create a web-based educational plan that would be able to meet this demand. Come and learn about Los Rios Community College District’s iSEP (Integrated Student Educational Planner) and South Orange County Community College District’s MAP (My Academic Plan) and how they are assisting students with developing a comprehensive educational plan.

## **Planning and Implementing Effective Student Success and Equity Interventions: How to Implement Your Intervention to Ensure It Will Be Effective**

San Carlos

*Cynthia Rico, ASCCC Transfer, Articulation, and Student Services Committee Chair, Facilitator*

*Brad Phillips, Institute for Evidence-Based Change*

California community colleges are now working to implement their planned interventions. Unfortunately implementation is often where the intervention breaks down, is delayed or is not implemented with fidelity. This session focuses on project planning and management to

effectively implement your intervention to have the maximum potential to be effective. Participants will work through and take back to their college a series of templates that help ensure effective implementation of their interventions.

## **Equity-in-Action: Implementing Equity-Minded Frameworks**

San Gabriel

*Micaela Agyare, Foothill College*

*Hilda Fernandez, Foothill College*

*Katie Ha, Foothill College*

*Carolyn Holcroft, Foothill College*

Addressing the achievement gap continues to be a daunting battle for community colleges in California. Various initiatives have been developed to tackle and improve the academic performance of student populations that have traditionally been disproportionately impacted; however, there has been no significant improvement in the success rates of these underserved populations to date. In this workshop the presenters will share Foothill's efforts to address the cognitive frames—the mental map of attitudes and beliefs—faculty, staff, and administrators implement when talking about increasing the success of disproportionately impacted student populations. By integrating the equity mindset as part of the campus culture, the college community will better identify and eliminate barriers that historically affect underserved student populations and increase equality in the provision of effective opportunities to all groups.



## **“I Can Afford College” and Associate Degree for Transfer Programs**

San Diego

*Yvonne Portillo, ASCCC Transfer, Articulation, and Student Services  
Committee Member, Facilitator*

*Paige Marlatt Dorr, California Community Colleges Chancellor’s Office*

*Lindsay Pangburn, California Community Colleges Chancellor’s Office*

Please join us to learn more about two important programs sponsored by the California Community Colleges System: The “I Can Afford College” campaign and the Associate Degree for Transfer program. The “I Can Afford College” campaign is a statewide, financial aid awareness initiative. The heart of the campaign is our bilingual English and Spanish website, [icanaffordcollege.com](http://icanaffordcollege.com), which recently underwent a complete re-design and was launched earlier this year. The Associate Degree for Transfer program, a joint effort of the California Community Colleges and the California State University, was developed to make it easier for students to transfer between the two systems. The program website, [ADegreeWithAGuarantee.com](http://ADegreeWithAGuarantee.com), is the ultimate resource for students and parents to learn about the program, and features a new searchable degree database. This workshop will provide you with an overview of program activities, as well as information on the various resources that both programs have available to assist you in your work with students.

2:30 PM to 2:45 PM

**Coffee Break**

## **Re-inventing the Conversation and Resources for Equitable Student Success**

San Marcos

*BJ Snowden, ASCCC Equity and Diversity Action Committee Member, Facilitator*

*Cleavon Smith, Berkeley City College*

*Tram Vo-Kumamoto, Berkeley City College*

In this presentation, learn how one college's process of integrating multiple initiatives and mandates has remained focused under the umbrella of the college's Master Education Plan. This has meant relying squarely on shared governance committees and focusing on equitable student success processes rather than on specific activities. Because of this focused discourse, the college has reinvented the conversation about the student experience. Campus conversations now highlight how students arrive and move through the college, shifting the focus from departments/disciplines to academic programs. Human and fiscal resources—including those from SSSP and Student Equity—are creatively utilized, prioritizing “roaming” office hours, faculty advisors, intersegmental interventions, and maintaining the teaching and learning environment for student success.

## **What Is Cultural Competency, and What Does It Mean to Plan for It?**

San Juan

*Jeff Burdick, Clovis Community College Center*

*Corinna Evett, Santiago Canyon College*

Cultural competency is a process or way of being that is multifaceted and seeks to include such criteria as cross-cultural knowledge and respect, and appreciation for inclusion, diversity, and equity. This is not an end state that an organization can reach and then be done with, nor does it happen by accident. Rather, cultural competency is a lifelong practice that takes thoughtful, deliberate planning and reflection for ongoing refinement and improvement. In this session we will describe the process that the Equity and Diversity Action Committee is using to develop a cultural competency plan for the State Academic Senate, and how we hope it will serve as a template for faculty leaders to develop and refine their own cultural competency plans for their local senates.

## **Education Planning Initiative Update—What We’ve Been Doing and Where We Are Headed**

San Felipe

*Norberto Quiroz, Santa Rosa Junior College*

*Cynthia Rico, ASCCC Area D Representative*

*David Shippen, Education Planning Initiative*

*Robyn Tornay, Education Planning Initiative*

The Education Planning Initiative (EPI) will provide an update on what has transpired over the last six months, where we are in the initiative and what will be coming to a college near you in the next three to six months. Learn how EPI will provide a system-wide student portal, on-line student education-planning tool, degree audit system, and online orientation to the 112 California community colleges. Provide your ideas, questions, and insights to the team and learn more about how this will benefit the students, staff, and faculty.

## **Statewide Focus on Career Development and College Preparation: New Opportunities for Equity**

San Carlos

*John Stanskas, ASCCC Secretary*

AB86 Regional Consortia have identified gaps in instructional services for citizens in need of adult basic education/basic skills, programs for adults with disabilities, short-term vocational education needs, and citizenship classes. These courses often provide instruction to under-represented groups, and they provide a gateway to socio-economic mobility and further higher educational opportunities. Attention from Sacramento remains focused on these needs, and the scheduled funding of AB86 goals includes an equalization of career-development/college preparation (CDCP) apportionment for noncredit instruction to the credit rate. This circumstance provides colleges a unique opportunity to address and expand the groups we serve, as well as to support those who need community colleges the most. Join us for a discussion of these important issues and what colleges can do to expand equity opportunities for those left behind by the Great Recession.

## **Incorporating Equity into the Program Review and Institutional Planning Processes**

San Gabriel

*Carolyn Holcroft, Foothill College*

*Paul Starer, Foothill College*

We seek to foster an ethos of equity in all our campus' instructional and non-instructional programs, and have worked to integrate consideration of student equity as a core component of our program review process. Also realizing that there are potential overlaps between insti-

tutional efforts with basic skills, student equity and our Student Success and Support Program, we are working to efficiently coordinate planning and budget allocation to maximize use of human and financial resources. In this session, we'll share our successes and challenges from both faculty and administrative perspectives.

## **Effectively Communicating Student Success and Equity Data**

San Diego

*James Todd, ASCCC Equity and Diversity Action Committee Chair, Facilitator*

*Michelle Barton, Palomar College*

*Bri Hays, San Diego Mesa College*

*Elaine Kuo, Foothill College*

*Daylene Meuschke, College of the Canyons*

*Gregory Stoup, Contra Costa Community College District*

How can campuses and districts best communicate Student Success and Equity data? What kinds of visual representations make most sense and promote a shared understanding and utilization of data? What are effective ways to promote results through data communication? How can we best incorporate data into campus-wide and district-wide conversations? Join us for an informative discussion on equity research, communication, planning and indicators of effectiveness with panelists from single and multi-campus districts.

4:00 PM to 4:15 PM

**Break**

## **First Year Experience Learning Communities: Pathways to College Readiness**

San Marcos

*Corrine Kirkbride, Solano Community College*

*Melissa Reeve, Solano Community College*

*BJ Snowden, Cosumnes River College*

The First-Year Experience Learning Community Program, also called “FYE,” is a cluster of cohort and linked courses and student support services targeting the success of first-year students. The program is in its third pilot year, with a starting cohort of 70 students in Fall 2014. First-time students whose intake assessments show basic skills needs in both English and math are enrolled into supported cohorts through their first year of college. Students who pass all program courses will move, in a single year, from their initial basic skills placements through the completion of all basic skills requirements, completion of their first transfer-level English class, completion of or readiness for their first transfer-level math course, and the accumulation of a minimum of 10 units of degree/transfer-applicable coursework. In this session, presenters will share their FYE program model and present results from pilot cohorts. In addition, the presenters will discuss the challenges of institutionalizing and growing their program, including: instability of funding and leadership; compatible scheduling of cohort courses; student recruitment, support and retention; and faculty recruitment, professional development, and compensation.

## **Utilizing the ASCCC Paper on Role of Counseling to Assist in the Delivery of Student Education Plans**

San Juan

*Jo Ann Acosta, Bakersfield College*

*Emily Bartel, Bakersfield College*

*Ruben Page, Long Beach City College*

*Cynthia Rico, ASCCC Transfer and Articulation and Student Services Committee Chair*

*Shuntay Taylor, West Hills College*

*Tiffany Tran, Irvine Valley College*

Meeting the demand of Student Success Act of 2012 through educational advisors and/or counseling faculty. It is required that every student must have a comprehensive educational plan. Some colleges are hiring paraprofessionals to assist counseling faculty. Come and learn what two schools are doing with educational advisors and how the Academic Senate's paper on the Role of Counseling Faculty and Delivery of Counseling Services can play a key role.

## **Opening Door to Excellence**

San Felipe

*Michael Wyly, ASCCC Transfer and Articulation and Student Services Committee Member, Facilitator*

*Amy Borghi, Chaffey College*

*Ricardo Diaz, Chaffey College*

*Giovanni Sosa, Chaffey College*

*Cindy Walker, Chaffey College*

Opening Doors to Excellence is a comprehensive program serving students on academic and progress probation. It includes counseling, in-

struction, and directed learning activities in Chaffey’s Success Centers as part of its goal of helping students regain good standing. Over the past four years, the college has undertaken a campus-wide initiative to integrate hope and mindset strategies into student support services and instruction. The panelists will discuss how this integration successfully impacted probationary students participating in the Opening Doors program.

## **Evaluating the California Acceleration Project (CAP)**

San Carlos

*James Todd, ASCCC Equity and Diversity Action Committee Chair, Facilitator*

*Craig Hayward, Irvine Valley College*

*Terrence Willett, Cabrillo College*

Examining ways to strengthen the progress and achievement of basic skills students on your campus? New findings from an evaluation conducted by the RP Group for the California Acceleration Project (CAP) show large and robust increases in completion of transfer-level gatekeeper courses in English and math for those learners participating in accelerated pathways, with gains across all demographic and socio-economic groups and placement levels. The CAP Evaluation involved a two-year study of the effects of curricular redesign on the progress of students who placed into the remedial English and math sequence at 16 California community colleges. The primary outcome of interest was successful completion of transfer-level English and math courses. Data for this evaluation came primarily from the State Chancellor’s Office MIS (COMIS) combined with assessment/placement data sourced directly from each participating college. A lead faculty member or researcher at each CAP college also completed an implementation survey



that provided information on the specific ways in which acceleration was realized at each site. The evaluation found that students who entered the accelerated pathways created by the curricular redesign process were much more likely than students in the traditional sequence to complete transfer-level, gatekeeper English and math courses. Join this presentation to learn about if this type of program could be implemented on your own college.

## **The New Institutional Effectiveness Partnership Initiative: What Is It and How Can It Help Colleges?**

San Gabriel

*Barry Gribbons, College of the Canyons*

*Matthew Lee, Matthew Lee Consulting*

*John Stankas, ASCCC Secretary*

*Theresa Tena, California Community College Chancellor's Office*

The Chancellor's Office has launched the Institutional Effectiveness Partnership Initiative with College of the Canyons. The initiative also partners with the Academic Senate for California Community Colleges, Foothill College, and the RP Group to provide technical assistance to colleges, develop indicators, and provide professional development while working with the Success Center for California Community Colleges. This initiative is unique in that it is structured to draw on the incredible innovation and expertise from California community colleges to not only radically reduce accreditation sanctions and audit issues, but to continue to advance the institutional effectiveness of the system as a national leader in higher education. Find out the latest news on the initiative, how it can help your college, and how you can participate in advancing other community colleges.

## **ASCCC Exemplary Program: Get focused... Stay Focused!**

San Diego

*Eric Narveson, ASCCC Transfer and Articulation and Student Services  
Committee Member, Facilitator*

*Diane Hollems, Santa Barbara City College*

*Claudia Johnson, Santa Barbara City College*

Learn about the Santa Barbara City College (SBCC) Dual Enrollment Program along with the Get Focused...Stay Focused! (GFSF) component. This interactive presentation will describe how the college used the concept of “backward mapping” with the goal of increasing college persistence and completion rates. The SBCC Progression of Education Model begins with summer bridge programs for middle school students transitioning to high school. All ninth graders, using the GFSF curriculum, complete a dual enrollment Freshmen Seminar career exploration class, including a unit in financial literacy, and create an online, skills-based 10-year career and education plan. The 10-year plan and follow up modules in 10th, 11th, and 12th grades, are now a high school graduation requirement in the Santa Barbara area’s two school districts. SBCC’s goal is to have all of its local high school students who matriculate to the college enter with a well-researched career objective and informed choice of major. The combination of a robust Dual Enrollment Program that offers more than 100 college sections at four comprehensive and one continuation high schools in the SBCC service area, and information students learn through the Get Focused...Stay Focused! program will enable the matriculating student to work more closely and effectively with the college counselor and begin the college education plan upon entering.

5:45 PM to 7:00 PM

**No Host Reception**

Waterfall Terrace

**SATURDAY**

*March 14*

7:30 AM to 8:30 AM

**Breakfast Buffet**

Terrace Pavilion Foyer

**GENERAL SESSION**

8:30 AM to 9:30 AM

**Researcher Panel**

*Terrace Pavilion*

**Getting Data Right—Effective Methods of Success and Equity Research**

*James Todd, Equity and Diversity Action Committee Chair, Facilitator*

*Bri Hays, San Diego Mesa College*

*Elaine Kuo, Foothill College*

*Daylene Meuschke, College of the Canyons*

*Gregory Stoup, Vice President RP Group, Senior Dean of Research and Planning*

What are some of the most effective ways for developing equity-focused strategies at community colleges? What processes and ap-

proaches help build broad college understanding of equity goals and strategies to pursue them? What hurdles and challenges might have to be overcome? Join us for an informative discussion on equity research strategies, planning and indicators of effectiveness with panelists from single and multi-campus districts.

9:30 AM to 9:45 AM

## **Break**

**BREAKOUT SESSION BLOCK IV**

9:45 AM to 11:00 AM

### **What Did We Do? Sharing Student Equity Plans**

San Marcos/San Juan

*James Todd, Equity and Diversity Action Committee Chair, Facilitator*

*Colleges – To be announced*

Come and discover what several colleges have imagined, researched, and written! A panel of colleges will share the stories of several Student Equity Plans, including their formation, their data, and their interventions. They will also discuss the implementation and evaluation processes of their Student Equity Plans. Let's learn from each other about the process of mitigating disproportionate impact and planning for success, including how to avoid potential pitfalls and how to shoot for the stars.

### **Equity Core Teams: Moving Equity to the Center through Community Organizing, Critical Reflection, and Dialogic Praxis**

San Felipe

*Michael Wyly, ASCCC Transfer and Articulation and Student Services Committee Member, Facilitator*

*Julie Lewis, DeAnza College*

*Veronica Neal, DeAnza College*

As our state-wide commitment to equity deepens community colleges are looking for ways to expand equity understanding, commitment, and praxis. However, most institutions do not have the budget to support an equity director and even if they do, many of those campuses lack the required funding to fully provide staffing to meet the demands equity work places on respective campuses. Thus, how do we strategically meet our equity goals and work towards greater institutional transformation and student success? Equity Core Teams, an approach De Anza College has developed, is based on various evidence-based practices, transformational organizing, and student success promising practice. This workshop will review the theoretical underpinnings of equity core teams, how to develop an equity core team program, and align with institutional equity goals and objectives.

## **Student Career Success is Everyone's Job**

San Carlos

*Yvonne Portillo, ASCCC Transfer and Articulation and Student Services Committee Member, Facilitator*

*Susan Colemán, Career Café*

*Yolanda Dueñas, Golden West College*

*Rita Jones, Career Café*

Student career success is everyone's job. We know students are more successful when they have a career goal, in fact California's Student Success legislation is requiring it! How can faculty work together with counseling and career centers to engage students and encourage them to find a direction? This session will share tools, resources, and activities that can be integrated into the classroom to ensure college and career success.

## **A Conversation with ASCCC Leadership**

San Gabriel

*Julie Adams, ASCCC Executive Director, Facilitator*

*David Morse, ASCCC President*

Join ASCCC President David Morse for a candid conversation about the state of the ASCCC, the role of faculty in the context of new state initiatives, and the pressing issues that local academic senates should be engaging on their campuses.

## **ASCCC Exemplary Programs: Making IT Happen and GO Days**

San Diego

*Eric Narveson, ASCCC Transfer and Articulation and Student Services Committee Member, Facilitator*

*Janet Fulks, Bakersfield College*

*Odella Johnson, Bakersfield College*

*Kathy Oborn, Pierce College*

The Making IT Happen (MIH) program at Bakersfield College (BC) involves partnerships across the educational pipeline, including Cal-PASS PLUS, CalSOAP (California Student Opportunity and Access) and our K-12 and adult education partners. The program transitions first generation, low income students through matriculation and then connects them with BC employees as MIH mentors to answer questions as well as MIH classroom interventionists implementing tools aimed at success. Mentors include faculty, classified and administrators who are learning about BC through the eyes of a first generation student.

GO Days, which stands for Get Oriented, Get Organized, Get Onboard, is Pierce College's New Student Conference and assists new to college

students with acclimating and transitioning to the college environment. It is a two-day conference held the week prior to the start of the fall semester and includes faculty, staff, and administrators from around the campus in both the planning and implementation. In 2014 Pierce College welcomed nearly 1,000 new students to campus to attend workshops, get educational planning services, learn about financial aid, connect with faculty members, explore major choices, take campus tours, and network with fellow new students. GO Days has become a signature event for Pierce College, and the college hopes to expand GO Days as we strive to have all our new students attend.

11:00 AM to 11:15 AM

## Coffee Break

BREAKOUT SESSION BLOCK V

11:15 AM to 12:30 PM

## What Did We Do? Sharing SSSP Plans

San Marcos/San Juan

*Cynthia Rico, ASCCC Transfer, Articulation, and Student Services  
Committee Chair, Facilitator*

*Colleges – To be announced*

Come and discover what several colleges have imagined, researched, and written! A panel of colleges will share the stories of several SSSP plans. They will also discuss the implementation and evaluation process of SSSP plans, and their colleges have managed to grapple with the new kinds of work facing them. Let's learn from each other about the process of delivering student support services, including how to avoid potential pitfalls and how to shoot for the stars.

## **Equity and Accreditation: Student Learning Outcomes and the New Standards**

San Felipe

*Carolyn Holcroft, Foothill College*

*James Todd, Equity and Diversity Action Committee Chair*

The new accreditation standards expect the disaggregation of student learning outcomes assessments to be used in the context of equity and support. What are colleges doing to plan for this? What does this mean in terms of continuous quality improvement? How might equity and assessment factor into college planning and budgeting processes? Join us as we discuss the current standards and how colleges can plan to meet the new standards.

## **From Multicultural Infusion to Equity Transformation**

San Carlos

*Shuntay Taylor, ASCCC Transfer, Articulation, and Student Services Committee, Facilitator*

*Mayra Cruz, De Anza College*

*Veronica Neal, DeAnza College*

This session will cover how De Anza College prepared their college for moving more deeply into equity work, developing an equity mindset, and setting the stage for the State Equity Initiative. Presenters will review promising practices that they have identified through their process that helped build shared language, understanding, and the capacity for engaging in crucial conversation about their equity praxis. Participants will have an opportunity to share promising practices and give as well as receive support from others participating in the session.



## **Giving Students the EDGE and CROSSroads—Closing the Remedial Gap**

San Diego

*Eric Narveson, ASCCC Transfer and Articulation and Student Services Committee Member, Facilitator*

*Anna Davies, College of the Desert*

*Amanda Phillips, College of the Desert*

*Maureen Roe, Santiago Canyon College*

EDGE (Engage, Develop, Grow and Empower) is a summer bridge program at College of the Desert that has been successful in helping students and also gaining community support. This three week program focuses on academic preparation and student success. Learn how this Title V Hispanics-Serving Institutions (HIS) funded initiative grew from 30 students to over 300, achieved over 70% success in reducing need for multiple levels of developmental math and found funding to continue beyond the grant.

The CROSSroads program was launched two years ago at Santiago Canyon College by the Basic Skills Task Force as an attempt to shorten the remedial sequence. The goal of CROSSroads (College Readiness Optimizes Student Success) is to assist students' placement into transfer-level courses by providing them with brush-up workshops and online review before they test. In the spring of their senior year, students are invited to participate in this free program where they will work with English and math faculty to strengthen their skills in writing argumentative essays and solving equations—thereby bridging the remedial gap. Our hope for students is that they “Stay on the Road to Success” taking the straight path from high school classes to college-level courses to a degree or certificate.

## **Equity’s Others: Inclusion Beyond the Student Equity Plan Template**

*Jeff Burdick, Clovis Community College Center*

*Corinna Evett, Santiago Community College*

*Linda Kama’ila, Oxnard College*

Although legislative actions have defined certain populations to be disaggregated for study in the Student Equity Plan, there are many other students who have not been included. Every campus has unique student populations that do not fit into the defined categories, and their inclusion and success is as important as any other student group—and the barriers to success may be just as high. After focusing on a few of populations “left behind” in the student equity mandate, this session will also provide attendees the opportunity to identify and discuss additional student groups that we may want to include in the future. In addition to providing some information about “equity’s others,” such as transgendered, intersexed, bi-racial, and Arab students, attendees will discuss and share possible strategies to track these underrepresented students so that they also have greater access to success.

12:30 PM to 1:30 PM

**Lunch**

Terrace Pavilion

## **California Community Colleges Chancellor's Office Discussion on SSSP and Student Equity: Planning for the Future**

Terrace Pavilion

*James Todd, ASCCC Equity and Diversity Action Committee Chair,  
Facilitator*

*Denise Noldon, Vice Chancellor of Student Services, CCC*

*Pam Walker, Vice Chancellor of Academic Affairs, CCC*

What does student success, support, and equity look like in the California Community College System? What does the future hold? Join us for a candid discussion about SSSP and Student Equity planning with the California Community Colleges Chancellor's Office. This panel will discuss the statewide focus on closing achievement gaps in the context of student success initiatives, and the necessary bridging of instructional and student support services. The panel will also address the future of equity funding, planning, and evaluation.

2:45 PM to 3:00 PM

## **What We Have Learned and Where We Are Going: A Conference Wrap Up**

Terrace Pavilion

*Cynthia Rico, ASCCC Transfer, Articulation, and Student Services  
Committee Chair*

*James Todd, ASCCC Equity and Diversity Action Committee Chair*

## **Post-Conference Session and Reception**

3:00 PM

## Reception for 4CA

San Gabriel

The Community College Counselors Association (4CA) has been a professional development and political force for counselors in community colleges since the 1960's. In the past five years it has become inactive. At the height of activism, 4CA had regional conferences where counselors had the opportunity to share and review legislation that affected their profession and mobilized to ensure their voices were heard. Counselors were invited to serve on Community College League of California (CCLC) Commissions (which included CEO's and CSSO's), Academic Senate Committees, and Faculty Association for California Community Colleges (FACCC) Commissions, as well as numerous Chancellor's Office Advisories.

The Student Success Act has prompted the creation of many statewide committees. We want to ensure counselors have a unified voice in these important committees alongside statewide decision makers. We need to be more active in creating legislation that affects our profession. Today we are part of a newly energized movement to bring back the statewide professional development organization that once unified the voice of counseling faculty. The issues 4CA faced years ago are still the same issues we face today. Come find out how you can collaborate with your colleagues to contribute to the statewide discussions on student success. Advocacy for student success is the primary role of counseling faculty in the community college system. Come join the discussion!

## BIOGRAPHIES AND PRESENTERS



### **Dr. Darla M. Cooper, Ed.D.**

Dr. Darla M. Cooper, Director of Research and Evaluation for the Research and Planning Group for the California Community Colleges (RP Group), has worked in the California community college system for over 15 years having previously held institutional research director positions at Santa Barbara City College, Oxnard College, and Ohlone College. Dr. Cooper has extensive experience serving as an external evaluator for several federal and private foundation grants and leading Student Support (Re)defined, a research project that examined what supports student success. In addition, she has worked on projects including the Aspen Prize for Community College Excellence, Bridging Research Information and Culture (BRIC), Student Transfer in Professional Pathways Project, and the Accreditation Study. Dr. Cooper also has direct experience assisting students achieve their educational goals in her previous work at the University of Southern California as a director of research and information, student services counselor, and ombudsperson. She holds a B.A. in Psychology from the University of California, San Diego and an M.S.Ed. and Ed.D. from the University of Southern California.

## **Denise Noldon, Ph.D.**



Dr. Denise F. Noldon serves as interim vice chancellor for student services and special programs. Her division is responsible for providing statewide leadership and technical assistance for policy and programs that support student access, equity, and success such as outreach, admissions, assessment, financial aid, and counseling. The division administers nearly \$600 million annually in categorical and grant funds to help colleges support students.

Noldon has extensive experience in higher education. Prior to joining the Chancellor's Office, Noldon was president of Contra Costa College. She has served as the vice president of student development and enrollment management at Folsom Lake College, dean of counseling and matriculation at Chabot College, and EOP&S/CARE coordinator at Las Positas College. She began her community college career as a vocational counselor at Long Beach City College, worked as an adjunct counselor at Montgomery College in Maryland, and as a mentor program coordinator for the Office of Multi-Ethnic Student Education at the University of Maryland. She has also held various positions in the California State University system, including director of Upward Bound, an EOP counselor, and orientation coordinator at the Long Beach campus and as a counselor in Student Academic Services at the East Bay campus.

Noldon earned an undergraduate degree in psychology and a master's in counseling and student development in higher education at California State University, Long Beach. She obtained her doctorate in college student personnel administration at the University of Maryland at College Park.



## **Pamela D. Walker, Ed.D.**

Dr. Pam Walker serves as vice chancellor of academic affairs and oversees a division that is responsible for providing state-level review of community college curriculum and instructional support activities. Walker is a highly regarded educational leader with experience as a faculty member and administrator in the K-12 system, four-year universities, and in the California Community Colleges. Walker comes to the Chancellor's Office from American River College where she worked for the last 12 years most recently as interim president of the college. Prior to being named president, she held positions including vice president for student services, associate vice president for instruction, and dean of science and allied health. At Cerritos College she was the dean of health, physical education, recreation, athletics and dance and interim dean of admissions and records. She also held the position of associate commissioner for the California Community College Athletic Association. Prior to her tenure in the California Community Colleges, Walker worked at both public and private colleges and universities. Walker is a tireless advocate for the benefits of education working throughout her career to develop programs of distinction to better serve students. She received her bachelor's degree from Eastern Oregon State University in La Grande, master's degree from California State University, Sacramento, and her doctoral degree in organization and leadership from the University of San Francisco.

# PRESENTERS

**Adams, Julie**, ASCCC Executive Director

**Agyare, Micaela**, Instruction Librarian, Foothill College

**Acosta, Jo Ann**, Educational Advisor, Bakersfield College

**Bartel, Emily**, Counselor, Bakersfield College

**Barton, Michelle**, Senior Director, Planning, Research, Institutional Effectiveness and Grants, Palomar College

**Borghi, Amy**, Counselor, Chaffey College

**Coleman, Susan**, Project Director, Career Café

**Cooper, Darla**, Director of Research and Evaluation, RP Group

**Davies, Anna**, Executive Vice President, College of the Desert

**Diaz, Ricardo**, Counselor and Open Doors Coordinator, Chaffey College

**Dueñas, Yolanda**, Golden West College, Counselor, Career Center

**Dumont, Stephanie**, Counselor, Golden West College

**Fernandez, Hilda**, Student Equity Tri-Chair and English Faculty, Foothill College

**Fulks, Janet**, Dean of Precollegiate and Student Success, Director of Making It Happen Program, Bakersfield College

**Gribbons, Barry**, Vice President of Institutional Development, College of the Canyons

**Ha, Katie**, Supplemental Instruction Faculty, Foothill College

**Hays, Bri**, Campus-Based Researcher, San Diego Mesa College

**Hayward, Craig**, Director of Research, Planning and Accreditation, Irvine Valley College

**Hollems, Diane**, Co-Creator of Get Focused... Stay Focused! Initiative, Santa Barbara City College

**Johnson, Claudia**, Director of Dual Enrollment Programs, Santa Barbara City College

**Johnson, Odella**, Director of Equity and Inclusion, Bakersfield College



**Jones, Rita**, Grant Coordinator, Career Café

**Kathy Oborn**, Academic Senate President, Pierce College

**Kirkbride, Corrine**, Mathematics, Solano Community College

**Kominek, Bridget**, Faculty Coordinator of Basic Skills and English Instructor, Fullerton College

**Kuo, Elaine**, College Researcher, Foothill College

**Lee, Matthew**, Project Director and CEO, Matthew Lee Consulting

**Lewis, Julie**, Department Chair, African American Studies, DeAnza College

**Marlatt Dorr, Paige**, Director of Communications, California Community Colleges Chancellor's Office

**Melendez, Robert**, Counselor and Chair of Counseling, Irvine Valley College

**Meuschke, Daylene**, Dean, Institutional Research, Planning and Institutional Effectiveness, College of the Canyons

**Morse, David**, ASCCC President

**Neal, Veronica**, Director of Equity, Social Justice and Multicultural Education, DeAnza College

**Neal, Veronica**, Director of Equity, Social Justice and Multicultural Education, DeAnza College

**Mayra Cruz**, Professor of Child Development, De Anza College

**Nikkhoo, Kristine**, Director of Basic Skills, Fullerton College

**Noldon, Denise**, Vice Chancellor of Student Services, California Community Colleges Chancellor's Office

**Page, Ruben**, Transfer Center Director/Counselor, Long Beach City College

**Pangburn, Lindsay**, Program Manager, California Community Colleges Chancellor's Office

**Phillips, Amanda**, Director of Counseling and Advising Services, College of the Desert

**Phillips, Brad**, CEO, Institute for Evidence-Based Change

**Quiroz, Norberto**, Co-Chair of Education Planning Tool/Degree Audit System Steering Committee, Santa Rosa Junior College

**Reeve, Melissa**, Basic Skills Coordinator, English and ESL Instructor, Solano Community College

**Roe, Maureen**, Basic Skills/Writing Center Coordinator, English Professor, Santiago Canyon College

**Smith, Cleavon**, Academic Senate President, Berkeley City College  
**Shippen, David**, Statewide Program Director, Education Planning Initiative

**Sosa, Giovanni**, Research Analyst, Chaffey College

**Spall, Audrey**, Counselor, Chair of Counseling, Santa Rosa Junior College

**Stanskas, John**, ASCCC Secretary (San Bernardino Valley College)

**Starer, Paul**, Dean of Language Arts and Learning Resource Center, Foothill College

**Stoup, Gregory**, Vice President RP Group, Senior Dean of Research and Planning, Contra Costa CCD

**Taylor, Shuntay**, Counselor, West Hills College

**Tena, Theresa**, Vice Chancellor of Institutional Effectiveness, CCCCCO

**Tornay, Robyn**, Project Manager, Education Planning Initiative

**Tran, Tiffany**, Articulation Officer/Counseling, Irvine Valley College

**Vo-Kumamoto, Tram**, Chief Instructional Officer, Berkeley City College

**Walker, Cindy**, Faculty Success Center Facilitator, Chaffey College

**Walker, Pam**, Vice Chancellor of Academic Affairs, California Community Colleges Chancellor's Office

**Willett, Terrence**, Director of Planning, Research and Knowledge Systems, Cabrillo College

**Williams, Nichelle**, Counselor, Sacramento City College

**Wilson, Dani**, Dean, Library and Learning Resources, Fullerton College

## **Equity and Diversity Action Committee**

**Todd, James**, Chair, ASCCC Equity and Diversity Action Committee (Modesto Junior College)

**Burdick, Jeff**, English, Clovis Community College Center

**Evett, Corinna**, English, Santiago Canyon College

**Holcroft, Carolyn**, Biology Instructor, Academic Senate President, , Foothill College

**Kama'ila, Linda**, Library Science, Oxnard College

**Rico, Cynthia**, ASCCC Area D Representative, (San Diego Mesa College)

**Snowden, BJ**, Academic Senate President, Cosumnes River College

## **Transfer, Articulation, and Student Services Committee**

**Rico, Cynthia**, Chair, ASCCC Transfer, Articulation, and Student Services Committee (San Diego Mesa College)

**Narveson, Eric**, History, Evergreen Valley College

**North, Wheeler**, ASCCC Treasurer

**Taylor, Shuntay**, Counseling, West Hills College – Coalinga

**Tran, Tiffany**, Counseling, Irvine Valley College

**Valenzuela, Yvonne**, Counseling, Golden West College

**Wyly, Michael**, English, Solano College

# Westin South Coast Plaza

## Second Floor

