MINUTES

Members present: Lynn Stauffer, Matt Benney, Katie Musick, Vic Liptak, Jamie Zamjahn, Wilson Hall, and Chiara Bacigalupa,

Staff: Kim Purdy

Agenda

1. Action groups continue to work towards issuing recommendations. Reports will eventually be built into a cohesive document reviewed at May meeting
   a. Retention and Graduation Rates (Vic, Katie, Thaine)
      i. Presenting a draft report for GIG committee review
      ii. Identified Academic HIPs that improve retention and graduation
      iii. Questions drive focus:
         • What AAC&U HIPS are in practice at SSU?
           o Global Learning/Ethnic Studies, this is the only HIP that currently reaches every student
         • What does SSU do as a HIP?
           o WIC is moving towards this
         • When is a HIP most impactful?
           o Work with Reporting & Analytics for this info
      iv. Communicating to students that these HIPS are an important, give encouragement, and drive participation. Do not message as additional requirement, but rather built into existing curriculum. Not every HIP is appropriate for every student.
   v. Peer mentors are part of HIPS, but we do not know how that impacts their retention/graduation
   vi. Great opportunity to look at value of collaboration across institution
   vii. Looking for cohesion across HIPS as an intentional educational overlay
   viii. This could be presented as a co-curricular transcript. CSU Fullerton is a prime example. Students self-identify what they participate in.

b. 0% Achievement Gap (Lynn)
   i. Report is still in draft form, discussion is still very active as recently as this afternoon.

2017 -- 2018 Meeting Dates
Mondays, 3:00 to 4:30
8/28, 10/3, 11/6, 12/4, 2/5, 3/5, 4/2, 5/7
Sonoma State University  
Graduation Initiative Group (GIG)

- **Overview:** Campus climate for URM students differs  
  - Potentially less academic preparation, difficulties recognizing structural barriers.  
  - An experience of not belonging, facing social adversity is common in the first year  
- **Need to work on our communication to students**  
  - This can begin in the outreach and admissions package to students and carry messaging forward through Student Academic Services  
  - Meta majors can help us target certain groups for high-touch support  
- **Changes to orientation**  
  - Shifting schedule, orientation happens closer to start of school (2019)  
  - Orientation activities will continue into first weeks of classes  
- **Financial concerns**  
  - Creating a deposit waiver for Pell-eligible students  
  - Discussion around students who do not return for 2nd semester, when reality of costs (as opposed to projected) sink in  
  - Housing costs – triples are available for all FLC’s/LLC’s  
- **Student panel around the lived experiences of URM and Pell students**  
  b. **Transfer Students (Alvin & Jamie)**  
     i. Pre-transfer advisor will begins supporting students though working with Napa Valley and SRJC, will spend about 25% of time on campus sites. Students will have consistency in resource  
     ii. **Transfer Days** – celebration events for transfer students  
     iii. Working towards student credit for prior learning  
     iv. Development of a UNIV course that is intergraded into GE  
     v. There are pockets of campus that have policies that create issues for transfer students  
       - Work towards revision of existing “unfriendly” policies  
       - Financial Aid timing  
       - ARR accuracy  
       - Not seeing many ADT’s, in practice many CSU’s have not been responsive to ADT’s

2. **AAAHE conference attendees report (Alvin & Vic)**  
   a. **Seminar on Equity minded practices**  
      i. As this campus develops a culture of assessment, it is important to align that process to an equity mindset: Equity Score card can be a tool for this  
   b. **This is an opportunity to manifest our status as an HSI**  
   c. **Culturally relevant assessment can be supported by technology**  
   d. **Culturally relevant assessment is mindful of student populations**  
      i. Awareness of the array of student assets and cultural pedagogies

2017 -- 2018 Meeting Dates  
Mondays, 3:00 to 4:30  
8/28, 10/3, 11/6, 1/4, 2/5, 3/5, 4/2, 5/7
e. Assessing equity in policy, institutional and individual levels
   i. Tracking proportional representation in access, outcomes, and opportunities
   ii. Using disaggregated data
   iii. Reflecting on consequences/taken-for-granted practices

Meeting adjourned: 4:25pm, minutes prepared by Kim Purdy.